



PUBLIC SCHOOL 93

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 8, BRONX, P.S. 93
ADDRESS: THE DR. ALBERT G. OLIVER SCHOOL
1535 STORY AVENUE, BX, N.Y. 10473
TELEPHONE: (718) 842-2655
FAX: (718) 328-5506

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

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

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 93X **SCHOOL NAME:** Dr. Albert G. Oliver School

DISTRICT: District 8, Bx. Network 19

SCHOOL ADDRESS: 1535 Story Avenue, Bronx. New York 10473

SCHOOL TELEPHONE: (718) 842-2655 **FAX:** (718) 328-5506

SCHOOL CONTACT PERSON: Donald P. Mattson **EMAIL ADDRESS:** dmattso@school
s.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Erica Roth

PRINCIPAL

Donald P. Mattson

UFT CHAPTER LEADER

Roxanne Mathurin

**PARENTS' ASSOCIATION
PRESIDENT**

Marva Webb

STUDENT REPRESENTATIVE
(Required for high schools)

NA.

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Dov Rokeach

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Donald P. Mattson	*Principal or Designee	
Roxanna Mathurin	*UFT Chapter Chairperson or Designee	
Marva Webb	*PA/PTA President or Designated Co-President	
Ruby Doute	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ann Marie Viselli	DC 37 Representative, if applicable	
	Student Representative, if applicable	

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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. 93 is an elementary school with approximately 400 students from pre-kindergarten through grade 5. The school has decreased in enrollment over the last two years due to the truncation of the sixth grade to the middle school. The school consists of two buildings (the main building and a 12 classroom mini-school building). The main building is shared with a charter school (The Carl Icahn Charter School) which is currently housed on the second floor. There is dual use of facilities such as the auditorium, the gymnasium and the cafeteria.

P.S. 93 is in its second year as an empowerment school. The school serves bilingual special education students in 12.1 or 12.1.1 classes across the grades. Most of these students are bussed from some distance away from the school. We have undertaken several new initiatives to help improve the performance levels of our special education students and our ELLs. Our title 3 money (\$15,000.00) is going to be used for funding a .4 F status teacher who will work with targeted special education students and ELLs. This year, we have added a CTT class for kindergarten and grade 2 based upon the needs of special education and general education students in the 2007-2008 school year. We also have a fifth grade CTT class which evolved from our fourth grade CTT class from 2007-2008. Our CTT classes were developed with the idea that there would be several students on those applicable grades who would be able to make a transition from a bilingual class to a monolingual setting with ESL support.

P.S. 93 made significant academic gains in the 2007-2008 school year. Our literacy scores went up 28% and our mathematics scores went up 18%. We also had significant gains in Student Progress. These improvements were due to improved use of students data from acuity and the careful monitoring of select students by our data inquiry team. A carefully monitored AIS Program ("0" period) each day works with select students across all grades. Services are provided by funded teachers, cluster teachers and other personnel.

P.S. 93 has been fortunate to have received two grants during the last several years, The first was a grant from the Robin Hood Foundation which was used for the building, development and staffing of a new state of the art library. The library has become an integral part of the school serving as a resource for research activities and independent reading. The second grant was from the Trust for Public Land which provided a new, also state of the art playground for our school and local community.

There are still several areas of improvement that we are focusing on at P.S. 93. They are:

- Tracking progress of English Language learners (ELL's) to assure greater level of progress on standardized tests and on the NYSESLAT.
- Maximize professional development to meet the needs of all teachers to ensure continued growth

- Extend curriculum enrichment initiatives to involve a greater number of students in challenging multimedia activities.
- Develop rubrics in science and social studies.
- Continued improvement in writing

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

There are several student performance trends that we have been following over the last couple of years and several new initiatives that we have introduced to improve student outcomes:

- ✚ Prior to 2007-2008, we had many students in grades 3-5 who performed in the level of a "high 2" on the New York State ELA (grades 3-5). Due to the use of acuity and other measures of data, teachers have been able to focus on the specific instructional needs of students. This has resulted in better achievement levels in both literacy and mathematics. Also, we have experienced significant gains in proficiency for English Language learners and Special Education students. There is a need to further improve the tracking of progress for these specific groups of students. Professional development will be provided for teachers of special education and ELL students to help them develop a focus on the specific needs of the students who are still not making suitable progress. All students are given interim school goals which are reviewed and become the focus of instruction. Data sheets are developed by the assistant principals which are reviewed by the teachers
- ✚ Even though the school has achieved significant gains in moving students from Level 2 to Level 3, we are still focusing on an improvement in literacy with the need to move high Level 3 students to Level 4. Our morning AIS (zero) period now includes several groupings for students who will benefit from enrichment activities.
- ✚ In order to have a clear focus concerning the needs of students entering grade three, we have agreed to pilot the Children's Progress Assessment in grades K – 2. This assessment will give lower grade teachers a clear focus as to specific areas in literacy and mathematics in which students need further instruction. This new piloted assessment is given to all students in both general and special education classes. Progress will be tracked throughout the year as students move from level to level (1-4).
- ✚ We have introduced the Fountas and Pinnell Benchmark Assessment system school wide as a means of further defining areas of literacy instruction for all students. This will define greater clarity as to individual needs.
- ✚ We are in the process of taking goal setting to the next level for students by involving them more actively in assessing their own work, identifying what helps them learn best and agreeing to next steps. Interim goals have been established for all students in all classes

- ✦ We are in process of developing rubrics in science and in social studies which will be aligned to already existing school wide rubrics.

Based upon current trends, we are having some concerns about the performance levels of our students in Kindergarten and grade 1. As mentioned previously, the Children's Progress Assessment (pilot) in grades K-2. This has enabled us to provide needed small group and individual intervention based upon assessment needs. Also, to provide further support for children in the lower grades, we will be sponsoring our own summer enrichment program for grades K-2.

Our current NCLB status remains as a school in corrective action. For 2007-2008, we attained all AYP goals (safe harbor for students with disabilities). Most of our students with disabilities are in bilingual (English / Spanish) special education classes. We have introduced a technology program (Lexia) to help further develop English language proficiency for these students. Also, this year, we added CTT (Collaborative Team Teaching) classes in Kindergarten and grade 2. Staff development is provided for those teachers both by the Office of School Improvement and by staff developers within our own school.

Based upon projected budget reductions (current and future) our concerns are its implications on our current lower class sizes and the continuation of teacher resources such as Staff Developers for Literacy and Mathematics.

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 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- ✚ Even though the school has achieved significant gains in moving students from Level 2 to Level 3, we are still focusing on an improvement in literacy with the need to move high Level 3 students to Level 4. **We have two specific goals for literacy: an overall 10% increase of students performing at levels 3 and 4 on the NYSELA and a 10% increase of students performing at level 4.** Our morning AIS (zero) period now includes several groupings for students who will benefit from enrichment activities. The students in the enrichment groups are those who scored at a mid-level 3 on the 2008 ELA. Teachers use the results from Acuity, ITA Predictive Simulated Assessments, teacher developed assessments, Fountas and Pinnell Benchmark Assessment System and other assessments to focus instruction and to develop strategies as needed.

- ✚ Track the progress of English Language Learners and Special Education students throughout the year. Special Education students and ELA students are held to the same standards as general education students. Tracking systems which highlight student progress are developed and given to all teachers. The tracking system gives an item analysis to teachers to guide instruction. **Our specific goal is that there should be a 20% decrease in the number of students performing at level 1 on the NYSELA.**

- ✚ We are in the process of taking goal setting to the next level for students by involving them more actively in assessing their own work, identifying what helps them learn best and agreeing to next steps.

- ✚ We are in process of developing rubrics in science and in social studies which will be aligned to already existing school wide rubrics. This was based on a recommendation from our May 2008 Quality Review that scoring rubrics be developed for science. **Classroom teachers (grades 3-5), as well as Science and Social Studies cluster teachers, will use a 1-4 rubric score on all assessments in science and social studies.**

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 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Even though the school has achieved significant gains in moving students from Level 2 to Level 3, we are still focusing on an improvement in literacy with the need to move high Level 3 students to Level 4. (goal: 10% increase based on the 2008-2009 NYSELA).</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>Students who scored in the mid-level 3 range on the 2008 ELA are provided with enrichment activities during our “O” period AIS group. Independent reading, research skills and writing activities are emphasized. The librarian, the mathematics staff developer and the technology teacher work with these students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school funds a mathematics staff developer and a technology teacher. Our library position has been funded through the Robin Hood Foundation (2008-2009 is the last year of scheduled funding). Funding is allocated to provide per-session hours to teachers to further develop enrichment type activities (Think Quest competition, book clubs and Student Treasures).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All student work is reviewed weekly. AIS Service providers meet on Friday of each week with Literacy Staff Developers to discuss planning, regrouping (if needed) and the alignment of materials to instructional need. Interim Goals have been established to further monitor student progress.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language
Arts/Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Track the progress of English Language Learners and Special Education students throughout the year. Our goal is that there will be a 20% decrease in level 1 students on the NYSELA (2008-2009) for these student populations.</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>Special education students and ELL students are held to the same standard as general education students. All tracking of student work is the same. “Imagine” and “Award Reading” software has been purchased to address the needs of these two student populations. These students are also given the opportunity for an at home SES program (Test Quest). We are also introducing the RIGOR program for select CTT classes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is provided to purchase software licenses for Imagine and Award. Also, we have a licensed ESL teacher who works with select students and staff. Our Title 3 money provided for a ELL staff developer and additional computers for ELL students. Funding for the RIGOR program was provided by the Office of School Improvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim goals are established and monitored as with all classes school wide.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts/Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We are in the process of taking goal setting to the next level for students by involving them more actively in assessing their own work, identifying what helps them learn best and agreeing to next steps.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Literacy staff developer and mathematics staff developer currently work with classroom teachers to fine tune conferencing with students in assisting them with assessing their own work, identifying what helps them best and agreeing to next steps.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school funds two literacy staff developers and one mathematics staff developer.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Student goal sheets are reviewed on a regular basis and next steps are decided upon.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science/Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We are in the process of developing rubrics in science and in social studies which will be aligned to already existing school wide rubrics. One of the recommendations on our quality review for 2007-2008 was the development of rubrics in science. As a school community, we have decided to also develop rubrics in Social Studies.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The science cluster teacher and social studies cluster teacher will develop a 1-4 rubric scale for the scoring of science and social studies assessment. The classroom teachers (grades 3-5) will receive training in the use of these established rubrics in science at grade conferences held during the first half of the school year. All student assessment in the area of science will be scored using the 1-4 rubric. Rubrics in the area Social Studies will be developed during the second half of the school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school funds a social studies cluster teacher and a science cluster teacher. These teachers will work with the principal and the staff developers to develop rubrics</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Student assessments (science) will be reviewed monthly to evaluate the use of rubric scoring.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	10			
1	6		N/A	N/A	15			
2	4		N/A	N/A	5			
3	10		N/A	N/A	2			
4	11				4			
5	5				7			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We have a school wide AIS morning program ("0" period). Cluster and funded teachers meet with a small group of designated students
Mathematics:	Same as above
Science:	In progress-based on the results of rubric development.
Social Studies:	Same as for science.
At-risk Services Provided by the Guidance Counselor:	At risk counseling (six week cycles) for non-mandated students based on recommendations from Pupil Personnel Committee (meets every other week).
At-risk Services Provided by the School Psychologist:	Same as above
At-risk Services Provided by the Social Worker:	Same as above
At-risk Health-related Services:	None

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 (2007-2008) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL Both Number of LEP (ELL) Students Served in 2007-08: 81

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

There are three bilingual classes (self contained special education) as well as a pull-out, push-in ESL program. The ESL instructional program focuses on reading, writing, listening and speaking. Students are grouped by levels of proficiency so that instruction is differentiated according to the needs of the students.

II. Parent/community involvement:

An orientation meeting was held in October.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Not applicable

IV. Staff Development (2008-2009 activities):

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 A-2

School District: **District 8X**

Type of Program: ESL Bilingual Both
(Check one only)

School Building: **Public School 93**

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)																						
Bengali (BEN)	1		1																			
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	20	11	9	17	12	5	12	8	4	5	2	3	10	6	4	13	5	8				
Vietnamese (VIE)																						
Twi										1		1				1		1				
Af													1		1							
SUB TOTALS →	21	11	10	17	12	5	12	8	4	6	2	4	11	6	5	14	5	9				

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in **2007-08** **81**

Total Number of LEP students in grades K-6 **Served** in the Building in **2007-08**

44 (bilingual) 37 (ESL)

(Do not include long-term LEPs)

(Do not include long-term LEPs)

Bilingual

ESL

DRAFT

