



**MAGNET SCHOOL OF MATH, SCIENCE AND DESIGN  
TECHNOLOGY**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: MAGNET SCHOOL OF MATH, SCIENCE AND DESIGN  
TECHNOLOGY**

**ADDRESS: 511 7 AVENUE**

**TELEPHONE: 718-965-1190**

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**MARCH 2011**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331500010010      **SCHOOL NAME:** Magnet School of Math, Science and Design Technology

**SCHOOL ADDRESS:** 511 7 AVENUE, BROOKLYN, NY, 11215

**SCHOOL TELEPHONE:** 718-965-1190      **FAX:** 718-369-1736

**SCHOOL CONTACT PERSON:** LAURA SCOTT      **EMAIL ADDRESS** LScott3@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Alison Koziel

**PRINCIPAL:** LAURA SCOTT

**UFT CHAPTER LEADER:** Dana Roth

**PARENTS' ASSOCIATION PRESIDENT:** Elizabeth Ellis

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

**NETWORK LEADER:** JOSEPH CASSIDY/Alison Sheehan/Maria Broughton

**SUPERINTENDENT:** ANITA SKOP

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
LAURA SCOTT	Principal	Electronic Signature Approved.
Dana Roth	UFT Member	Electronic Signature Approved. Comments: Overridden due to login difficulty
Anita Buie	UFT Member	Electronic Signature Approved.
Diana Noftell	DC 37 Representative	Electronic Signature Approved.
Elizabeth Ellis	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Velma McKenzie	Parent	Electronic Signature Approved.
Cathy Campbell	Parent	Electronic Signature Approved.
Alison Koziel	SLT Chairperson	Electronic Signature Approved. Comments: SLT Chairperson Does Approve; however, there is an error with the approval process
Marina Celander	Parent	Electronic Signature Approved.
Michele Kertesz	UFT Member	Electronic Signature Approved.
Ashley Riegal	Parent	Electronic Signature Approved.
Liz Demetriades	Title I Parent Representative	Electronic Signature Approved.
Bilquis Dhobhany	Parent	Electronic Signature Approved.

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

□

P.S. 10 is notable, in that it serves a population that is academically, culturally, linguistically and racially diverse, and includes exceptional students with special needs who are physically and/or developmentally challenged. The entire staff is committed to meeting the needs of all our students, and the inclusion of the entire population in all school events and activities is a given.

Our curriculum is NYS Standards-based, and our curriculum maps are reviewed and amended annually by all classroom teachers, as well by the Math and Literacy coaches. Bi-monthly grade-level meetings facilitated by the coaches address the curriculum by looking at student work. Approaches that combine ESL methodology and Special Education techniques are discussed as part of an ongoing inquiry into the most effective methods of addressing the curriculum in the context of our students' needs. Our Balanced Literacy curriculum, the Everyday Mathematics curriculum, project-based Social Studies work, and increased inquiry-based learning, all lend themselves to modifications that accommodate different learning styles and variations in English fluency, developmental stages and special needs.

Since our school community focuses on educating the whole child, our full-time staff includes an Art teacher, a Music teacher, and a Theater Arts teacher. We also have a grants writing committee. Through this work every class partners with The Metropolitan Opera Guild on a variety of music/theater-based activities: upper grades are exposed to Broadway music through singing with visiting artists; children visit Lincoln Center and Carnegie Hall. These and other arts-related experiences have become a staple in the menu of P.S. 10 life.

Every student participates in Science, Health and Physical Education programs. Continued use of our recently constructed Science labs and the playground, with accessibility for physically disabled students, is another result of creative and focused grant writing and fundraising.

Our extended day consists of small-group instruction for students in need of academic intervention, as well as enrichment groups for those for whom this is more appropriate. An after-school program staffed by P.S. 10 teachers provides further academic intervention.

An active Inquiry Team is in place for the fifth consecutive year. It studies student trends, and assesses particular effects of deepening our teaching in a variety of ways. This group uses all available data in order to study needs and possible ways to address those needs.

Through our LSW (looking at student work) sessions, the beneficial effects of successful methods are disseminated throughout the school.

Over the last few years P.S. 10 has experienced significant growth in population, parent and community involvement, and improvement in academic performance. This is due, in no small part, to our commitment to the programs and processes mentioned above. None of these comes without hard work and dedication. The staff at P.S. 10 has responded to the challenges willingly, and with the positive attitude that has always been a hallmark of our school.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Magnet School of Math, Science and Design Technology								
<b>District:</b>		15	<b>DBN #:</b>		15K010	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<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		54	90	59			92.9	93.9	TBD	
Kindergarten		96	133	175						
Grade 1		106	101	130	<b>Student Stability - % of Enrollment:</b>					
Grade 2		84	100	106	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		79	70	91			97.2	96.56	TBD	
Grade 4		72	73	73	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		67	70	73	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			68.6	68.6	81.8	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			2	16	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			0	1	4	
Ungraded		17	12	18						
Total		575	649	725						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		43	35	24	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		45	46	57	Superintendent Suspensions		1	0	TBD	
Number all others		62	63	66						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual		12	0	0						

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	56	48	45	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	12	28	Number of Teachers	54	56	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	28	26	TBD
				Number of Educational Paraprofessionals	12	16	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	75.9	73.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	59.3	62.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	91	TBD
American Indian or Alaska Native	0	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	88.2	TBD
Black or African American	16.5	16	14.9				
Hispanic or Latino	54.6	44.8	38.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	6	6.2				
White	23.1	32.5	37.5				
Multi-racial							
<b>Male</b>	51.6	51.3	50.9				
<b>Female</b>	48.4	48.7	49.1				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	95.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- P.S. 10 conducts an ongoing administrative review of available data regarding student performance. Additionally, the Principal, Math and Literacy coaches, AIS personnel, Inquiry Team and classroom teachers make a practice of accessing and analyzing information from a broad spectrum of assessments, using both hard and soft data.

Through this analysis, both general and specific, as well as positive and negative trends have been established.

A positive trend in student scores on the NYS ELA and Mathematics exams is a source of encouragement. It has been particularly rewarding that the lowest-performing third of our students are included in the number of students showing improvement.

We believe that this is due, in part, to a school-wide commitment to analyzing the data available to us, and then taking the next step by addressing our instruction to the problems we find, as well as modifying our methods of delivery of that instruction. As a staff, our teachers have begun to embrace the concept that "more of the same" is neither differentiation nor intervention.

An administrative accommodation in scheduling allows teachers on each grade two periods a month for LSW (Looking at Student Work) meetings. These sessions are held with the math and literacy coaches, where they examine student class work and assessments that are standardized and informal. The conversation is focused on methods of delivering instruction to address needs found in the work of the students, as well as ways to build on their strengths.

The work of the 06/07 Action Research Team was on raising the level of teacher questioning during read alouds in order to improve accountable talk. The 07/08 Inquiry Team analyzed the open-ended

questions in the End of Unit Assessments in Everyday Mathematics, and the DYO interim assessments in order to find teaching approaches that would improve the number sense and mathematical thinking of P.S. 10 students. The work of both these teams has been disseminated to every grade level. Both of these initiatives continue to be supported in our LSW sessions, informal grade-level meetings, and coaching/mentoring of teachers.

The 08 – 09 team researched the possibility of specific types of questions being those most often missed on standardized tests, and whether changing the style and/or language of teacher questions in our classrooms will move the performance of our students further. We determined that using more specific language and developing more specific vocabulary of our students helped raise the achievement on standardized tests. As our children have made progress, we have taken a second look at our goals for them. For example, we have raised some of the interim reading level expectations on more than one grade, causing a more appropriate continuum of growth.

The 09-10 Inquiry Team looked at the work of “hidden ELLS” (ELL’s who have passed out of NYSESLAT, but go home every day to families who speak languages other than English) in a targeted 5<sup>th</sup> grade class. One of the areas in which we have found negative or static trends is vocabulary growth. A challenge we face is a high level of ELL’s some being “hidden ELLs”. Their need for increasing their vocabularies has been recognized for a number of years. What we are becoming more aware of through our analysis of the data is a general trend across all our demographic groups toward insufficient and immature vocabulary development. In the last two years professional development has included conversations regarding contextual methods of teaching vocabulary in the classrooms. From 2007-2010 there was a school-wide “word of the week.” This consisted of relatively often-used words in student speech and writing, and interactive lessons in classrooms to find more specific and colorful synonyms for these words. The results were posted in the school corridors. For the last two years the school purchased a Vocabulary curriculum for grades 2-5. This year we will continue to use similar strategies, and incorporate vocabulary from the Arts. The 2010 – 2011 Team plans to continue to look at specific vocabulary as it relates to the Arts and how it can be related and connected directly to traditional academic curriculum encompassing Balanced Literacy.

Another challenge is continuing the work of improving our students’ mathematical thinking. Many inroads were made during the Inquiry work of last year, but this remains a core of the professional development being led by the Math coach. Many teachers learned Mathematics themselves through rote memorization of facts and formulas. The math coach continues to help them move past that, to help them overcome their own discomfort, and to allow a more exploratory approach to occur in their classrooms. A number of the teachers on each grade level have “bought into” this idea. They plan lessons together and are writing assessments that focus more on the students’ understanding of the mathematical concept being taught than on the formulaic means of solving the problems. All of this is being shared with colleagues.

DYO Math interim assessments have supported teachers in learning to look at the mathematical thinking of a child, resulting in instruction that is more targeted to the specific differences in children’s learning. By analyzing the students’ work on these assessments teachers have recognized the value of multiple approaches.

TC Reading Assessments implemented at the beginning of the year allows for early intervention for students at risk. The use of these assessments supports teachers in honing their skills at assessing and conferring in readers' and writers' workshop. They have also targeted the teaching points needed for moving children to the next level. In addition, we are working directly with Carl Anderson (writing specialist/consultant affiliated with Teachers College) to strengthen our working knowledge of assessing needs in Writing. To further facilitate this, he has continued to expand upon lab sites within the building to facilitate work with teachers not only on assessing the needs, but also on addressing and working with their students. Using the TC Writing Assessment has contributed to a more standardized sequence for teaching Writing skills, and a more specific method of teaching Writing craft.

The willingness of our teachers to grow and change, using new information about how children learn, has been a driving force in student progress. The administration has made a concerted effort to hire new faculty of the highest quality, and require of them focused, rigorous and well-informed instruction. Mentoring and coaching support have been provided wherever needed whenever possible.

Since we are a barrier-free site, a significant percentage of our student population have I.E.P.'s (approximately 24%). We have seen encouraging growth in this subgroup of our population. 39% of our Special Needs students made progress as of our last Progress Report. Their needs, however, remain a challenge as we analyze the data available, and include them in our determination to continue the growth of all our children.

We have seen a need to improve student writing through the previous years' inquiry work. It is our belief that raising the level of student writing across the grades will help to continue the work we have done, as in 06/07, when we worked to raise the level of Accountable Talk. In 08/09 we looked at how specific vocabulary and language, and the student's grasp and understanding of both, directly impacts achievement on standardized tests. In 09/10 the Inquiry team looked at "hidden ELLs" and how their lack of vocabulary has adversely affected their achievement.

It is a natural progression of the Inquiry work we have already done to continue our focus on writing. An emphasis on student writing beginning in the 1<sup>st</sup> grade will help to bolster vocabulary and aid in interpreting specific language across content areas. Writing rubrics for progression will be created which will be based on continuous assessments. A broad focus on student writing will help to improve and strengthen the quality, which will then help us to meet new core standards and increase student achievement on standardized tests. It will also help our students to be more prepared for their lives after PS 10.

As we have moved through the years and built upon our Action Research and Inquiry Team work we have discovered, aside from student needs, that teachers have distinct needs as well. In the Age of Data, teachers need to be able to navigate the systems of student tracking effectively and efficiently in order to best facilitate student achievement. A large number of our teachers are technology neophytes, wary of email and computers in general. We feel it is imperative that our teachers are as comfortable in the world of digital data as we hope our children will be within the written word and in the world of Mathematics.

The NYCDOE has developed the student reporting system, ARIS. Communication between the DOE is moving more and more exclusively to email. Teachers College uses an online Reading Level assessment tool. We, as the PS 10 community, have developed our own online systems of data collection and interpretation, using Google Apps. As we develop the best systems to aid our students we also need to ensure that our teachers are aided and supported in using these online, digital tools.

In addition, the use of technology is becoming more and more integrated into the regular classroom. No more is technology only the purview of the Computer teacher or Librarian; every teacher now has the ability to integrate laptops, interactive whiteboards, websites, blogs, etc into all subject areas. To further this integration we have ensured that every classroom teacher has at least one computer in the classroom. iPads have been purchased for every classroom teacher in grades 3-5. The iPads will make using technology a way to collect, analyze and assess data. Integrating technology into the curriculum will become more efficient because it will be literally at their finger tips. Utilizing these digital tools will aid to differentiate instruction, develop diverse learners, and strengthen the curriculum for every student. Just as with the use of data, we need to support our teachers so that they can utilize the digital tools more effectively to drive instruction and to help move our students forward in all content areas for maximum achievement.

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> Goal # 1  To raise ELA scores for grades 3 – 5	<input type="checkbox"/>  The number of students scoring on levels 3 and 4 will increase by 1% as measured by their performance on the NYS ELA exam.
<input type="checkbox"/> Goal # 2  To provide academic and emotional support to special education students who have moved from more restrictive environment to a less restrictive environments.	<input type="checkbox"/> By June of 2011, 70% of special education students who are moved to LRE will make two or more level gains (i.e. levels J to L) on TC reading assessments <input type="checkbox"/>
<input type="checkbox"/> Goal # 3  To improve student writing in grades 1 to 5	<input type="checkbox"/> <b>By June 2011, 80% of students in grades 1-5 will have made at least one year of progress in quality and quantity of writing as measured by on demand writing, E-PAL, various assessments results and published pieces.</b>
<input type="checkbox"/> Goal # 4 Instructional staff will increase their working knowledge of technology.	<input type="checkbox"/> Instructional staff will learn how to utilize ARIS and GoogleDocs to track student progress. Staff will also learn how to use the SmartBoard to enhance curriculum while accommodating different learning styles.



## 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**

**English Language Arts (ELA)**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal # 1</p> <p>To raise ELA scores for grades 3 – 5</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Identify students who are functioning below grade level and who have not made one year’s progress in English Language Arts</p> <p>Establish a Literacy or Inquiry committee to track and document student progress</p> <p>Visit other schools with exemplary best practices</p> <p>Make periodic formal and informal assessments</p> <p>Use information from assessments to inform instruction</p> <p>Conduct Looking at Student Work (LSW) meetings to analyze and review assessments that will drive instruction</p> <p>Mandate extended day for all 3 – 5 grade students and homogeneously group students based on assessments (standardized and informal)</p> <p>Assess and tailor instruction to meet the needs of individual students</p> <p>Solicit student teachers from universities and colleges (NYU, Bank Street, Hunter, Brooklyn, LIU, PACE, Pratt, etc.) to support instruction</p> <p>Staff-develop paraprofessionals in Sounds in Motion, Great Leaps, and Reading Fluency Programs to support small group instruction</p> <p>Push in related services for students to minimize disruption of instruction</p> <p>Administrate predictives and document progress</p> <p>Develop AIS and if funds allow academic enrichment Wednesdays: Reading Enrichment for struggling learners</p>

	<p>Student progress tracked on GoogleDocs and in TC Assessment Pro          Conduct staff development workshops          Initiate school inter-visitations of staff between grades          Conduct grade level meetings          Implement common preps and LSW (Looking at Student Work) periods          Form study groups          Implement demo lessons by coaches and workshops by consultants          Write grants to support instructional initiatives</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>TL FSF          School Support Supplement          Inquiry / Data Allocations          C4E (Via the Reduce Class Size Model)          Title I Funds          Title III LEP          School Support Supplement</p> <p>September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Periodic assessments and Predictives results documented          Binders documenting student progress          Staff meeting to discuss progress          Graphing results of Predictives and previous standardized test results          Make comparisons between standardized test results whenever possible          Utilize ARIS to create reports to assist in driving instruction</p>

**Subject Area  
 (where relevant) :**

**Special Education**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal # 2</p> <p>To provide academic and emotional support to special education students who have moved from more restrictive environment to a less restrictive environments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>AIS committee with a mainstreaming sub-committee formed that meets monthly  AIS sub-committee will track and evaluate progress of mainstreamed students on interim assessments, progress reports, and teacher feedback  Ongoing staff and parent meetings and updates  Potential students in need of emotional support will be identified and referred to the guidance counselor  Curriculum will be modified and instruction differentiated in mainstream environments  Study groups will be formed and will meet monthly  Teachers from 12:1 and 12:1:1 programs will observe less restrictive environments (CTT, SETSS, small group instruction), and classes will implement instructional initiatives together (read-alouds) so that future transitions from MRE to LRE will be more effective  Successful CTT and mainstreaming programs in other best-practice schools will be visited</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Tax Levy FSF (Fair Student Funds)  Title I  School Support Supplement  IDEA ARRA CTT  IEP Paraprofessional Allocation</p> <p>September 2010 - June 2011</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Student progress tracked and documented in binders and reports  Coverage schedules maintained and meeting agendas assembled and documented  Modified IEPs to reflect mainstreaming</p> <ul style="list-style-type: none"> <li>• Ongoing conversations</li> <li>• Students moved to less restrictive environments when appropriate</li> </ul> <p>Staff, student and parent conversations and updates</p>
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**Subject Area  
(where relevant) :**

**Writing**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐ Goal # 3</p> <p>To improve student writing in grades 1 to 5</p>
<p><b>Action Plan</b>  <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>☐</p> <p>☐ Classroom teachers from grades 1-5 will participate in extensive professional development sessions on writing, coordinated by the administration, coaches and Carl Anderson, a notable author and consultant from the TC College Reading and Writing Project. Teachers will be encouraged to utilize strategies from his books: <u>Assessing Writers</u>, <u>How’s It Going</u>, an <u>Strategic Writing Conferences</u>. Teachers will be divided into two groups: Early Childhood for Grades 1 – 2; and Upper Grades for Grades 3 – 5. All groups will address methods and strategies for conferring and assessing student writing.</p> <p>Common preps and LSW (Looking at Student Work) sessions will be devoted to looking at ongoing standardized and teacher-generated assessments in writing.</p>

	<p>Grades K, 1 and 2 will implement the Foundations Phonics/Spelling program.</p> <p>Students in grade 1 will participate in writing for all purpose activities. Rubrics will be generated and displayed by teachers to help guide student writing experiences.</p> <p>Students in grades 2 will participate in E-PAL and students in grades 2 – 5 will participate in on-demand writing activities at various times during the year.</p> <p>Grades 3 - 5 will participate in cursive writing excercises that will faciliate the quantity aspect of the writing process.</p> <p>Instructional staff will follow the writing pacing calendar developed and implemented and discuss possible modifications at LSW (Looking at Student Work) meetings on each grade.</p> <p>Teachers will also follow a consistent Spelling and Vocabulary program. Vocabulary will match inquiry work done via our proposed plan for the integration of the Arts with Science and Social Studies.</p> <p>Teachers will work with administration, coaches, consultants and colleagues in study groups and / or inquiry groups that address their writing needs and interests □. Works by authors such as Lucy Caulkins (The Art of Teaching Writing), Ralph Fletcher (A Writer’s Notebook), Kemper, Nathan, Sebranek ,Elsholz (Writer’s Express), Joann Portalupi (Writing Workshop, The Essential Guide) will be explored.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ TL FSF  Title I</p> <p>September 20010 – June 2011</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The administration and coaches will attend professional development sessions with staff so that follow-up discussions can be meaningful. Teachers will review and discuss writing pieces at LSW (Looking at Student Work) meetings with coaches and writing consultants (i.e. Carl Anderson, et. al).</p> <p>Writer’s notebooks and student folders will be reviewed periodically by the administration and coaches during walk-throughs and by consultants at professional development sessions. Writing progress and student conference notes will be discussed during formal and informal observation meetings.</p> <p>Student progress will be tracked by the inquiry team.</p>
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**Subject Area**  
**(where relevant) :**

**Technology**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>  <b>Goal # 4</b>  Instructional staff will increase their working knowledge of technology.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  Instructional staff will learn how to utilize technology to enhance curriculum and track student progress.</p> <p>In an effort to expose teachers to ARIS, GoggleDocs and specific technology (SmartBoard), the following will be implemented:</p> <p><b>ARIS:</b> Faculty Notes, inquiry team targets and student information will be published only on ARIS so that instructional staff will be made to understand that resources and student achievement data can be accessed on that platform. Knowledge of ARIS will provide educators with “a consolidated view of student-related data” and tools to collaborate and share</p>

	<p>knowledge about how to accelerate student learning. Teachers will learn how to transform information to improve instructional practices and ultimately student progress.</p> <p><b>GoogleDocs:</b> Teachers will use Google.docs as a platform to track students, share information, materials and strategies to enhance curriculum. Teachers will be expected to input student information monthly using Excel spreadsheets regarding math and reading assessment results. This information will provide us with a means for tracking student progress in classes and across grades. An emphasis will be placed on the progress of special needs and ELL students.</p> <p><b>SmartBoard:</b> Staff development will be made available to all teachers across grades. Teachers will be made to understand that a SmartBoard is an electronic interactive whiteboard that can enhance curriculum while accommodating different learning styles. It also maximizes limited computer use and is an instructional tool for the constructivist because it interfaces well with other peripherals.</p> <p>Training for instructional staff will be provided on 2 different levels. Level 1 for teachers who have no knowledge of the SmartBoard and level 2 for teachers who already have SmartBoards and wish to be exposed to ways in which they can be better utilized.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>TL (Tax Levy) FSF (Fair Student Funds)  Title I  School Support Supplement</p> <p>September 2010 – June 2011</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers will utilize ARIS to access faculty notes and student information regarding standardized test and informal test results.</p> <p>Instructional staff will develop Excel spreadsheets that provide information on math and reading assessments results so that progress can be tracked. This information will be</p>

assembled in binders in classrooms and by the administration.

The Inquiry Team and PPC (Pupil Personnel Committee) will utilize the information to track student progress and assign academic interventions whenever necessary.

Teachers will effectively utilize SmartBoards to enhance curriculum practices.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	39	39	N/A	N/A				
1	66	66	N/A	N/A	1			
2	52	53	N/A	N/A	4			
3	30	33	N/A	N/A				
4	24	20	24	24	2		2	
5	38	28	38	38	3			1
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Grades K - 2: small group instruction provided during extended day for struggling learners.  <input type="checkbox"/> Grades 4 and 5: small-group instruction provided during extended day and 1 <sup>st</sup> Period small-group guided reading and literacy book circles (homogeneous); groups meet 4 times per week with a maximum of 13 students per group.
<b>Mathematics:</b>	<input type="checkbox"/> Grades 4 – 5: small-group instruction provided during extended day and 1 <sup>st</sup> period small group instruction in mathematics
<b>Science:</b>	<input type="checkbox"/> Specialized instruction for grades 1 – 5 The entire school is scheduled for two science laboratory periods per week to support the science that is taught within the classroom.
<b>Social Studies:</b>	<input type="checkbox"/> For Grades 4 and 5: Research through partnerships with Artists in Residence programs like Metropolitan Opera Guild and Arts Connection will be connected to the traditional academic curriculum through the vocabulary inquiry study
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Counseling services are provided in various ways. One-to-one, groups and push in. Guidance is provided through “at risk” situations, crisis intervention, conflict resolution, attendance issues, high-risk behaviors, child abuse, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Social and emotional support provided by School Social Worker through at-risk situations and high risk behaviors.

**At-risk Health-related Services:**

N/A

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**Pre K – 5**

**Number of Students to be Served:**

**LEP 49**

**Non-LEP 766**

**Number of Teachers 58**

**Other Staff (Specify) 72 (Administrators, Guidance, Secretaries, School Aides, Paras, OT/PT, Nurses, Safety Agents)**

**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.

□

We have chosen to spend the majority of our Title III money for direct instructional support in a morning and after school program. The rationale behind this decision was to give our ELL population as much direct instruction in English Language Arts and Math as possible. Statistics suggest that the more time a child is given to read (at an appropriate reading level) the more language they will acquire. This is also true for the acquisition of problem solving skills within the math curriculum.

After School Program – Tuesdays and Wednesdays

P.S. 10 will use Title III money to fund 2 teachers and 1 Para for our after school program beginning October 2010 to target our ELL students in Grades 2–5. Classes will be held after school on Tuesdays and Wednesdays from 3:15 to 5:00 p.m. for 28 weeks. Our ESL teachers certified with Bilingual or ESL licenses will be paid per session from October 2010 to April 2011 for this instruction.

The after school program will utilize the LEAP Frog program, and a critical and creative thinking program, specifically designed to assist ELL students in learning English and math, which will help them meet Common Core Standards. Additionally a multi-sensory program provides lessons in phonics, vocabulary development, reading comprehension, spelling and handwriting.

One ESL teacher will also provide additional academic support in our early morning program. This morning enrichment program will be held Friday from 7:30 to 8:30 a.m. Students will have this opportunity to enhance their speaking, listening, reading and writing skills through board games, math games, computers and phonics activities; thereby boosting higher level reasoning and thinking skills.

Description of Parent and Community Participation

Monthly meetings for parents and orientation sessions for parents of potential “English Language Learners” (ELLs) will be offered regularly. Topics for discussion will be state standards, bilingual and ESL mandates and school expectations. Parent Orientation will take place in May for incoming students. Translation services will be made available as needed.

We will continue to offer our ELL parents study groups. In collaboration with the Parent Coordinator we will offer parent workshops on the following topics:

- Accountable Talk
- Parents as Reading Partners
- Helping Your Child Meet the Standards
- Test Prep
- Promotional Criteria

In addition, we will continue to offer our ELL parents ESL classes as part of our partnership with the Fifth Avenue Committee. This community-based organization (CBO) will sponsor ESL classes (2 hours / 3 x per week). Title III funds will be used to support parent workshops and through this strengthen the home-school partnership. Snacks, refreshments and materials will be funded by Title III.

#### Professional Development Program

Staff Development will be ongoing and include the following topics:

- Ongoing Staff Development Scheduled in School Program during our “Looking at Student Work” sessions.
- Accountable Talk – for ELLs
- LEAP FROG – Paraprofessional will work with small groups
- Scaffolding Language to support the ELL student in a Balanced Literacy classroom:
- Assessments and strategies to help ELLs meet the state standards in math, science, social studies and literacy
- Test Modifications
- Promotional Criteria for the ELLs
- Assessment and Strategies to Help ELLs Meet Standards in Content Areas

Additionally, ELL Staff Development will be implemented by the following across the school year:

- School based ESL Teachers
- Literacy Coach
- Math Coach

Our ESL teacher will provide staff development to our “lead teachers” (including the administration, Math and Literacy Coach, and our SETSS teacher) focusing on specific learning strategies for our ELL students. Our lead teachers will turn-key this information to classroom teachers.

Additionally, as part of our AIS team, our ESL teacher will be responsible for overseeing our ELL students’ progress and will interface with our Lead Teachers to discuss strategies and methods to enhance our ELLs’ learning.

#### 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.

□

□

We have chosen to spend the majority of our Title III money for direct instructional support in a morning and after school program. The rationale behind this decision was to give our ELL population as much direct instruction in English Language Arts and Math as possible. Statistics suggest that the more time a child is given to read (at an appropriate reading level) the more language they will acquire. This is also true for the acquisition of problem solving skills within the math curriculum.

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- Parents as Reading Partners
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- Test Prep
- Promotional Criteria

In addition, we will continue to offer our ELL parents ESL classes as part of our partnership with the Fifth Avenue Committee. This community-based organization (CBO) will sponsor ESL classes (2 hours / 3 x per week). Title III funds will be used to support parent workshops and through this strengthen the home-school partnership. Snacks, refreshments and materials will be funded by Title III.

Professional Development Program

Staff Development will be ongoing and include the following topics:

- Ongoing Staff Development Scheduled in School Program during our “Looking at Student Work” sessions.
- Accountable Talk – for ELLs
- LEAP FROG – Paraprofessional will work with small groups
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- Assessments and strategies to help ELLs meet the state standards in math, science, social studies and literacy
- Test Modifications
- Promotional Criteria for the ELLs
- Assessment and Strategies to Help ELLs Meet Standards in Content Areas

Additionally, ELL Staff Development will be implemented by the following across the school year:

- School based ESL Teachers
- Literacy Coach
- Math Coach

Our ESL teacher will provide staff development to our “lead teachers” (including the administration, Math and Literacy Coach, and our SETSS teacher) focusing on specific learning strategies for our ELL students. Our lead teachers will turn-key this information to classroom teachers.

Additionally, as part of our AIS team, our ESL teacher will be responsible for overseeing our ELL students’ progress and will interface with our Lead Teachers to discuss strategies and methods to enhance our ELLs’ learning.

**Section III. Title III Budget**

School: **15K010**

BEDS Code: **331500010010**

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)	14023.04	<input type="checkbox"/> After School Program

- Per session - Per diem		2 teachers @ 1.75 hours = 3.5 hrs each day x56 days = 196 hrs @ \$49.40 = \$9780.40  1 Para @ 2 hrs x 56 days = 112 hrs @ \$28.97 = \$3244.64  Before School Program 1 teacher @ 1 hr for 20 sessions x \$49.90 = \$998
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	576.96	<input type="checkbox"/> Instructional School Supplies /Materials (130) = \$576.96
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	400	<input type="checkbox"/> Parent Involvement (Object Code 489) - \$400
<b>TOTAL</b>	<b>15000</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

The School Leadership Team, Parent Coordinator along with our ESL teacher reviewed all existing non-translated communication sent to parents in the 2010-2011 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication would be translated.

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 School Leadership Team, Parent Coordinator along with our ESL teacher reviewed all existing non-translated communication sent to parents in the 2010-2011 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication would be translated.

### **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.

The written translation we plan to provide are:

- Family Handbook
- Announcements for Workshops, After School
- Materials Related to Medical Protocol for trips, etc.

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.

An assessment of our oral interpretation needs were done:

- Through observation and past experiences
- Through a parent survey / suggestions
- Through discussions at the SLT and PTA meetings

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>.

- Translations for Parents During Curriculum Week / Curriculum Night
- Translations for Parent Workshops that are related to academic achievement and testing
- Translations for Parent Teacher Conferences

These translations will help parents understand their child's academic progress as well as how they can support their student's academic growth.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$483,432	\$228,252	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,116		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,171	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$48,343	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
97%

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

We are working to ensure our Music teacher meets all NCLB requirements if the budget supports the position.

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

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

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

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

- 
- 

### Title I Parent Involvement Policy 2010 - 2011

PS 10 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

#### Parent Meetings

- Professional development will be facilitated for parents as teaching partners to enable all children in the school to meet City and State performance standards.
- ARIS workshops for parents will be provided and facilitated by our Data Specialists.
- Monthly “Parent Educations Coffee” workshops.
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator and the 5<sup>th</sup> Avenue Committee, formerly known as the Carroll Gardens Women’s Association.
- Literacy and Math Workshops.

#### Supplies and Materials

- Equipment (laser printer) and supplies for the parent resource room will be purchased to be used for parent workshops and other training sessions via PTA generated funds.
- Funds will be used for postage and printing to provide ongoing outreach and information to parents.

#### Evaluation

- PTA, SLT, and parents will be surveyed for the effectiveness of programs and school initiatives.

## Responsibility

- Key members of the Title I Parent Committee will be responsible for these activities.
- PTA and SLT
- Principal
- Parent Coordinator
- Workshops – Literacy and Math Coaches, Data Specialist, ESL Coordinator Psychologist, Social Worker, Guidance Counselor, and Teachers.

## Role of Parents

- Parents will participate (along with their children) in activities that promote:
  - Literacy
  - Math and Science Curriculum
  - Standards Awareness
  - Testing Strategies
  - Social interactions across the school
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics, by undertaking the actions in:
  - The State's academic content standards.
  - The State's student academic achievement standards.
  - The State and local academic assessments including alternate assessments.
  - The requirements of Title I, Part A.
  - How to work with educators.
- To foster parental involvement, PS 10 will provide math and literacy training through technology to help parents work with their children to improve academic achievement:
  - P.S. 10, in partnership with the 5<sup>th</sup> Avenue Committee, will provide free ESL classes to parents.
  - Offer parents a chance to work side by side with their child in class the first Friday of every month.
  - Provide parents with guidelines in Spanish and English.
  - Community - based organizations will provide workshops, GED, College Prep and free or low cost medical care.
  - P.S. 10 will provide free computer classes as well as literacy classes to families.
- - Parents will be invited to attend Curriculum Week (in September) and Parent -Teacher Conferences (in November and March) to initiate dialogue between them, teachers and other staff members.

- The Parent Coordinator will keep parents updated on upcoming workshops and school events by sending home flyers and letters.
- Multicultural Night and Family Events used to entertain, educate, and create a sense of community between school and families.
- Our Pre-K family worker engages Pre-K parents with creative and instructional opportunities to participate in classroom activities.
- Parents are invited to observe their child's classroom during instruction as part of "Open School Week" each November.
- On the first Friday each month is "Parents as Learning Partners" where parents spend a period with their child's class engaged in a learning activity.
- Both the Parent Teacher Association and the Parent Coordinator routinely inform parents of school events via monthly school calendars, flyers and letters in Spanish and English.
- Interpreters and written translation are routinely utilized to effectively communicate.

#### Adoption

The P.S. 10 Parent Involvement Policy and the School Parent Compact have been developed jointly, and agreed on, by parents of children participating in Title I and Part A programs. This is evidenced by SLT Agendas and the PTA Agendas.

Final copies will be distributed to parents at the January 2011 PTA meeting.

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

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

□

### **School-Parent Compact**

School Responsibilities

P.S. 10, The Magnet School of Math, Science and Technology will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- AIS for all struggling students
- Professional Development for teachers in Literacy, Math, ELL, Science, Social Studies, Technology, etc.
- Extended day enrichment program for all students
- Study Groups for Teachers via LSW (Looking at Student Work)
- Workshops for Parents in Literacy, Math, ELLs, enrichment, Special Needs, Clusters, etc.
- Arts, ESL programs through grants
- ESL classes for Parents

Grade 1 through 5: Three (3) report cards will be distributed in November, March and June.

Test scores and reports will be distributed when they become available in addition to reading levels, DY0 Interim Assessments and Acuity Predictive Assessments on alternating months.

- Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
- Parents will also have an opportunity to schedule individual meetings with the teachers during teachers' prep periods.
- "Parents as learning partners" allows parents to participate in their child's class activities during period 1 on the 1<sup>st</sup> Friday of every month.

P.S. 10 will provide parent opportunities to volunteer and participate in their child's school day, and to observe school activities as follows:

- Learning Leaders
- Cultural awareness initiatives
- Enrichment in arts experiences
- Assisting with lunchtime recess – Recess Committee
- Harvest Day
- June Carnival

Parents will also participate in 'Writing Celebrations'.

Parent Responsibilities

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

- supporting my child’s learning by making education a priority in our home
- staying informed about my child’s education and communicating with the school
- communicating positive values and character traits, such as respect, hard work and honesty
- express high expectations and offer praise and encouragement for achievement.
- Seeking and finding additional funding to provide large-scale capital improvements, as well as money to fund educational and extra curricular programs to enhance the school experience.

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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

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

Please refer to Section IV – Needs Assessment.

2. Schoolwide reform strategies that:

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

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program

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.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program

o Help provide an enriched and accelerated curriculum.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program  
o Meet the educational needs of historically underserved populations.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program  
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.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program  
o Are consistent with and are designed to implement State and local improvement, if any.

Refer to Appendix 1: Academic Intervention Services (AIS) Summary Form and description of each program  
3. Instruction by highly qualified staff.

Results from the Basic Educational Data Survey (BEDS) indicate that over 95% of our instructional staff members are “highly qualified”  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Professional development is ongoing at P.S. 10 for all staff as follows:

- The Principal and office staff attends PD sessions with the Empowerment Network and staff development offered by ISC.
- On-site and off-site professional development is provided to instructional staff (teachers and paraprofessionals) through demo lessons, on and off site inter-visitations, Internal DOE service workshops, faculty and grade conferences and meetings, Carl Anderson workshops, and MET Opera Guild. Staff members also participate in the DOE Webcasts via the Learning Times that are held throughout the year.
- Workshops and meetings are conducted monthly for our parents. Information is also made available on the school website and through monthly newsletters and flyers.
- School Aides and Co-teachers (paraprofessionals) receive PD monthly through meetings and consultants are invited in to address ongoing issues, like conflict resolution.

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

We have partnerships with universities throughout NYC (NYU, Bank Street, Brooklyn College, LIU, Hunter, etc.). Student teachers shadow teachers for a year and are evaluated by site staff. Highly qualified teachers are interviewed and invited to join staff.

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

Please refer to Parent Involvement and Compact.

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.

Invitations are given to parents to participate in interest surveys that allow us to learn about the strengths, needs and the interests of incoming students from early childhood programs. We also have staff members that go out to preschools and early childhood programs to do presentations regarding the offerings of our school.

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.

Common preps and a 6<sup>th</sup> prep per week were provided so that teachers could collaborate and confer regarding the use of academic assessment. Specific periods referred to as “LSW” – Looking at Student Work - are set aside bi-monthly to discuss assessment findings and ways to utilize the information in order to inform instruction.

Principal holds grade leader meetings as the need arises to discuss assessment issues and receive feedback to develop more effective strategies to improve student achievement.

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.

Data is collected monthly from teachers regarding student progress. Struggling students are highlighted and discussed at AIS (Academic Intervention Services) and PPC (Pupil Personnel Committee) meetings. Strategies for intervention are disseminated for identified students. F-Status, SETSS and AIS teachers are deployed to assist and provide small group 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.

□

□ Our school administration confers with and invites experts and consultants to conduct workshops and meetings for staff and parents. Recent faculty conferences and parent meetings have addressed curriculum, violence prevention, child abuse, career opportunities, bloodborne pathogens, etc. The school dietician conducts nutritional workshops for staff and students monthly for every grade in the school.

The Lutheran school nurse, as part of the partnership with the Lutheran Medical Center, will conduct workshops around issues involving hygiene and environmental concerns.

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

### **Explanation/Background:**

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

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

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

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

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

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

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

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

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<sup>1</sup>**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.

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

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

There are five (5) Students in Temporary Housing currently enrolled in P. S. 10.

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

The guidance counselor and parent coordinator will reach out to these families for additional support. Funds will also be earmarked to support these students this year. Purchases will be made for the students on an as needed basis. These purchases may include start up school supplies, any school related expenses; i.e. recorder instrument for music class. Season appropriate clothing such as winter coats, boots, hats and gloves, etc. Any additional trips, dues, or recreational expenses such as tickets for a school dance or concert are paid with these funds. Purchases and funding is arranged and supervised by the Principal, Budget Specialist, and Purchasing Aides to ensure appropriate spending.

### **Part B:**

#### **Part B - For Non-Title I Schools**

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



## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_15K010\_020311-125815.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Empowerment</b>	District <b>15</b>	School Number <b>010</b>	School Name
Principal <b>Laura Scott</b>	Assistant Principal		
Coach <b>Christine Napolitan</b>	Coach <b>Cathy Havlicek</b>		
Teacher/Subject Area <b>Evelyn Lopez (ESL)</b>	Guidance Counselor <b>Giovanni Oramas</b>		
Teacher/Subject Area <b>Christopher Casal - Data Spec.</b>	Parent <b>Liz Demetriades</b>		
Teacher/Subject Area <b>Denise Watson - AIS Specialist</b>	Parent Coordinator <b>Madeline Seide</b>		
Related Service Provider <b>n/a</b>	Other <b>type here</b>		
Network Leader <b>Joseph Cassidy/Alison Sheehan</b>	Other <b>type here</b>		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>766</b>	Total Number of ELLs	<b>47</b>	ELLs as Share of Total Student Population (%)	<b>6.14%</b>
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### Part II: ELL Identification Process

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

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

1. When students are initially enrolled in our school, parents complete a Home Language Information Survey (HLIS) and are interviewed by Evelyn Lopez, the licensed pedagogue in ESL, to determine primary home language. When the child's home language is other than English, the Language Assessment Battery-Revised (LAB-R) is administered by Ms. Lopez to determine English proficiency level. If a Spanish-speaking child scores at or below proficiency in English, the Spanish Language Assessment Battery is administered to determine language dominance. Parents are notified of the child's score. Each Spring ELL's are retested to evaluate their English proficiency using New York State English as a Second Language Achievement Test (NYSESLAT).

2. Once a child is identified as an English Language Learner (ELL), parents are invited to an Orientation meeting which includes viewing and discussing information shared on the NYCDOE DVD. This DVD describes and explains the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs available to their child.

3. All information (brochures, letters, DVD, questions and answers) is provided in the parent's native language. Written translations are provided by NYC Department of Education; oral translations are provided by staff or by telephone translation offered by the Department of English Language Learners. This helps to ensure parents make an educated decision about their child's education. After viewing and discussing options, parents complete their surveys at the Orientation. For parents who do not come to the Orientation, the ESL teacher contacts them directly to set up a one-on-one meeting. These surveys are kept on file with the ESL teacher and are available for reference as needed.

4. Every effort is made to accommodate parent choice, and students are placed in an appropriate program within 10 days. After parents make choices they are informed in their native language about the availability of their program choice in our school and in neighboring schools. Parents are given the opportunity to transfer their child to a school with the program availability of their choice. ELL Parent Orientation meetings are held every September and June, as well as periodically throughout the school year. One-on-one Orientation meetings are held on an as-needs basis. In addition at P. S. 10, the LAP team and Ms. Lopez maintain an open-door policy to address any and all parent concerns on an ongoing basis. The majority of parents choose to have their students serviced in an ESL program.

5. To date, bilingual classes have not been required, or offered, due to parent preference for ESL. In the past few years we have had 49 to 72 ELL's and only 2 to 3 families have requested bilingual classes. Transfer options were offered to these parents. In all cases, parents refused the transfer. The ESL teacher sends out ELL notification letters to parents (in the parent's native language) at the beginning of each school year to inform parents of their child's ELL program eligibility. There are currently 47 ELL students serviced by the ESL program. With support provided by the ESL program, ELL students have demonstrated that they are better equipped to meet and exceed New York City and New York State standards in all subject areas.

We have an open-door policy to encourage parent involvement in our school. Parents are allowed to escort their Pre-K and

Kindergarten level children to classes. In addition, our Parent Coordinator facilitates meetings on the first Friday of each month, when parents visit classrooms to read with their children, followed by a parent coffee hour to discuss instructional issues, standards, promotional policies and ways to support their children's academic progress. In addition, events such as the Multicultural Festival Dinner and Salsa Nights are held in order to build community.

6. Presently, our program model for ELL's is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	23
SIFE	2	ELLs receiving service 4-6 years	15	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						



**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	8	3	10	10	3								39
Chinese	1													1
Russian														0
Bengali		2												2
Urdu														0
Arabic		2		2		1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>12</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>47</b>						

## 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.

1. The instructional program enhances our ELLs reading comprehension and writing skills. Lessons are scaffolded in consideration of our ELL children. Charts modeling correct language usage, writing mechanics, word study, reading, writing and math strategies are used. Our teaching staff meets during common preps or in Study Groups for collaborative planning to ensure the academic needs of our ELLs are met. On-going assessment strategies are used to determine movement towards acquiring content standards and to make mid-course changes. All teachers meet weekly to review, assess and differentiate student learning. The school schedule was designed to accommodate this process. Teachers then work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks, aligned to standards.

Students reaching proficiency are partnered with an advanced student in their class for peer tutoring. Additional support is given in early morning and afterschool programs.

2. Our ESL program observes the following mandates for services as per LAP Guidelines:

- Beginners & Intermediate 360 minutes ESL per week, Advanced 180 ESL, 180 ELA per week

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, all language instruction is aligned to ELA, and Math standards.

All ELLs, including those reaching proficiency levels on NYSESLAT, will continue to be supported in our morning and afterschool programs. Our ESL staff will collaborate and plan with classroom teachers to support instruction in our push-in/pull-out models for our Beginner, Intermediate, Advanced and Proficient levels.

In May and late August, newly-enrolled ELL Students are screened, in preparation for the next school year. ELL staff confers with parents regarding student's needs, and an informal survey is conducted of parent needs, and the choices available.

Our ESL programs provide nurturing environments that promote standards-based teaching and learning. All students have access to standards-based instruction. Instructional strategies reflect scientifically based research such as Leap Frog, Foundations and Sounds in Motion. Additionally, our literacy-rich environments encourage equitable opportunities for learning, respect, and diversity for all of our students. Our goals are to meet the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy, and therefore all ELLs are provided with the same high quality instruction that monolingual students receive. With the support of our staff, families, students and school community, we strive for all of our learners to master the skills necessary to succeed in our highly literate and technological marketplace.

Additionally, the use of visuals and realia supports our students' understanding of the academic content. Instructional materials include a wide range of print, visual and digital resources designed to increase English Language proficiency.

3. P. S. 10 will continue implementing a standards-driven comprehensive program for our English Language Learners (ELLs). Content area instruction is aligned with the Common Core Standards in Math, Science, Social Studies and Technology. At the present, we have 47 students in our English as a Second Language (ESL) push-in/pull-out model. The push-in/pull-out model is done with heterogeneous grouping across the grade. We have one fulltime ESL licensed teacher, who services our ELLs.

Our targeted intervention program consists of:

- All ELL students receive additional support in morning and afterschool programs
- AIS small group instruction as well as scaffolding of instruction in Literacy and Math
- In the ESL program and throughout the school, students are also exposed to a print-rich environment, and materials to support learning

For our English as a Second Language (ESL) program the language of instruction is English.

4. Differentiation of Instruction

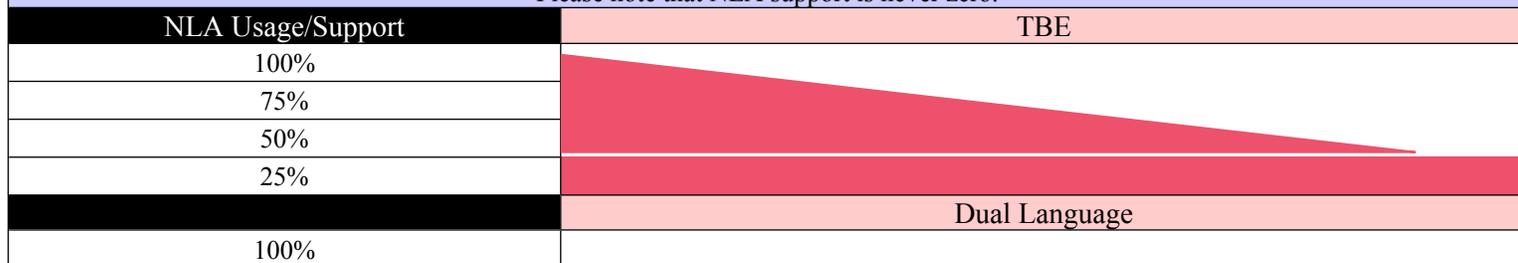
- a) Students with Interrupted Formal Education (SIFE) are provided with an early morning program to strengthen their academic skills in content areas. Small group instruction for native language support is provided to our SIFE students.
- b) We provide a strong language acquisition program to our Newcomer students and to those in the Beginners Level (as per the NYSESLAT)
  - LEAP Frog – Language First Program which is a multisensory program for English Language Development. The Language First series includes the following topics on various levels: Animals, Food, Helping Others, Home, Nature, Neighborhood, School and Travel.
  - Read-alouds and picture word walls support their language development
  - The Balanced Literacy program is scaffolded throughout to target and support our ELL students
- c) Our ELL Students receiving services for 4 - 6 years participate in an instructional program that regularly ensures continuity of rigorous instruction. A critical and creative-thinking program involves these students in classifying, analyzing, observing, generalizing, problem solving, evaluating and explaining. The program also motivates students to elaborate, visualize and to read with fluency and originality.
- d) Long-term ELL's - special groupings are formed and individualized tutoring plans are made using the Reading and Writing Workshop model. Tutoring is provided by certified teachers and paraprofessionals and also by peer tutoring.
  - Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYC Core Curriculum and reflect the language of instruction
  - Students also participate in small group, task-oriented projects/situations that guide the production of language both in verbal and written form
  - Students are supported with Guided Reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading specific language prompts to help the ELL student develop academic language in reading and writing
- e) For our ELLs with special needs, their Individual Education Plan (IEP) is followed. Lessons are scaffolded and hands-on activities support their learning.

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## 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?

5. Targeted intervention for ELLs is provided in Morning School, Afterschool, and daily pull-out programs to help students reach state standards. Focus is on building ELL vocabulary, comprehension, math, science and social studies skills. ESL strategies, scaffolding instruction in all areas, language acquisition and native language support are used for general education, students with special needs, long term ELL's and those reaching proficiency.

6. P. S. 10 will take the following steps to ensure that both former and present ELLs will meet or exceed standards by addressing the individual student as well as parents, family and community:

- Targeted intervention for ELLs in Morning School and Afterschool programs.
- Students reaching proficiency on NYSESLAT continue to be supported in content areas, in reading and writing workshops.
- Lessons are scaffolded and or retaught to ensure that our former ELL's meet and exceed standards. These students also participate in our morning and afterschool programs.

7. A new program for the upcoming year is Sounds in Motion: A program that incorporates body movements with the phonemes of the

English language to teach articulation and to assist students with correct blending, segmenting, spelling and reading. The program emphasizes four areas of phonemic awareness:

- recognizing that words can be broken down into individual phonemes
- recognizing that sounds can be deleted from words to make new words
- the ability to blend sounds to create words
- the ability to segment words into consonant sounds.

Sounds in Motion also gives our school-based clinicians the opportunity to work on articulation stimulation, auditory perception, phonemic awareness and vocabulary development simultaneously with an entire class. The collaborative program between the speech-language pathologist and primary grade teachers is not only unique and fun for the children but also encourages teamwork between professionals working on common goals.

8. N/A

9. For additional support, ELLs participate in morning and afterschool programs under Title III. Students have this opportunity to enhance their speaking, listening, reading and writing skills. All ELLs participate in small group instruction during school hours, peer tutoring, and mainstreaming for our special needs students. We are an inclusive school and all students in our building are afforded equal access to all school programs.

10. Instructional materials used are Foundations, On Our Way to English, Books on Tape, Leap Frog, and Rosetta Stone. These instructional programs enhance our ELL's ability to reach proficiency levels in all modalities.

11. Books in various native languages are part of the ESL library, as well as part of our school library. We also have a diverse staff, and PTA parents, who provide native language support in Spanish, Bengali, Arabic and Chinese.

12. Instructional materials are age and grade appropriate. Leveled libraries are in every classroom.

13. For our newle enrolled ELLs, orientation meetings and workshops for both parents and students are given in May and late August.

14. N/A

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. Public School 10 teachers participate in professional development opportunities throughout the school year. For the most part, our ESL teacher participates in the ELL Network and ISC offerings. The information is then turn-keyed to our staff during common preps and at full day staff development meetings (i.e.: Election/Brooklyn Day). Additionally, all teachers have opportunities to attend citywide PDs, which are widely publicized via the Principal's Weekly attachments or the Principal Portal, and advertised to staff in our Faculty Notes, information bulletin boards and on ARIS.

2. Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational/physical/speech therapists, secretaries, & parent coordinator) is as follows:

- Language Acquisition

- Scaffolding Instruction in Literacy, Math & all content areas
- Balanced Literacy: Considerations for ELLS
- Using the Native Language to Support English Language Acquisition & enrich progress in English literacy, math, and all content areas

3. Teachers attend staff development at the beginning of the school year. General Ed. teachers receive the required 7 ½ hours of ESL training, and Special Education teachers receive 10 hours of ESL training. This process also includes having the ESL teacher meet with teachers and coaches regarding ELLs.

### E. Parental Involvement

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

1. Parent involvement includes:

- Multicultural celebrations
- ESL & GED classes for parents, family, and community
- Parents as Learning Partners

2. P.S.10 has a partnership with the Fifth Avenue Committee for ESL and GED classes for our parents.

3. Translation Services:

- The School Leadership Team and Parent Coordinator, along with our ESL teacher, reviewed all existing non-translated communication sent to parents in the 2010-2011 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communications would be translated.

The written translations provided are:

- Family Handbook
- announcements for workshops, afterschool
- materials related to medical protocol for trips, etc.

An assessment of our oral interpretation needs was done through:

- observation and past experiences
- parent surveys/suggestions
- discussions at the SLT and PTA meetings
- monthly Parent Coffee gatherings and information sessions

Proposed Services that include translations for:

- parents during Curriculum Week / Curriculum Night
- Parent Workshops that are related to academic achievement and testing
- Parent-Teacher Conferences

4. These translations will help parents understand their child's academic progress as well as how they can support their child's academic growth.

In addition, the Parent Coordinator conducts tours and provides parent information that includes information about intervention programs available (ELL, Special Education, G & T, etc). We honor parent's concerns and welcome their suggestions.

## 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)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

Beginner(B)	4	9	1	3	4	1								22
Intermediate(I)		3	1	5	2									11
Advanced (A)	2		1	4	4	3								14
Total	6	12	3	12	10	4	0	0	0	0	0	0	0	47

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		4				6
5	0		1		1				2
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									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Test)								
Chinese Reading Test								

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

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

1. P. S. 10 uses various assessment tools to assess the early literacy skills of our ELLs:

- Fountas and Pinnell
- TCRWP
- ELL Periodic Assessments

2. Our analysis, highlighted during our LSW meetings, indicates that we have effectively supported students across grades demonstrated by progress students indicated on tracking sheets. We will continue to modify instruction in order to meet their needs. School leadership and teachers are using the results of the ELL Periodic Assessments to guide regular discussion during LSW grade meetings every week to discuss progress. Through this, the school is learning which strategies and techniques have been most effective in supporting student progress.

The majority of our ELL’s are making gains in the various modalities which will enable them to reach advanced and/or proficiency levels on the NYSESLAT, especially those in the upper grades. We review annually the NYSESLAT results in order to aid in our evaluation of ELLs. In addition, we plan ESL instruction to support student strengths and bolster weak areas, as determined by the NYSESLAT.

3. The patterns across NYSESLAT modalities will affect instructional decisions in the following ways:

- facilitate groupings of children based on age and outcome
- provide information to the AIS committee to help establish morning (5 days) and afternoon (2 days) programs to meet common needs.
- assist ESL teacher in modifying plans to address the student needs in daily meetings.
- assist in conducting periodic assessments to determine progress

4. Our 4th and 5th grade ELL students are approaching and meeting state standards on the ELA and Math test. Our ELLs who scored Level 1 are receiving additional support as outlined in their IEPs.

- native language is used to support instruction in English. In addition IEPs that drive professionals are made available whenever necessary.
- the AIS team, as well as cross-grade/content teams will use data from the periodic assessments to monitor students and drive instruction.
- LSW (Looking at Student Work) meetings will provide opportunities for teachers to use data from the various assessments in order

6. The NYSESLAT data shows that our ELL's are making gains by moving to the next level, or increasing their scale scores. Our beginning level students are newcomers, and our students with learning disabilities include NYSAA students. Additionally, it should be noted that our ELLs meet promotional criteria as per their IEPs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Magnet School of Math, Science and Design Technolo					
<b>District:</b>	15	<b>DBN:</b>	15K010	<b>School</b>	331500010010	

**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		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	90	59	36		92.9	93.9	93.7
Kindergarten	133	175	153				
Grade 1	101	130	174	<b>Student Stability - % of Enrollment:</b>			
Grade 2	100	106	125	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	91	103		97.2	96.6	96.2
Grade 4	73	73	91				
Grade 5	70	73	74	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.6	81.8	81.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	16	24
Grade 12	0	0	0				
Ungraded	12	18	10	<b>Recent Immigrants - Total Number:</b>			
Total	649	725	766	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	35	24	24	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	46	57	51	Superintendent Suspensions	1	0	0
Number all others	63	66	79				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	54	56	57
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	26	7
# receiving ESL services only	48	45	TBD				
# ELLs with IEPs	12	28	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	12	16	33

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.9	73.2	77.2
				% more than 5 years teaching anywhere	59.3	62.5	77.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	91.2
American Indian or Alaska Native	0.3	0.3	0.1	% core classes taught by "highly qualified" teachers	88.2	88.2	82.1
Black or African American	16.0	14.9	13.8				
Hispanic or Latino	44.8	38.3	37.1				
Asian or Native Hawaiian/Other Pacific	6.0	6.2	6.8				
White	32.5	37.5	40.1				
Male	51.3	50.9	51.0				
Female	48.7	49.1	49.0				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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:**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	58.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)