



[CRISPUS ATTUCKS ELEMENTARY SCHOOL]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (16K021)
ADDRESS: 180 CHAUNCEY STREET
TELEPHONE: (718) 493-9681
FAX: (718) 953-3980

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 021 **SCHOOL NAME:** Crispus Attucks Elementary

SCHOOL ADDRESS: 180 Chauncey Street

SCHOOL TELEPHONE: (718) 493-9681 **FAX:** (718) 953-3980

SCHOOL CONTACT PERSON: Leslie Frazier **EMAIL ADDRESS:** lfrazie@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Leslie Frazier

PRINCIPAL: Harold Anderson

UFT CHAPTER LEADER: Regina Bufford

PARENTS' ASSOCIATION PRESIDENT: Lance Hollingsworth

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16K **CHILDREN FIRST NETWORK (CFN):** CFN #110

NETWORK LEADER: Charlene Smith

SUPERINTENDENT: Evelyn Santiago

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
Harold Anderson	*Principal or Designee	
Regina Bufford	*UFT Chapter Chairperson or Designee	
Lance Hollingsworth	*PA/PTA President or Designated Co-President	
Janet Daniels	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leslie Frazier	Member/ Admin/CSA	
Carla Arnold	Member/ UFT	
Aida Crowley	Member/ UFT	
Magali Flowers	Member/ UFT	
Caroline Worrell	Member/ PTA	
April Nesbitt	Member/ PTA	
Arthur Allman	Member/ PTA	
Shellyann Hayes	Member/ PTA	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Crispus Attucks Elementary School serves 684 students in grades PreK-5. The teachers are distributed as follows: 32 classrooms, 5 clusters, 3 intervention teachers, 1 math coach, 1 IEP teacher, 1 full-time speech teacher, 3 IEP paraprofessionals, 2 Pre-K paraprofessionals, 2 school aides, 2 family workers, 1 guidance counselor, 1 social worker, 1 parent coordinator, and 2 administrators.

The educational program evolves from the premise that “*Mediocrity is not an option. Excellence is Nonnegotiable*”. Towards that end, we use a variety of instructional strategies and programs to improve student outcomes. All classes are grouped heterogeneously, except for 3 homogenous gender-based fifth grade classes. In Pre-K through Grade 4, all core subjects are taught by the classroom teachers. Grade 5 uses a departmentalized instructional approach, where homeroom teachers provide English Language Arts (ELA) instruction, and one other core subject. Classrooms are student-centered, print rich and organized for small group instruction and differentiation.

During Spring Curriculum Planning, each grade reviews the curriculum and develops S.M.A.R.T. goals for the upcoming year. During our September Open House, parents receive these goals and a parent handbook outlining school/promotional policies. The teachers use their daily common planning time (8:40-9:20, 10:25-11:10, and 12:00- 12:55) to review best practices, plan units of study, make home-school connections, collaborate for school-wide inquiry initiative and discuss intervention strategies.

Since textbooks should not drive the curriculum, teachers use a variety of instructional tools to meet required learning standards and satisfy curriculum goals. In addition, teachers implement differentiation strategies to ensure academic success for all students. In English Language Arts the Reading/Writing workshop model is implemented, and the emphasis is a multi-modality reading/writing approach, utilizing Bloom's Taxonomy, Principles of Learning, leveled readers, *Open Court* (lower grades), McGraw Hill “*Treasures*” – Grade 3, Scott Foresman's “*Reading Street*” – Grades 4 & 5, in an effort to develop an extensive reading and writing program. *Thinking Maps* and *Direct Access* are additional strategies used to expand critical thinking and vocabulary development. In addition, the *Work Sampling System* is being piloted in special education classrooms to analyze and assess students' work.

In mathematics, The Real Math Program provides the basis for implementing the Workshop Model to address the Content and Process Strands outlined by NYS Learning Standards. Teachers use differentiated strategies to tailor instruction to meet individual students' needs.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

The Science Curriculum is inquiry based, using the New York City Edition of Harcourt Science Program, Time for Kids, National Geographic, Non-Fiction books, Science Literature, soft ware and on-line web sites, thus supported by a "hands-on" approach through investigation.

Social Studies instruction occurs through a multidisciplinary course of study, emphasized through reading in the content area. MacMillan, New York City Harcourt program, Trade Books, Document Based and other historical fiction and non-fiction Literature are used. Drama, Music, Visual and Cultural Arts, exploratory field trips, and Physical Education are integral parts of our course of studies.

Progress is measured periodically using standardized and Criterion Referenced Tests across all grades.

The following assessments are addressed and reviewed periodically:

- Standardized Exams
- Dibels
- Reading 3D (Running Record)
- Periodic Assessments (Acuity: Predictive, Instructionally Targeted Assessment/ITA)
- Criterion Reference Test

Continuous training in differentiation strategies, free online programs (Brain Pop), and Kaplan's *Recipe for Reading* will be provided.

Extra curricular activities include robotics, basketball, football, oratory contest, cheerleading, choir mime and track.

Mentoring groups: Boys facilitated by community based organization (A Few Good Men)

Partnership programs: Behind the Book, New York Historical Society, Citywide Swim Program, YMCA second grade swim program, New York Pops (Kids in the Balcony) program, Brooklyn Public Library, Food Bank *Cookshop* classroom program, Spoons Across America, Ballet Tech, and Brooklyn Arts Council.

In the fall, the school participates in the St. Jude Children's Research Hospital Math-a thon, and in the spring, a "Neighborhood Health Fair" is done as a community service initiative.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Crispus Attucks Elementary				
District:	16	DBN #:	16K021	School BEDS Code:	331600010021

DEMOGRAPHICS

Grades Served in 2009-10:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	34		92.5	94.1	TBD		
Kindergarten	89	82	88						
Grade 1	123	114	113	Student Stability: % of Enrollment					
Grade 2	111	127	111	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	115	115	120		95.9	95.3	TBD		
Grade 4	118	117	115						
Grade 5	95	113	116	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68.6	68.6	85.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	53	14		
Grade 12	0	0	0						
Ungraded	2	2	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	689	706	701		0	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	19	22	Principal Suspensions	4	2	TBD		
No. in Collaborative Team Teaching (CTT) Classes	8	10	18	Superintendent Suspensions	2	1	TBD		
Number all others	49	54	52						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services	5	1	2	Number of Staff: Includes all full-time staff					

DEMOGRAPHICS							
only							
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	49	50	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.7	0.8	0.9	Percent more than two years teaching in this school	67.3	76.0	TBD
Black or African American	91.6	90.2	90.0	Percent more than five years teaching anywhere	67.3	66.0	TBD
Hispanic or Latino	7.0	7.4	6.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.8	1.0	Percent Masters Degree or higher	90.0	94.0	TBD
White	0.3	0.1	0.6	54.2Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	96.2	TBD
Multi-racial							
Male	46.0	45.8	44.5				
Female	54.0	54.2	55.5				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	–	–	–				
Black or African American	√	√	–				
Hispanic or Latino	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	√	√	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	62.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	12.8	Quality Statement 2: Plan and Set Goals	

(Comprises 15% of the Overall Score)			
School Performance (Comprises 25% of the Overall Score)	20.9		Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	27.7		Quality Statement 4: Align Capacity Building to Goals
Additional Credit	1.5		Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The New York State Accountability Report indicates that our school has met Adequate Yearly Progress (AYP) in all ELA, Math and Science; therefore we are "In Good Standing".

As indicated on our NYC Progress Report, we received the overall score of "A", reflecting an "A" in School Environment, "B" in Student Performance, and "A" in Student Progress, demonstrating an improvement from the previous year, which was a "B". We made significant gains in Student Progress, from 27.7 to 37.1. Our median growth percentile in ELA is 65.0 and Math is 73.5. In ELA, our median proficiency rating is 3.0 and Math is 3.21. Our students in the lowest – third citywide, made progress in both ELA and Math, earning extra credit on the Progress Report. In ELA, 61.7% of our students scored in the 75th growth percentile, and in Math, 58.9% scored in the 75th growth percentile.

As a result of the state's restructuring of the "Cut scores" for the 2010 New York State ELA and Math exams, our school experienced a decrease in the number of students attaining levels 3 and 4. However, if the cut scores remained, our school would have met its projections for ELA and Math proficiency.

In October 2009, the school participated in the city's Quality Review. We received "well developed" for our overall evaluation. As cited by the reviewer, our school does the following well:

- Excellent relationships between students, teachers, and parents sustain high standards and pride in the school community.
 - A consistent open-door policy provides a high level of involvement and the active participation of parents and teachers in relevant planning teams such as the school leadership team, grade level teams, inquiry team, and parent-teacher association. This enables all members of the school community to participate in the school's decision-making process.
- The school's extensive arts curriculum provides valuable and interesting opportunities for students to develop their creative and artistic skills.
 - The performing arts teacher and the cultural arts teacher successfully

integrate core subjects to maximize learning in the content area.

- The development of arts partnerships, including Ballet Tech and Kids in the Balcony New York Pops Program, enables students to explore their interests and tap their creative talents.
 - The continuous celebration of student art creations in the visual and performing arts during the year include many displays of student art work in the halls and classrooms, student performances, and the annual “Arts Creations Auction” event. These provide excellent arenas for students to increase their self-awareness as artists and to demonstrate their artistic development.
- The school delivers a rigorous, standards-based curriculum supported by pacing guides and instructional calendars with regular checkpoints.
 - Monthly, curriculum calendars in English language arts, math, science, and social studies, developed for the year by grade teams, include the State standards, performance indicators, goals for the units, resources, and assessments. These promote clear and coherent expectations between what students need to know and how teachers will assess learning and progress.
 - Exit cards completed by students provide teachers with instant feedback on students’ understanding of the information and concepts presented in a lesson. They also give teachers immediate information on the success of their lessons and help to guide adjustments and next steps to maximize learning for all students.
 - Meticulous use of school and class data provides leaders with a clear picture of student performance to inform instruction and organization.
 - School leaders diligently gather and analyze data from State and periodic assessments to track progress, adjust curriculum and instruction, and plan professional development activities based on the results.
K021 Crispus Attucks Elementary School: October 21, 2009 4
 - Teachers collaborate effectively in teams to share good practice, develop tools to analyze data, and plan the curriculum and instruction.
 - Teachers participate in inter-class visitations and grade meetings to analyze student work, share good practices, and make continuous adjustments to improve learning outcomes.
 - School leaders’ commitment to continuous adult learning and capacity building ensure teachers employ the latest methodologies to improve student learning across the school. The creation of the teacher professional resource room has promoted teacher collaboration and development.
 - The school engages in effective communication with families regarding student learning needs and outcomes.
 - The school offers a wide range of valuable information for parents, including student monthly progress reports, opportunities to speak with teachers whenever the need arises and parent workshops. As a result, parents feel that the school does an excellent job of teaching their

children and preparing them for future educational opportunities.

- The school's extensive partnerships support students and families in continual learning and promote academic and personal growth.(4.4)
 - Partnerships with organizations such as the Brooklyn Arts Council, Behind the Book Program and Cook Shop engage students in extracurricular activities that expand their learning experiences and advance their skills.

Our Academic Intervention Program (AIS) has made a difference in our students overall progress on NYS exams. Some of this success is credited to the funds provided by Title I and Fair Student allocations. With this funding we are able to provide full time instruction, professional development, Saturday Academy and Extended Day programs focusing on enrichment and intervention for our student population. However, due to budget cuts for 2010-2011 school year, we are unable to provide extensive AIS services for our early grade students.

Our school's attendance average for 2009-2010 was 93.5%, a decrease of 1.5% from the previous year. In an effort to increase attendance ranking within our network, the attendance team will continue to monitor monthly attendance and offer incentives to parents, students and classes for increase in attendance.

To maximize the use of our new computer lab, students will access the lab during weekly scheduled sessions. They will practice keyboarding skills and utilize interactive web based programs in reading, math, social studies and science. In addition, students will research information for projects through the Internet. Teachers will continue to receive Smartboard training to effectively incorporate this form of technology in their delivery of instruction.

The school is faced with barriers, resulting from loss of City and State funding.

- Response to Intervention (RTI) Tier 2 and 3 has resulted in an increase in teacher to student ratio (from 12 to 1 for 2009-2010 to 18 to 1 for 2010-2011)
- Our Saturday Academy and Extended Day programs have been eliminated.
- Our professional development training opportunities have decreased.
- Our sports and arts initiatives have decreased immensely.

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.

Our School's Instructional Goals

Goal:

1. To increase the median growth percentile of our grade 4 & 5 students in ELA by 5%. In 2010 the median growth percentile of our 4th and 5th grade students was 65% in ELA. By June 2011, our target goal is to attain median growth percentile of 70.0.

Description:

Our goal is to increase the median growth percentile of our grades 4 & 5 students in ELA by 5%. In 2010 the median growth percentile of our 4th and 5th grade students was 65% in ELA. This year our target goal is to attain median growth percentile of 70%.

Goal:

2. To increase the median growth percentile of our grade 4 & 5 students in Math by 2%. In 2010 the median growth percentile of our 4th and 5th grade students was 73% in Math. By June 2011, our target goal is to attain median growth percentile 75.0.

Description:

Our goal is to increase the median growth percentile of our grades 4 & 5 students in Math by 2%. In 2010 the median growth percentile of our 4th and 5th grade students was 73% in Math. This year our target goal is to attain median growth percentile of 75%.

Goal:

3. To increase the percentage of IEP students that made the 75th growth percentile (59.3% in 2010) by 5.7%. By June 2011, our target goal is to have 65% of our IEP students make the 75th growth percentile.

Description:

Our goal is to increase the percentage of IEP students that made the 75 growth percentile by 5.7%. In 2010, 59.3% of our IEP students made the 75th growth percentile. This year our target goal is to have 65% of our IEP students attain the 75th growth percentile.

Goal:

4. To increase the number of students coming to school by 2.5 %. In 2009/2010 our overall attendance was 93.5%. By June 2011, our goal is to increase this number from 93.5% to 95%.

Description:

Our goal is to increase students' attendance by 2.5 %. In 2009/2010 our overall attendance was 93.5%. Our goal is to increase this number from 93.5% to 95%.

Goal:

5. To increase the use of technology for every student by at least two class periods per week in the computer lab. Every student will be able to utilize a mouse or touch pad. 60% of the students will use the computer in their classroom on a daily basis. Students in grades four and five will be able to use web based programs in reading and math 3 times weekly, research information for projects through the Internet and practice keyboarding skills. Professional development in Smartboard technology will be provided for 75% of the teaching staff.

Description:

To increase the use of technology for every student by at least two class periods per week in the computer lab. Every student will be able to utilize a mouse or touch pad. 60% of the students will use the computer in their classroom on a daily basis. Students in grades four and five will be able to use web based programs in reading and math 3 times weekly, research information for projects through the Internet and practice keyboarding skills. Professional development in Smartboard technology will be provided for 75% of the teaching staff.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the median growth percentile of our grade 4 & 5 students in ELA by 5%. In 2010 the median growth percentile of our 4th and 5th grade students was 65% in ELA. This year our target goal is to attain median growth percentile of 70.0.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will utilize extensive professional development in areas of differentiation of instruction, brain based research and academic rigor. Our data specialist will provide instructional support by assisting with data interpretation and instructional strategies. Teachers will utilize the Thursday early morning intervention period to review best practices & instructional strategies. The CFN 110 Achievement Team will train trainers in area of differentiation of instruction and Common Core Standards. Administrators will receive ongoing training as provided by CFN 110. We will also continue our policy of parent involvement by holding parent workshops in test sophistication, homework prep, ARIS and Reading Strategies. The Inquiry Team will focus on writing strategies and process in the content area as it relates to real world connection. The Inquiry Team will also continue their study group using “The Revision Toolbox” by Georgia Heard. We will continue to stress the use of technology with our tech lab and lab top carts, and also continue to do ongoing assessment through differentiation of instruction. In the past we have utilized extended day and Saturday school to help us reach our goals but that is not an option this year because of a lack of funding.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 funding will be used for Professional Development and AIS. The Contract for Excellence (C4E) staff will provide academic intervention services for students in the lowest one third. NYSTL software/hardware funding will be used to support supplemental web-based programs such as Brain Pop, Head Sprout, Fletcher’s Place, Awards Reading, and Aerobics, as well as purchasing updated computers.</p>

Indicators of Interim Progress and/or Accomplishment

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

The administrative team will hold one to one conversations with teachers at regular 6 to 8 week intervals to assess intervention practices, student progress, and class data (teacher-made and standardized assessments i.e. Predictive and ITA) and the NYS ELA.

Mathematics

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the median growth percentile of our grade 4 & 5 students in Math by 2%. In 2010 the median growth percentile of our 4th and 5th grade students was 73% in Math. This year our target goal is to attain median growth percentile 75.0.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will utilize extensive professional development in areas of differentiation of instruction, brain based research and academic rigor. Our data specialist will provide instructional support by assisting with data interpretation and instructional strategies. Our Math Coach will team-teach with selected 5th grade teachers to provide mathematics intervention. Teachers will utilize the Thursday early morning intervention period to review best practices & instructional strategies. The CFN 110 Achievement Team will train trainers in area of differentiation of instruction and Common Core State Standards. Administrators will receive ongoing training as provided by Network. We will also continue our policy of parent involvement by holding parent workshops in test sophistication, homework prep, ARIS and Math Strategies. We will continue to stress the use of technology with our tech lab and lab top carts, and also continue to do ongoing assessment through differentiation of instruction. In the past we have utilized extended day and Saturday school to help us reach our goals but that is not an option this year because of a lack of funding.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 funding will be used for Professional Development and AIS. The CFN 110 support staff will provide academic intervention services for students in the lowest one third. NYSTL software/hardware funding will be used to support supplemental web-based programs such as “I plan” as well as purchasing updated computers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administrative team will meet with teachers at regular 6 to 8 week intervals to assess intervention practices, student progress, and class data (teacher-made and standardized assessment i.e. Periodic Assessments such as Instructionally Targeted Assessments/ITA's and Predictives) and the NYS Math Students in grades four and five will be able to use web based programs in reading and math 3 times weekly, research information for projects through the Internet and practice keyboarding skills. Professional development in Smartboard technology will be provided for 75% of the teaching staff. Exam.</p>

**English Language Arts
(Special Needs)**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of IEP students that made the 75th growth percentile (59.3% in 2010) by 5.7%. This year our target goal is to have 65% of our IEP students make the 75th growth percentile.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Extensive professional development will be conducted throughout the school year in the areas of: data interpretation, Acuity, differentiation of instruction, and technology. Special attention will be given to program schedules to create opportunities (common planning time) for teacher teams and sharing of best practices through weekly interclass/inter-grade and monthly school visits.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 funding will be used for professional development and AIS. The CFN 110 support staff will provide academic intervention services for special need students and the lowest third of the general education population across all grades. NYSTL software/hardware funding will be used to support supplemental web-based programs such as Brain Pop, Awards Reading, and Aerobics, as well as purchasing updated computers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>End of unit tests in Open Court Reading, McMillan Language Arts program, chapter and author studies, midterm, final exams and culminating projects will be used to assess students' progress. Running records will be conducted every 6-8 weeks along with weekly conferencing; students will improve by 2 Fountas and Pinnell levels. At least 60% of our students in grades 3 through 5 will reach Tier 3 on Predictive and Instructionally Targeted Assessments (Periodic Assessments) which will be administered three times during the 2010-2011 school year.</p>

Subject/Area (where relevant): _____

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p>To increase the number of students coming to school by 2.5 %. In 2009/2010 our overall attendance was 93.5%. Our goal is to increase this number from 93.5% to 95%.</p>
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<i>Measurable, Achievable, Realistic, and Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>We will continue to have our Attendance Team and the Attendance Coordinator will monitor the attendance of all students. Our Outreach Family Assistant will contact by phone, letter and/ or by home visits, parents of students who are absent 4/5 days in a 3 month period. We will continue to use a multi-pronged approach with awards/ incentives, trophies, attendance parties, and school wide recognition with the Attendance Honors Bulletin Board. We will also continue to participate in the professional development offered by the city, our network and our guidance department as it relates to crisis intervention and temporarily housed students. Our needs assessment team which consists of teachers of special needs students, SETTS, psychologist and administration, will continue to meet to discuss attendance related issues of IEP and temporarily housed students.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<p>Funding will be used for bi-monthly, semester and yearly awards for parents, students and whole class celebrations.</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>ATS daily, monthly and year end Reports</p>

Subject/Area (where relevant): Technology

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To increase the use of technology for every student by at least two class periods per week in the computer lab. Every student will be able to utilize a mouse or touch pad. 60% of the students will use the computer in their classroom on a daily basis. Students in grades four and five will be able to use web based programs in reading and math 3 times weekly, research information for projects through the Internet and practice keyboarding skills. Professional development in Smartboard</p>
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	technology will be provided for 75% of the teaching staff.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our school community will be an interactive learning environment using cooperative learning and higher order thinking skills. We will empower students, faculty, administration, and parents in today's technology.</p> <ul style="list-style-type: none"> • Disseminate technology profile performance indicators for staff evaluation • Create a survey that asks teachers how they incorporate technology in the curriculum areas. • Begin to share and observe best practices in integration on technology in curriculum areas. • Usage of technology for management of time to enhance programs • Create learning environments built around real world issues and problems • Use technology to monitor students progress (Growth Report) • Adopt technology that involves parents as partners (Acuity and ARIS Assessment Reports, Starfall (early childhood intervention), Awards Reading (Special Education), <i>Treasures</i> and <i>Reading Street</i> software components • Make computers available to students and parents on Saturdays • Create opportunities for students to use computers by creating classroom technology schedules • New computer lab available through RESOA grant for whole class instruction in all curriculum areas
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>NYSTL software and hardware budget will be used to fund web-based programs, printers, and additional laptops to include in laptop carts. Professional Development funding provided to build capacity to use aforementioned programs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Usage will be monitored monthly to ensure that all students in Grades K-5 utilize computers for at least 1-2 hours weekly.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	14	14	N/A	N/A	10	2	12	3
1	10	10	N/A	N/A	110	2	110	3
2	10	10	N/A	N/A	10	2	12	3
3	10	10	N/A	N/A	10	2	12	2
4	25	30	0	0	10	2	12	2
5	25	10	0	0	10	2	12	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Teachers provide AIS in ELA through differentiation, using “Achieve 3000”, “Foundations”, “Reading Street”, “Wilson”, “Treasures” and instructional activities assigned in Acuity. Groups vary according to skill and level of RTI.</p>
<p>Mathematics:</p>	<p>Student in AIS Mathematics receive direct instruction (pull-out) through the Voyager Learning program. Students utilize the on-line “i- ready” Program. Skills are reviewed and reinforced during a 40 minutes intervention session, three times per week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Counseling, Academic Support, Social Skills Development one-to-one during the school day. Collaborates with teachers to provide behavior modification strategies for at-risk students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Verbal therapy will be used to help students express their difficulties with academic & behavior problems; also help them to learn peer mediation techniques to reduce conflicts.</p>
<p>At-risk Health related Services:</p>	<p>The school nurse provides asthma classes to demonstrate the proper use of medical devices used in treatment, and explores ways to manage asthma attacks.</p>

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

NCLB/SED requirement for all schools

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

Not Applicable to 16K021

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$451,248	\$421,710	\$872,958
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,513	\$2,957	\$7,470
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,563	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$45,125	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.2%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In an effort to insure that 100% of the teaching staff is working in their licensed area, one teacher will be reassigned to a grade to meet the license.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 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.
 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.
 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.
 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.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 021 Crispus Attucks					
District:	16	DBN:	16K021	School		331600010021

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		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	34	36		92.5	94.1	93.5
Kindergarten	82	88	89				
Grade 1	114	113	112	Student Stability - % of Enrollment:			
Grade 2	127	111	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	115	120	114		95.9	95.3	96.5
Grade 4	117	115	120				
Grade 5	113	116	119	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.6	85.7	85.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	53	64
Grade 12	0	0	0				
Ungraded	2	4	3	Recent Immigrants - Total Number:			
Total	706	701	684	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	22	17	Principal Suspensions	4	2	1
# in Collaborative Team Teaching (CTT) Classes	10	18	22	Superintendent Suspensions	2	1	0
Number all others	54	52	50				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	50	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	12	7
# receiving ESL services only	1	2	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	2	1	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.3	76.0	86.8
				% more than 5 years teaching anywhere	67.3	66.0	73.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	94.0	92.5
American Indian or Alaska Native	0.8	0.9	0.3	% core classes taught by "highly qualified" teachers	92.9	96.2	98.0
Black or African American	90.2	90.0	92.3				
Hispanic or Latino	7.4	6.8	6.0				
Asian or Native Hawaiian/Other Pacific	0.8	1.0	0.6				
White	0.1	0.6	0.4				
Male	45.8	44.5	44.2				
Female	54.2	55.5	55.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated 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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander			-				
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				WD	
Overall Score:	64.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				WD	
School Environment:	9.6	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	37.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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

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

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

Parent Involvement Policy

Annual Review Conducted September 14, 2010

2. Part C

School Responsibilities

Crispus Attucks will:

- ⇒ Provide quality standard-based curriculum instruction in a supportive and effective learning environment that enables all children to meet and exceed State standards for school year '09-'10.
 - *Small class reduction, AIS through small group instruction, Saturday Academy and Extended day classes are provided to ensure student learning*

- ⇒ hold official parent-teacher conferences (twice annually) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *November 9, 2010 and March 15, 2010 from 1pm -3pm and 5:30pm –8pm*

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - ⇒
 - *Home-School parent communication logs are distributed once per month to inform parents of student progress and short-term goals. Through report cards three times a year and Teacher made progress reports distributed in January 2010. The annual School Parent Involvement Policy and School Parent Compact will be discussed at the last PTA meeting of the year, which occurs on the third Wednesday in June. Thereafter, all parents will receive a copy of the compact.*

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - *Open school day and evening sessions, and through scheduled appointment during teacher's preparation periods. Walk-Through opportunities are scheduled on one Friday each month from 9am – 10:30am*

- ⇒ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - *Parent volunteers are welcomed through Learning Leaders Program.*
 - *Parents may observe their child's class at any time. The only request is for parent to make prior arrangements before visiting, when possible.*
 - *workshops are conducted in Reading (October 2010 and February 2011) and Mathematics (November 17, 2010 and March 2011) in the morning for parents to observe lessons and acquire strategies to assist their children at home as well as our Annual Family Literacy Night –December 2010, Family Math Night – April 2011, Jazzy Groove Art Show- April 2011, Health Fair May 2011.*

Parents will support their children's learning in the following ways:

- ⇒ supporting child's learning by making education a priority in the home

- making sure child is on time and prepared everyday for school
- monitoring attendance
- talking with child about his/her activities every day;
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount of television children watch

- ⇒ volunteering in their child’s classroom
- ⇒ participating, as appropriate, in decisions relating to their children’s education
- ⇒ participating in school activities on a regular basis
- ⇒ staying informed about their child’s education and communicating with the school by promptly reading all notices from the school or the DOE either received by their child or by mail and responding as appropriate
- ⇒ reading together with their child every day
- ⇒ providing their child with a library card
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility
- ⇒ respecting the cultural differences of others
- ⇒ helping their child accept consequences for negative behavior
- ⇒ being aware of and following the rules and regulations of the school and DOE
- ⇒ supporting the school’s discipline policy
- ⇒ express high expectation and offer praise and encouragement for achievement

Part C: Title I Schoolwide Program Schools

#2 Refer to School Responsibilities, bullets 1 through 3

#8 Refer to School Responsibilities, bullets 1 through 3, and School’s Action Plan for ELA and Mathematics

School Staff-Print Name	Signature	Date
Student Print Name		
Parent		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**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 #110 -ESA	District 16	School Number 021	School Name Crispus Attucks Elem
Principal Harold Anderson		Assistant Principal Leslie Frazier	
Coach Carla Arnold		Coach type here	
Teacher/Subject Area Maria Lebron		Guidance Counselor Magali Flowers	
Teacher/Subject Area Modupe Scott		Parent Anai Hernandez	
Teacher/Subject Area type here		Parent Coordinator Linda Sanders-Peay	
Related Service Provider		Other type here	
Network Leader Dr. Charlene Smith		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	684	Total Number of ELLs	1	ELLs as Share of Total Student Population (%)	0.15%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here 1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

Home language surveys are conducted on students as soon as they enter the school. Students who are new to the NYC public school system are interviewed by the ESL Coordinator, Magali Flowers along with their parents. This data is available on ATS and student records for transfer students. In addition, when a student is receiving an initial evaluation for special education a home language survey is conducted by the social worker. If the student is eligible then he/she must be LAB R tested within ten school days by a licensed teacher. Maria Lebron, ESL teacher prepares students for the NYSESLAT exam.

2. What structures are in place at your school to ensure that parents understand all three program choices?

Parents are informed of the student's eligibility status in their native language or by an interpreter. The parents are invited to attend an orientation (documents are available in various native languages and interpreters are available to assist parents) on the various bilingual programs (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents view the DVD that provides information on the availability of services. Entitlement letters, parent survey letters, and program selection forms are provided after orientation and reviewed, discussed and collected after orientation sessions. The original documentation is kept in the student's cumulative record and a copy is given to the Assistant Principal. The trend for program selection has been Freestanding ESL based on reviewing parent survey forms and program selection documents for the past few years. Our school has a very small population of mandated students and the program model offered is in alignment with parents' requests. This entire process is conducted within 10 days of admittance.

3. Describe how your school ensures that.....

The entitlement letter is signed and return after parent orientation

4. Describe the criteria.....

Since we do not offer a bilingual program, the trend for program selection has been the a Freestanding ESL program based on parents' choice.

5. Ater reviewing.....

The trend is freestanding ESL due to the low numbers of eligible students. We have 1 ELL student who currently receives ESL instruction.

6. Are the program models.....

Yes, this program model is aligned with parent choice, however if the parent chooses a different model we would refer parents to the Student Enrollment Office to pursue additional options.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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											0
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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				1										1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	1	0	1								

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. Our student is supported by Maria Lebron, licensed Bilingual Teacher using a push-in model to support all mandated students in 16K021. The student is grouped based his/her level of proficiency in ELA based on MCLASS assessment data.

2. How does the organization.....

As per CR-Part 154 this Intermediate student is mandated to receive 360 minutes of ESL instruction in English Language Arts. This student receives services at various times during the week as follows: Monday-0 period (40 minutes), Period 6 & 7 (120 minutes), Tuesday -0 Period (40 minutes), Period 6&7 (120 minutes), Wednesday (40 minutes)

3. Describe how the content area....

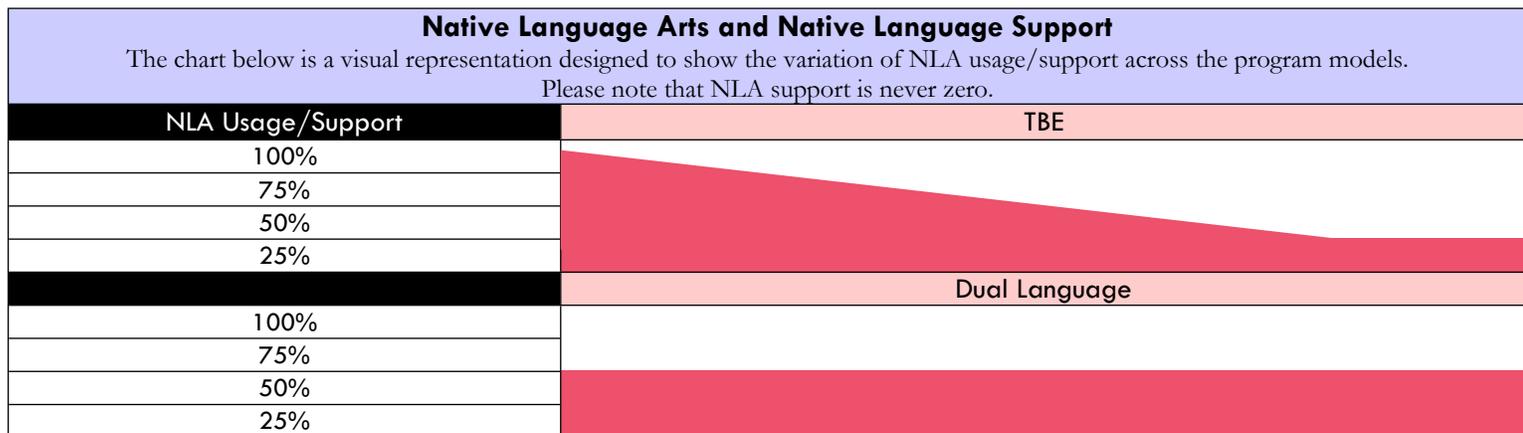
Maria Lebron, ESL teacher provides mandated support to this student based on data driven instruction (review of student Acuity Assessment scores, data analysis of sub skills and student work products). New York State Standards at each grade level are used to drive the core curriculum along with pacing calendars and curriculum maps to ensure a quality education for mandated student in all of the content areas. ESL instructional methodology and techniques are used to provide assistance in cognitive language acquisition skills for this student.

4. How do we differentiate.....

- a. Currently we do not have students who are eligible for SIFE. If we had, the instructional plan for SIFE would be one which incorporates at risk counseling services provided by the guidance counselor, Magali Flowers.
- b. For students with less than 3 years in the US cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs are facilitated by the guidance counselor to support peer mediation and assimilation to the new environment.
- c/d. At this time we do not have any ELLs receiving service four to six years or Long Term ELLs. The support provided would include mandated services, academic intervention services during extended day, thirty-seven and a half minutes and Saturday Academy to support increased academic outcomes. At risk counseling would be provided to provide student with coping skills and focus students on healthy social emotional development. Individualized assessments would take place to provide support in the needed sub skills using data driven instruction.
- e. ELLs identified as having special needs would be supported in their mandated setting as well as with additional support by teachers providing Tier 2 and 3 Response to Intervention. The IEP Liaison will identify students with IEPs in need of mandated ESL support and confer with parents regarding student support and collaboration with teachers.

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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. English is the principle language used to instruct the students. Students are given opportunities to improve vocabulary skills and comprehension skills in all content areas using fiction and nonfiction text, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction texts in content areas. Students use role playing, video and Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.

6. Describe you plan for continuing transitional support.....

When students reach proficiency on the NYSESLAT they continue to receive Tier 2 intervention with Aretha Marshall, AIS provider.

7. What new programs.....

Macmillan McGraw-Hill Treasures Reading Program will be used to build comprehension skills, vocabulary in content, and reading/writing strategies.

8. What programs /services for ELLs will be discontinued.....

No programs will be discontinued

9. How are ELLs afforded equal access to all school programs?

ELLs are afforded equal access to all school programs during our extended day program through tryouts or by assignment:

10. What instructional materials.....

Students use Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.

11. How is native language support delivered.....

Native Language support is delivered in the Freestanding ESL Model through the use of translated material including dictionaries, books and early reading literacy books. Beginning level students are given help from other students as well as other staff speaking in their native language.

12. Do required services.....

Yes, these services are age and grade appropriate.

13. Include a description of activities.....

In order to assist the smooth transition of newly enrolled ELL students before the beginning of the school year, parents attend a school orientation. Parents and students are introduced to the school community and are informed of the curriculum as well as special programs and initiatives. The goal is to familiarize parents and student with their new school environment.

14. What language electives.....

We do not offer electives at this time.

C. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here 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.

D. Professional Development and Supp

1/3. Describe the professional.....

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of

data, differentiated instruction, and data driven instruction for the entire school community to support the needs of diverse learners and improve academic outcomes to meet the minimum 7.5 hours. Many professional development opportunities were available through QTEL, Bklyn/Queens BETAC and Bronx BETAC.

Professional Development and support for school staff as per Jose P is provided by English Language Learners/Compliance Specialist, of ELL Compliance (Network) Martha Frans, ELL CPS and ESL teacher, Maria Lebron. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction of ELLs.

2. What support do you we provide as they transition.....

Students and parents attend articulation workshops provided by Magali Flowers, Guidance Counselor as they transition to middle school.

3. (see question 1

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?

Parental Involvement

1. Describe parent involvement.....

Parents are included in all school level activities. The Parent Coordinator, Linda Sanders and the ELL Coordinator, Magali Flowers work closely together to make sure that additional outreach is provided in the parent's native language (documents) and interpreters are available as needed. Yearly workshops:

- Ø Open House Curriculum Night
- Ø Reading Workshop
- Ø Math Workshop
- Ø ELA/Math Test Sophistication Workshops
- Ø ARIS Parent Link
- Ø Articulation meetings

2. Does the school partner.....

A Few Good Men, Inc. is a nonprofit organization that supports school social/emotional functions for all students.

3. How do you evaluate the needs of the parents?

The activities and workshops are provided based on Parent surveys given in June of the previous year and data review on formal assessments.

4. How do your parental involvement activities address.....

Parental contact involves updates on student concerns as well as acknowledgement of student progress. Parental concerns such as requests for additional support are implemented and communication in their native language is done by staff members and/or volunteers. Letters are translated concerning parent events and student information.

The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered from the DOE's Office of English Language Learners. Also, parents are encouraged to keep track of their students and their progress with technology as per ARIS.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)				1										1
Advanced (A)														0
Total	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

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

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

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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. Describe the assessment tool.....

We use MCLASS data (DIBELS and Reading 3D) to ascertain student reading levels and students are progress monitored every 4 weeks to further assess phonemic awareness and reading behaviors for early literacy.

2. What is revealed NYSESLAT Patterns.....

The students are in the beginner and intermediate level of proficiency and the trend implies that reading/writing are the weakest areas for the ELLs in this school. These patterns affect instructional decisions because the data gathered allows teachers to differentiate instruction. Such data helps students when paired with partners or in group configurations so that both students and teacher can form supportive networks of language learning.

access student improvement. Instructional outcomes are reviewed and discussed with classroom teachers, students and parents in order to continually provide strategies to increase academic success.

c. What is the school learning.....

As a result of this data, the school is learning to provide additional strategies to increase reading stamina as it supports future success in all content areas.

5/6. N/A

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		