



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (THE PACIFIC SCHOOL, P.S. 38
BROOKLYN, NEW YORK, 11217
ADDRESS: 450 PACIFIC STREET
TELEPHONE: 718 330-9305
FAX: 718 802-9542

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 (SURR)...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: 15 **SCHOOL NAME:** The Pacific School

SCHOOL ADDRESS: 450 Pacific Street, Brooklyn New York, 11217

SCHOOL TELEPHONE: 718 330-9305 **FAX:** 718 802-9542

SCHOOL CONTACT PERSON: Yolanda Ramirez **EMAIL ADDRESS:** Yramire4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bertha Goodson

PRINCIPAL: Yolanda Ramirez

UFT CHAPTER LEADER: Carolyn Denizard

PARENTS' ASSOCIATION PRESIDENT: Betsy Rodriguez

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 6

NETWORK LEADER: DEBRA VAN NOSTRAND

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Yolanda Ramirez	*Principal or Designee	<i>Yolanda Ramirez</i>
Carolyn Jones Denizard	*UFT Chapter Chairperson or Designee/Teacher	<i>Carolyn J. Denizard</i>
Arthur Lee	*PA/PTA President or Designated Co-President	<i>Arthur Lee</i>
Alexandria Rodriquez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Alexandria Rodriguez</i>
	DC 37 Representative, if applicable	<i>N/A</i>
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	<i>N/A</i>
	CBO Representative, if applicable	<i>N/A</i>
Renee Marios	Teacher	<i>Renee Marios</i>
Ms. Bertha Goodson	Parent	<i>Bertha Goodson</i>
Ms. Betsy Rodriquez	Parent	<i>Betsy Rodriguez</i>

(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.

It is with great pleasure that we introduce you to the Pacific School, Public School 38. Our school is centered in the heart of Boreum Hill in downtown Brooklyn, a short distance from Metro Tech. It is a fabulous community with a wealth of history and cultural diversity.

Our school was built in 1964 in what was then a strong cultural environment that was dominated primarily by Latino and African American families. At some point during the mid 1980's, the community began and is currently in the process of gentrification. This slow but steady change in the community has attributed to our school's uniqueness over the years. Housed in a central location, we service three community housing projects, Turnkey Neighborhood Housing, Wyckoff Housing and Gowanus Housing. Our surroundings also include brownstones, new condominium developments and many new European and Middle Eastern merchants. We are also one block away from what is earmarked to be the Nets Stadium. Through it all, our children continue to flourish and emerge into wonderful young people.

The Pacific school is a Title I school, with a current student population of approximately 484 students and 70 staff members including DeAnna and I as the administrators. We are humbled by the opportunity to work for the children, parents and staff here at P.S 38. Our school is truly a community that is entrenched in the idea of making our school a success. Our school is proud of our enrichment and academic support programs for our students. Just like last year, we have immersed our students in dance, art, music, puppetry, sculpture, percussions and African Dance to name a few. We are also partnered with Mondo and Jr. Great Books programs and now have the support of two consultants to support our reading program. Our math coach is full time and services the entire school community. We are excited our partnership with City and Country School in Manhattan. We have collaborated with them to begin a wonderful block building program for our students of grades Pre-k to 2. This program is Social Studies based and is aligned to the New York State Curriculum and supports student development in a variety of areas. As for Science, we have an amazing Science teacher on staff who provides our students exciting hands on experiences in science. It is a real world based approach that immerses our students in exploration, investigation and experiments every day. Our school is simply a wonderful place for children.

Our school is open 6 days a week making it the hub of this community. Having done so much so far, we know that there are still endless things to do. Yet, we are excited about the challenge and privileged to be a part of changing the lives of so many children. We invite you to come and visit with our remarkable children and amazing staff.

*Sincerely Yours,
Yolanda and the entire School Community*

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: P.S. 188 Kingsbury
District: 26 **DBN:** 26Q188 **School BEDS Code:** 342600010188

DEMOGRAPHICS

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

Enrollment

(As of October 31) **Attendance - % of days students attended:** *(As of June 30)*

	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Pre-K	0	0	36	97.2	97.0	TBD
Kindergarten		57	57		93	
Grade 1	77		80	85		

Student Stability - % of Enrollment:

Grade 2	84	78	80	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 3	66	85	92	97.7	98.4	TBD	
Grade 4		77	65		86		
Grade 5	78		76	71			

Poverty Rate - % of Enrollment:

Grade 6	0	0	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
Grade 7	0	0	0	8.6	9.6	20.9	
Grade 8		0	0	0		0	
Grade 9	0		0	0			

Students in Temporary Housing - Total Number:

Grade 10	0	0	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 11	0	0	0	1	2	TBD	
Grade 12		0	0	0		0	
Ungraded	0		0	0			

Recent Immigrants - Total Number:

Total	439	441	543	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
1		0		0			

Special Education Enrollment:

(As of October 31) **Suspensions (OSYD Reporting) - Total Number:** *(As of June 30)*

	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Self-Contained Classes	0	0	10	0	0	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	0	0	8	0	0	TBD	Superintendent Suspensions

Number all others 35 32 34

These students are included in the enrollment information above.

Special High School Programs - Total Number:

2007-08	2008-09	2009-10	<i>(As of October 31)</i>
0	0	0	CTE Program Participants
0	0		English Language Learners (ELL) Enrollment: (BESIS Survey)
			Early College HS Program Participants

(As of October 31)

2007-08

2008-09

2009-10

# in Transitional Bilingual Classes	0	0	0				Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	17	15	24	26	26	TBD	Number of Teachers

6 CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	0	8	3	4	TBD	Number of Administrators and Other Professionals
3	1	TBD	These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals

Teacher Qualifications:	Overage Students (# entering students overage for grade)						
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
0	0	TBD	100.0	100.0	TBD	% fully licensed & permanently assigned to this school	
57.7	69.2	TBD	% more than 2 years teaching in this school				

61.5	61.5	TBD	Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	92.0	100.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.0	0.0	0.2	100.0	100.0	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American	4.1	3.6	3.5				
Hispanic or Latino	9.6	9.5	8.8				
Asian or Native Hawaiian/Other Pacific Isl.	53.1	53.5	53.2				
White	33.3	32.7	32.2				
Male	56.3	55.1	54.9				
Female	43.7	44.9	45.1				

2009-10 TITLE I STATUS

Title I Schoolwide Program (SWP)				
Title I Targeted Assistance				
Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No) If yes, area(s) of SURR identification:
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

7 CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

ELA: ELA:
 Math: ✓
 Science: ✓

Elementary/Middle Level

✓
 Math:
 Graduation Rate:

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

Secondary Level

ELA Math Science ELA

Elementary/Middle Level

Math Grad Rate**

Progress Target **Student Groups**

✓ ✓ ✓ ✓ **All Students**

Ethnicity

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

A NR
 74.9
 Quality Statement 1: Gather Data
 12.9
 (Comprises 15% of the Overall Score)
 24.3
 (Comprises 25% of the Overall Score)
 37.7
 (Comprises 60% of the Overall Score)
 NR

Overall Score:

Quality Statement 2: Plan and Set Goals
 Quality Statement 4: Align Capacity Building to Goals

Quality Review Results – 2008-09

Overall Evaluation: Overall Letter Grade:
Quality Statement Scores:

Category Scores:
 School Environment:
 Quality Statement 3: Align Instructional Strategy to Goals
 School Performance:
 Quality Statement 5: Monitor and Revise Student Progress:

Additional Credit:

KEY: AYP STATUS

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 X = Did Not Make AYP
 W = Well Developed

KEY: QUALITY REVIEW SCORE

✓ = Made AYP
 ✓_{SH} = Made AYP Using Safe Harbor Target
 ✓ = Proficient
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported
 ◇ = Outstanding
 NR = No Review Required

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

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

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

8

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:

District:

DBN #:

School BEDS Code:

DEMOGRAPHICS

Grades Served in Pre-K K 1 2 3 4 5 6 7

DEMOGRAPHICS							
2009-10:	<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							
Kindergarten							
Grade 1				Student Stability: % of Enrollment			
Grade 2				(As of June 30)	2007-08	2008-09	2009-10
Grade 3							
Grade 4							
Grade 5				Poverty Rate: % of Enrollment			
Grade 6				(As of October 31)	2007-08	2008-09	2009-10
Grade 7							
Grade 8							
Grade 9				Students in Temporary Housing: Total Number			
Grade 10				(As of June 30)	2007-08	2008-09	2009-10
Grade 11							
Grade 12							
Ungraded				Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total							
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							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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			
Overage Students: # entering students overage for				Number of Administrators and Other Professionals			

DEMOGRAPHICS							
<i>grade</i>							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				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			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Outcomes	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							

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		Overall Evaluation:
Overall Score		Quality Statement Scores:
Category Scores:		Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals
Additional Credit		Quality Statement 5: Monitor and Revise

Note: Progress Report grades are not yet available for District 75 schools.

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?
-

- **EIA Predictives show that all children grades 3, 4 and 5 experience difficulty in the areas of comprehension, author's purpose, main idea, inference and the language of the test.**
- **Math Predictives show that all children grades have improved tremendously during the 2009-2010 school year. For example: children improved their skills in the areas of analyzing data, multiplication, recall of facts especially multiplication, facts 1-20, recognizing the correct operations of work problems. However, graphing, decimals and percents, fractions and some number sense concepts still need support.**

What have been the greatest accomplishments over the last couple of years?

- **Technology**
 - ❖ **A now more improved school in the area of technology as we have moved from windows 2000 to windows XP. All computers were changed including new computer lab and computers in all rooms. Last year we also put smart boards in all classrooms grades 3, 4, 5. This year we will continue that work and include similar technology into grade pre-k through 2. (funding and budget cuts permitting)**
 - ❖ **Our enrichment coordinator has been successful at ensuring that our enrichment program is not aligning to the schools 5 year vision plan of becoming performing arts. Children receive after school enrichment of their choice including: swim, puppetry, broadcasting, sculpture, newspaper, music, basketball, and arts and craft. They also now receive chorus, dance including, lyrical, African, modern tap and jazz and hip hop. The inclusion of the Noel Pointer violin program and keyboards are added enrichment courses that students take during the regular school day. We will also begin Guitar in the near future.**
 - ❖ **During the day, enrichment is provided by Arts Connection. Those activities include, African dance, shadow puppets, singing and percussions. CBO' provide day and after school programs such as : Dodge Y swim, Brooklyn Music School for tap, Mark Morris dance and Museum of Natural History moveable museum.**

- **Environment**

- ❖ Significant change in environment has taken place as well. The school highlights the art work of children, face photos, fresh paint job and new furniture replaced old antiquated unsafe chairs and desks formally used by our students. New windows and first floors have also been replaced. We have been working on new bathrooms but have been turned down over the past three years from our city council. We continue to try. The tone of the school by all accounts has improved 100%. The school is safe and a more respectful place for children than it was three years ago. With the new addition of a completely different PTA, our parent tone is now settled and comfortable as well. It is a nice place to be.

- **Out of City Limit trips and activities for all children**

- ❖ In collaboration with out of town organizations, our students of grades 3, 4 and 5 take out of town trips to enhance their experiences and understanding of the world around them. Trips include Washington and PEEC. In June, all of our students grade 5 traveled to Disney world accompanied by parents and teachers for the first time. Parents, teachers and children have built strong relationships as a result of these overnights. In fact many teachers from upper grades choose to travel with the children specifically so that they get to know them. These trips have helped to improve total school community relationships.

- **Professional Development**

- ❖ Teachers now have an opportunity to self select the professional development provided by ISC and other outside agencies. Recently our teachers also selected to attend the Atlanta conference with Pedro Nugero, "Failure is not an Option." Teachers also provide P.D. to each other in small groups as well as on professional development days. Teachers now value professional development and have become cognizant of their professional learning needs. They choose p.d. that will help move them along the spectrum of teaching and learning. This year, teachers also attended the NCTM math conference in Baltimore and have been sharing this information with the larger school community via professional development.

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.



**Principal Performance Review
2010-2011 Goals and Objectives Template**

Principal’s Name: Yolanda Ramirez

School Name: The Pacific School P.S. District: 15

38

Superintendent: Anita Skop

Cluster: 106

Network Leader: Debra Van Nostrand

Date: September 30, 2010 Revised November 29, 2010

Goal Number 1	
Goal:	<p>Describe your goal.</p> <p>To Improve the fluency, style , syntax/ conventions of student writing in grades in 50% of children school wide improving student performance in the writing section of the English Language Arts exams in 50% of our students.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By the end of June 50% children will be writing in a more fluid style, using style and syntax in line with the regular conventions of writing across genre areas a evidenced in their writing portfolios, published pieces, other genres of writing and improved writing levels on the 2010-2011 NYS reading and writing exams</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> 1. Purchase Mondo reading program as a supplement to Teacher’s College Reading Framework 2. With the support of a Mondo Consultant we will work to increase student stamina in writing across the lower grades 3. Improved use of the classroom as a resource tool including more specific use of the word wall as a resource for student writing 4. Students will be monitored with their individual word lists by the classroom teacher 5. On-going support in small groups of student to support their improved

	<p>understanding and use of the conventions of writing via the English Language</p> <p>6. Develop a standard rubric for measuring student writing across the grades</p> <p>7. Teachers will collect and monitor student writing throughout the year and share with colleagues in an effort to improve student writing process</p> <p>8. Support teachers and provide professional development in utilizing and implementing the New York Standards and the Continuum in writing grades k-5</p>
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. By the end of December we will measure the improvement of student writing via the use of the rubrics developed and a collection of student writing samples 2. Children will show an increased understanding of the use of the written language, eg; punctuations ect. via student writing portfolios monitored by the administration and classroom teachers via a writing portfolio for targeted students 3. Teachers will have an assessment system in place to show the progress in improved student writing. 4. Student on-going writing celebrations with clear and specific feedback from the classroom teacher

Goal Number 2	
Goal	<p>Describe your goal.</p> <p>Continue working on Improving teacher instruction and planning in 100% of staff in the area of English Language arts. Teacher instruction and planning will be more specifically geared to support student group and individual needs in an effort to improve 50% of student outcomes on the English Language Arts exams in 2010-2011 grades 3, 4 and 5.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Improved overall student performance in grades 3, 4 and 5 by at least 50% School wide on the NYS standardized English Language Arts exam</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> 1. Introduction of Mondo Reading Program as a supplement to T.C. framework 2. Safety Nets in place and targeted with specific students grades 4 and 5. Grade 3. 3. Power Saturday supports students levels 2 and 3 4. Current data from exams show that our efforts to ensure maximum performance in grade three was successful with all general education students meeting standard. 5. Grade 4 and 5 data show a slip in students form levels 3 and 6. SED students / students with modified promotional criteria appear to show a 50/50 split in terms of meeting the standard. Many of our SED students with Modified standards have low IEPs, some as low as 10%. (They have met their IEP criteria) In an effort to improve student outcomes, we will implement Wilson learning for grades 3, 4 and 5 SED classes and foundations for k-2 as an AIS support during 371/2 minutes as well as portions of the day. 7. We will continue working to Improve teacher performance in the area of English Language arts in the area of organizing, collecting and analyzing data for alignment with standards and the planning more specifically

	<p>and effectively for student outcomes in grades 3, 4 and 5.</p> <ol style="list-style-type: none"> 8. Items analysis tool will be purchased to support our work at continuing to analyze, and use data in a manner that will improve student performance 9. Coach, Mondo consultant and A.P. in place to support math and literacy 10. \$70.000 set aside in Galaxy for Mondo program /Consultants
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Improved outcomes on the English Language Arts exams in both reading and writing 2. Improved lower grade reading and writing performance

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>Increase teacher questioning and analytical skills via the implementation of the Socratic method to 1/3 of the school teachers including all Gifted and Talented teachers which will impact on increased student performance in reading and writing in 50% of our gifted and talented students grades 3, 4 and 5 on the English language Arts exam 2010-2011</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ol style="list-style-type: none"> 1. By the end of September, at least 10 teachers will attend at the required 10-12 hours of professional development required to begin implementation of the Socratic method in their classrooms. 2. By Mid-November with the support of a Jr. Great Book Consultant, teachers will launch and attend labsites to support one another in the questioning techniques needed to have a successful learning environment 3. By the end of December 2010, 10 teachers will be the first group of teachers to become proficient in the Socratic Method . 4. By the end of May, 2011, both students of teachers will show increased debate, analytical and questions skills as per the work done using the Socratic Method 5. Writing skills in students should improve via evidenced by the portfolios kept by the classroom teacher throughout the school year. 6. Improved student performance and progress in 50% of our students on the NYS standardized reading and writing exams
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> 1. Professional development to all teachers involved in launching this program 2. Jr. great Book consultant to support teachers throughout the school year with lab sites in place as needed 3. Frequent and regular classroom visits to monitor the progress that teachers are making with high level questioning 4. Consistently monitor the progress of students via the increased language development, analytical thinking and debate skills that will be fostered as a result of this program 5. \$15.000 set aside in Galaxy

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Increased language development, analytical thinking and debate skills that will be fostered in all children by the end of May, 2011 2. Improvement in student writing in all classrooms via a collection of writing in a portfolio 3. Improved quality of teacher questioning / high level blooms taxonomy and follow up critical thinking questions
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Goal Number 4	
Goal	Objective: By the end of the school year, at least 100% of our teachers will be involved in analysis of student work via grade wide inquiry focus groups grades k -5.
Measurable Objective	<p>Summary:</p> <ol style="list-style-type: none"> 1. Beginning in September, the prep schedule will be designed to provide teachers with at least 3 prep periods a week to promote on-going teacher collaboration. 2. By the end of October, inquiry teams are functioning well on each grade. 3. Established teams school wide that focus on a variety of student issues such as improving student reading comprehension, looking at student work in writing ect. by Mid November r 4. By mid October evidence that teachers are maintaining clear and specific student data and using it in a purposeful manner. 5. By October, teachers will be provided with lunch and learns and after school professional development opportunities to help increase or improve their understanding and analysis of student work. 6. By the end of December 2010, teachers will be involved in study groups, that will provide articles and literature to support their inquiry based work.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ol style="list-style-type: none"> 1. Coaches, assistant Principals, Principal and consultants available for support at all times. 2. Support teachers in the use of ACUITY, ARIS, Palm Pilots analysis of student data 3. Create rubrics alongside teachers across grades to increase understanding of standard based and appropriate development in student writing 4. Workshops, p.d as needed
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 1. Increased understanding of student work on a developmental level 2. Improved student outcomes across grades 3. Teacher collection of analyzed student work over time 4. Increased teacher collaboration

Goal Number 5	
Goal	Objective: To improve student progress in the area of mathematics school wide with an increased student performance and progress in grades 3, 4 and 5 on the New York State standardized exams overall by 30%
Measurable Objective	<p>Summary:</p> <ol style="list-style-type: none"> a. Beginning in September, the prep schedule will be designed to provide teachers with at least 3 prep periods a week to promote on-going teacher collaboration. b. By the end of November, Grade 3 inquiry team will focus on improving student performance via a number sense inquiry study c. By mid October 100% of teachers will be maintaining clear and specific student data and using it in a purposeful manner to inform planning and improve student performance d. By October, teachers will be provided with lunch and learns and after school professional development opportunities to help increase or improve their understanding and analysis of student work in the area of mathematics e. By December 1, 2010 3 of teachers will attend NCTM conference as well as network conferences that support the common core curriculum standards and act as a math team to provide professional development to the entire staff f. Math coach will work in collaboration with school administration to develop assessment calendar and specific assessment tools to use in 29 out of 29 classrooms to assess student understanding of key mathematic concepts
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> ➤ Coaches, assistant Principals, Principal and consultants available for support at all times. ➤ Support teachers in the use of ACUITY, ARIS, Scantron, In-house assessments, analysis of student data as a team ➤ Create rubrics alongside teachers across grades to increase understanding of standard based and appropriate development in student math ➤ Workshops, p.d as needed particularly on Looking at student work in math ➤ TERC as a supplement for teachers who are proficient in using the program alongside EDM ➤ Power Saturday sessions to improve student progress by 30% on standardized exams offered for 10 sessions beginning in January 2011.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ➤ Increased understanding of student work on a developmental level in the area of math ➤ Improved student outcomes across grades and testing grades 3, 4 and 5 ➤ Teacher collection of analyzed student work over time ➤ Increased teacher collaboration in inquiry groups, cross grade articulation and small study groups

	grades k-5
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ol style="list-style-type: none"> 5. By the end of December we will measure the improvement of student writing via the use of the rubrics developed and a collection of student writing samples 6. Children will show an increased understanding of the use of the written language, eg; punctuations ect. via student writing portfolios monitored by the administration and classroom teachers via a writing portfolio for targeted students 7. Teachers will have an assessment system in place to show the progress in improved student writing. 8. Student on-going writing celebrations with clear and specific feedback from the classroom teacher

Indicators of Interim Progress and/or Accomplishment

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

- End of Month assessments conducted by coach and administrators
- Teacher end of unit assessments monthly
- Teacher bi-weekly specific quizzes in writing and reading
- Periodic assessments / ITA reports
- In-house assessments
- Initial assessment 9/18,
- (2010) 10/2, 10/16, 11/6, 11/13, 12/4, 12/18
- (2011) 1/15, 1/29, 2/12, 3/5, 3/19, 4/16, 4/30
- Parent feedback via Spotlight on learning monthly
- Parent workshops via the curriculum 4 x per year during Principal Breakfast

Subject/Area (where relevant): # 3 Reading

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Increase teacher questioning and analytical skills via the implementation of the Socratic method to 1/3 of the school teachers including all Gifted and Talented teachers which will impact on increased student performance in reading and writing in 50% of our gifted and talented students grades 3, 4 and 5 on the English language Arts exam 2010-2011

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Set the measurable target that will define whether you have met your goal.

By the end of September, at least 10 teachers will attend at the required 10-12 hours of professional development required to begin implementation of the Socratic method in their classrooms.
 By Mid-November with the support of a Jr. Great Book Consultant, teachers will launch and attend labsites to support one another in the questioning techniques needed to have a successful learning environment
 By the end of December 2010, 10 teachers will be the first group of teachers to become proficient in the Socratic Method .
 By the end of May, 2011, both students of teachers will show increased debate, analytical and questions skills as per the work done using the Socratic Method
 Writing skills in students should improve via evidenced by the portfolios kept by the classroom teacher throughout the school year.
 Improved student performance and progress in 50% of our students on the NYS standardized reading and writing exams

	<p>By the end of December 2010, teachers will be involved in study groups, that will provide articles and literature to support their inquiry based work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Plan for meeting your goal, including staffing, scheduling, and funding. Coaches, assistant Principals, Principal and consultants available for support at all times. Support teachers in the use of ACUITY, ARIS, Palm Pilots analysis of student data Create rubrics alongside teachers across grades to increase understanding of standard based and appropriate development in student writing Workshops, p.d as needed</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards Towards Increased understanding of student work on a developmental level Improved student outcomes across grades Teacher collection of analyzed student work over time Increased teacher collaboration</p>

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Increased understanding of student work on a developmental level in the area of math
- Improved student outcomes across grades and testing grades 3, 4 and 5
- Teacher collection of analyzed student work over time
- Increased teacher collaboration in inquiry groups, cross grade articulation and small study groups

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	20	20	20	20	20	20	1	64
1	12	12	15	15	15	12	4	67
2	7	7	15	15	7	7	0	66
3	42	42	30	20	16	11	5	92
4	35	35	35	20	25	12	9	74
5	37	37	30	25	20	12	3	69
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA support in Saturday program, after school ELLS and 37 ½ minute program using Kaplan Learning materials, specific reading and writing units in connection with T.C materials and framework.
Mathematics:	Math support in Saturday program, after school for ELLS and 37 ½ minute program using Kaplan Learning materials, Everyday math and specific reading and writing units in connection with T.C materials and framework.
Science:	Science support is provided using the science core curriculum / FOSS with the assistance of our science teacher. Small group workshops will be provided to teachers and students following a specific framework grades k through 5
Social Studies:	Social studies is done with the direct support of the assistant principal in a cross curricular manner grades 3-5. (pre-k- 2 uses our block room as a supplement to the social studies curriculum used in the classroom.) Emersion in real world experiences are done in grades k-4 with the support of the A.P, classroom teachers and CBO's.
At-risk Services Provided by the Guidance Counselor:	On-going at risk-services including once a month service provider information to parents will continue to take place this year. Guidance counselors and special education specialist will plan meetings to support parents of student who receive support services. service selected students as well as mandated students throughout the year supporting socio-emotional, academic and behavior issues with our students.
At-risk Services Provided by the School Psychologist:	School psychologist works in collaboration with the school bases support services to help identify students with learning, emotional and social disabilities. The psychologist works directly with teachers, the IEP specialist and the administrators to observe children and recommends Individual educational plans to children as needed.
At-risk Services Provided by the Social Worker:	School S.W works in collaboration with the school base support services to help identify students with learning, emotional and social disabilities. The social worker directly with teachers, the IEP specialist, LICH, and the administrators to conduct family history of children and supports the work that is done with the Individual educational plan for children as needed.

At-risk Health-related Services:

Heath services provides by LICH for children on a full time basis. Clinic makes recommendations of health care issues as needed for each child on an individual basis.

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.

SCHOOL-PARENT COMACT

The Pacific School and the parents of the students participating in activities, services, and programs funded by Titled I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high Standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The Pacific School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Teachers will receive Professional development throughout the school year to ensure that the teaching is aligning with the States Standards.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher Conferences will be held in November and in March.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive frequent reports on their children progress during Curriculum Night in October, Open School Night in November/March, the ARIS system and through Spotlight on Learning.

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

Parents who wish to meet with school staff must make appointment via phone or E-mail.

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

Parents who wish to volunteer can join the school PTA or the Parent Cabinet. Parents who wish to volunteer in the classroom must be fingerprinted by the Department of Education. (For more information on obtaining fingerprints please visit www.schools.nyc.gov)

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or the evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
11. On the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to and such suggestions as soon as practicably.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg.71710, December 2, 2002)

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Make sure your child reads daily.

- Volunteering in my child’s classroom. *(Parents must Be fingerprinted)*
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child ‘s extracurricular time
- Promoting positive use of my child’s education and communicating with the school by promptly reading all notices from school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on the policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the school Support Team or other school advisory or policy groups.

District Wide Parental Involvement Policy

- Parents are actively in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:

*Hiring Committee
School leadership Team
Learning Environment Survey*

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.

- Training parents to enhance the involvement of other parents:

Parents can join the PTA, Parent Cabinet, or the School Leadership Team. This enables Parents can be aware of school issues and policies.

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at variety of times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school:

Parents who are unable to attend school conferences will be giving an alternate date to meet with the classroom teacher, or any other educator that works directly with any participating child of the school.

- Adopting and implementing model approaches to improving parental involvement:

*The school provides morning and evening workshops,
ELA/Math test training for parents*

Power Saturdays for Parents
PTA/Parent Cabinet/School Leadership Team/ Title I Committee

- Establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs

Parents can join the School leadership Team, PTA, or the Parent Cabinet.

- Providing other reasonable support for parental involvement activities under section 118 (as parents may request.)

Adoption

This school wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, part A programs, as evidenced by Yolanda Ramirez.

This policy was adopted by Pacific School on January 27th

And will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before February 7, 2011.

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 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: P.S. 38 BEDS Code: _____

Allocation Amount:		
Allocation Amount:		
Budget Category	Budgeted Amount \$ 15000	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	\$ 6000	Per session activities will be specifically designed to support all ELL students as they are low performing in the areas of speaking and listening.
Purchased services - none	(0.00)	N/A
Supplies and materials - Treasure Chest for ELLS to support the missing items within the program - Computers	\$500 \$3500	Third Grade chest needs replenishing-Grades k-4 need picture photo cards, vocabulary cards and transparency boards. Computer will be purchased to support student listening, reading and writing skills. Upper grade students will also receive additional support in the
Educational Software (Object Code 199)	\$500	Software to support the student in the area of reading and listening
Travel	\$1500	P.D travel expenses and out of and in district professional development for ESL teacher

Other ARRA funding	\$1500	Parent Involvement meetings to support parent interest and knowledge of the English Language Learner as well as Language acquisition workshops for all parents. Monthly parent support workshops will be provided to all ESL parents.
TOTAL	\$15000	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.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.
TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT
See the Attachment

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT
See the Attachment

3. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.
[SCHOOL-PARENT COMPACT](#)

The Pacific School and the parents of the students participating in activities, services, and programs funded by Titled I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high Standards.
This school-parent compact is in effect during school year 2010-2011.

[School Responsibilities](#)

The Pacific School will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Teachers will receive Professional development throughout the school year to ensure that the teaching is aligning with the States Standards.

15. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher Conferences will be held in November and in March.

16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive frequent reports on their children progress during Curriculum Night in October, Open School Night in November/March, the ARIS system and through Spotlight on Learning.

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

Parents who wish to meet with school staff must make appointment via phone or E-mail.

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

Parents who wish to volunteer can join the school PTA or the Parent Cabinet. Parents who wish to volunteer in the classroom must be fingerprinted by the Department of Education. (For more information on obtaining fingerprints please visit www.schools.nyc.gov)

19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

20. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

21. Provide information to parents of participating students in an understandable and uniform format, including alternative format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

22. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

23. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or the evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
24. On the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to and such suggestions as soon as practicably.
25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
26. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg.71710, December 2, 2002)

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Make sure your child reads daily.
- Volunteering in my child's classroom. (*Parents must Be fingerprinted*)
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child 's extracurricular time
- Promoting positive use of my child's education and communicating with the school by promptly reading all notices from school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on the policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the school Support Team or other school advisory or policy groups.

District Wide Parental Involvement Policy

- Involving Parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:

*Hiring Committee
School leadership Team
Learning Environment Survey*

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Training parents to enhance the involvement of other parents:

Parents can join the PTA, Parent Cabinet, or the School Leadership Team. This enables Parents can be aware of school issues and policies.

- In order to maximize parental involvement and participation in their children's education, arranging school meetings at variety of times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school:

Parents who are unable to attend school conferences will be giving an alternate date to meet with the classroom teacher, or any other educator that works directly with any participating child of the school.

- Adopting and implementing model approaches to improving parental involvement:

*The school provides morning and evening workshops,
ELA/Math test training for parents
Power Saturdays for Parents
PTA/Parent Cabinet/School Leadership Team/ Title I Committee*

- Establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs:

Parents can join the School leadership Team, PTA, or the Parent Cabinet.

- Providing other reasonable support for parental involvement activities under section 118 (as parents may request.)

Adoption

This school wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, part A programs, as evidenced by Yolanda Ramirez.

This policy was adopted by Pacific School on January 27th

And will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before February 7, 2011.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched, rigorous and standards based curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.** Currently we are monitoring all of our highly qualified teachers so that they improve on their ability to differentiate instruction. At the present time, there is some confusion as to how to go about designing lessons that meet the criteria of being differentiated. This is the next step in the work that we are doing with our students. Our inquiry team has been instrumental in their efforts at exposing teachers to newly acquired data as well as organizing it. This year, we will support teachers at monitoring their student work, goals and overall achievement in the classroom. Highly qualified teachers are the main focus of this work. However, new teachers will be training and monitored as well. Teachers will also receive additional instructional support via the Kaplan Consultant in both English Language Arts and math.
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals** (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development will be provided via the ICIs as well.
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.** Recruitment through the Department of Ed for additional teachers resulted in minimal opportunities to obtain highly qualified teachers capable of performing within an elementary school setting. Although difficult, we will be working to obtain more experienced teachers as we did last year. The reason for experienced teachers is to ensure that our students have teachers with some experience opposed to the novice teacher who is in the new mode of learning how to teach.
6. **Strategies to increase parental involvement through means such as family literacy services.** Parent coordinator serves as a strong liaison between the home and the school. Monthly workshops, meet and greet meetings are conducted as well. Parent coordinator is also bilingual, speaking Arabic, a language that is needed in our community. Organized parent meetings that focus on improving the school as a whole is conducted so that parents feel that they have a voice. Parent cabinet will help to strengthen the work that we are doing with our parents. Principals breakfast will open the lines of communication with all parents, giving them a voice in the work that we are doing for their children, our students. The addition of a newly formed PTA has worked tremendously to bridge the gap between parents and teachers alike. Although the teacher portion of the survey is daunting, the parent satisfaction continues to improve yearly. Parents are now partnered in the work with the parent coordinator and many other members of the community and work to ensure that the school operates in a smooth manner for children.
7. **Plans for assisting preschool children in the transition from early childhood programs** we have a full time family worker who supports all of our lower grade families and students during the initial days of school as well as throughout the regular school year. Support staff such as guidance counselors, ESL, Speech, Social Workers and other staff members also support every child during the transition time for all early childhood students.
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. Faculty conferences, common preps and on-going conversations with teachers including mid year reflections are all venues that we use to help teachers have a voice in the work that we do in the school. Principal goals are a direct reflection of the conversations with teachers, data and conversations with parents.
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. The large part of this work includes looking at the data via the periodic assessments, Palm Pilot, Dibbles, ECLAS and ACUITY, running records and teacher conference logs and other formal and informal teacher data will help us monitor student

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.

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. All parent communication is provided in a variety of ways. We communicate with parents and the community via letters that are translated in Spanish, Arabic, and Warlof. Opportunities for translation are also provided during PTA meeting and other school wide events.
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. Most of the time we need a parent who is proficient in Spanish to help with that particular language. Other times, our parent coordinator is able to translate in Arabic and Warlof in the spoken and written sense. Our school needs to have translation in all three of those languages as these are the primary languages represented in our 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. Our parent coordinator and PTA work collaboratively to ensure that letters and e-mail notices are sent out in a timely manner. We offer support services to parents once a month via our "School Support Staff Breakfast." During this time parents of ELL students are able to come out and have conversations about the curriculum, express concerns and share ideas with their staff member who supports their child. Parents also have opportunities to receive information during our PTA meetings, Principal Breakfasts and other community venues in our school. At that time, translation is always available, one on one if needed.
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. Same as above. Whole School computer generated information- School messenger recording- services provided via the support of the parent coordinator in Spanish, Arabic and Warloff translation during all parent information sessions, special workshops and PTA meetings.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	*			Full allocation		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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.

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

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.)
Currently we have 2 students who are living in temporary housing. Students who do not have a permanent residence status continue to Receive all academic, enrichment, resource and other school support services that are provided to all children in the school. All after School and Saturday academic enrichment and intervention services are available to all children with non or permanent housing status.
2. Please describe the services you are planning to provide to the STH population.
A host of academic enrichment and AIS services include, math, writing, reading, science, social studies, puppetry, basketball, Soccer, baseball, cooking, dance, swim and other activities enrichment and academic alike.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 038 The Pacific					
District:	15	DBN:	15K038	School		331500010038

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	52	53	56		92.8	92.7	91.3
Kindergarten	63	74	65				
Grade 1	65	67	74	Student Stability - % of Enrollment:			
Grade 2	63	62	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	90	65	54		95.6	93.3	97.3
Grade 4	78	96	73				
Grade 5	66	74	89	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		71.7	74.4	75.1
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		2	23	22
Grade 12	0	0	0				
Ungraded	0	3	1	Recent Immigrants - Total Number:			
Total	477	494	471	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	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	44	46	48	Principal Suspensions	6	2	13
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	10	7	9
Number all others	28	31	36				

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	37	38	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	6
# receiving ESL services only	34	34	TBD				
# ELLs with IEPs	4	13	TBD	Number of Educational Paraprofessionals	7	8	11

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	62.2	63.2	65.1
				% more than 5 years teaching anywhere	48.6	42.1	48.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	87.0	83.7
American Indian or Alaska Native	3.1	1.8	0.8	% core classes taught by "highly qualified" teachers	85.7	86.4	80.5
Black or African American	40.5	42.5	42.7				
Hispanic or Latino	38.8	35.4	34.8				
Asian or Native Hawaiian/Other Pacific	4.2	2.2	3.4				
White	12.6	15.6	17.6				
Male	52.8	49.0	51.2				
Female	47.2	51.0	48.8				

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,					
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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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			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	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	27.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	16.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.3		

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

**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 6	District 15	School Number 38	School Name The Pacific School
Principal Yolanda Ramirez		Assistant Principal DeAnna Thompson	
Coach Deborah Scharf		Coach	
Teacher/Subject Area Rita Grech ESL		Guidance Counselor Hobi Klapuri	
Teacher/Subject Area Melissa Ernst/ Speech		Parent Betsy Rodriquez/PTA President	
Teacher/Subject Area		Parent Coordinator Hassan Abdus Salaam	
Related Service Provider Naida Fernandez/SETSS		Other	
Network Leader Debra Van Nostrand		Other	

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

C. School Demographics

Total Number of Students in School	479	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	10.02%
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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

We administer the home language survey as well as an informal language interview in their native language. Once we are done, we administer the LAB-R to the children. In terms of how parents understand the programs, our ESL teacher provides an in-depth orientation which includes a video about the three programs. They also receive information in their home language. The ESL teacher gives parents an opportunity to ask questions about the programs. Parents who can not attend the meeting are given an opportunity to have a personal conference instead. Our information is distributed via student back-pack and phone calls are made as well. 100% of our parents choose the ESL program that we offer in our school. Our program is completely aligned to parent requests of our ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	14	3	5	9	9	8								48
Push-In														0
Total	14	3	5	9	9	8	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30		8	18		3				48
Total	30	0	8	18	0	3	0	0	0	48

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	2	4	5	5	7								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	4	1	1	4	4	1								15
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	3	5	9	9	8	0	0	0	0	0	0	0	48

Part IV: ELL Programming

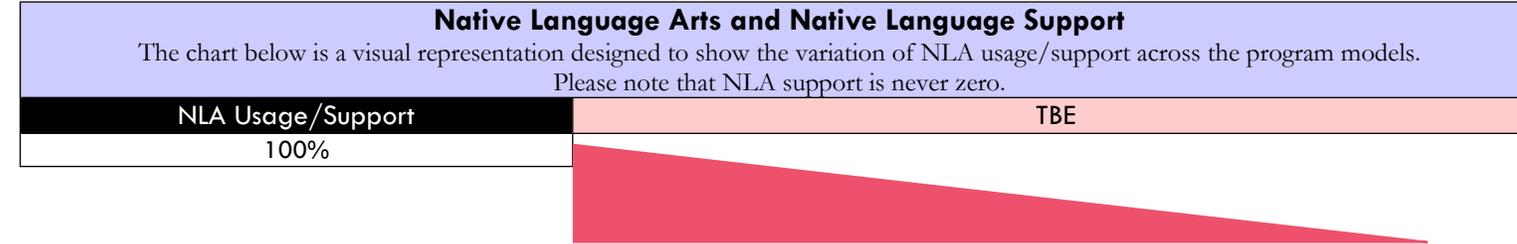
A. Programming and Scheduling Information

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.

Our school offers a freestanding push-in and pull-out model. The class travels as a group, mixed proficiency levels. Beginner and intermediate students get 2 units of ESL and the advanced get 1. The ESL teacher, in collaboration with the classroom teacher, works on the curriculum maps and other content areas to see how language is delivered in the classrooms. We offer no SIFE, however we do have new students that we match up with other students to increase their social skills. We offer one on one tutoring using a variety of methodologies. We also provide our students with opportunities to work with technology as often as possible. The classroom teachers use similar methodologies including small groups work, individual assessment and conferences for ELLs receiving services 4 to 6 years. SETSS and extending morning are also offered to the students. ELLs identified as having special needs are supported with a bilingual paraprofessional in the classroom. They are also invited to attend AIS services such as safety net early morning small group instruction and Saturday enrichment programs.

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



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	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?

We have SETSS, Saturday Programs, extended morning and afterschool programs. The transition for ELLs who have reached proficiency are supported by push in or pull-out ESL services. The classroom teachers uses ESL methods such as graphic organizers, visual aides and a host of other strategies and tools to enhance student performance. Mondo is also incorporated as a reading tools for ESL students as well as Treasure Chest for ELLs. All ELLs are provided the same opportunities as our general education population eg: Saturday, afterschool, enrichments, early morning AIS. Our Treasure Chest for ELLs program offers scaffolding techniques such as modeling, bridging and contextualization. It also links oral language to reading and writing skills. The activities bridge phonemic awareness, phonics, structural analysis, comprehension and writing process that is age appropriate. The concepts are in various social and academic setting such as math, social studies and science. The ESL teacher is fluent in spanish, we offer bilingual books, resource tools and a bilingual para to support them

with their native language. All services are age and developmentally appropriate.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Our teachers attend city wide professional development in collaboration with the Principal and as an individual preference. Our school guidance counselor support parents and children through the middle school process and offers a wide range of workshops to assist them in this area. ESL teacher and other staff members will receive 7.5 hours of p.d via the CFN network throughout the course of the school year. Some of this training will be turn-key information provided by the ESL team that is currently in place with our network.

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?

The monthly breakfast for parents is a regular part of our work for our families. We also offer a support staff forum for parents bi-monthly so they can meet and discuss a host of concerns about our support teams including ESL. All communication is sent via the families native language and E-mail. CBO's offer a variety of supports to our students and will if needed have conversations with our ELL parents if needed. We evaluate the needs of our parents monthly as the ESL and guidance counselor act as a liason for both parents and the school.

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)	5	2	0	1	5	1								14
Intermediate(I)	7	1	3	3	1	1								16
Advanced (A)	2	0	0	5	3	6								16

Total	14	3	3	9	9	8	0	0	0	0	0	0	0	46
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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	1	1	1								
	A		2	2	4	4	2							
	P				3	1	5							
READING/ WRITING	B		2	0	1	2								
	I		1	3	2	1	1							
	A				5	3	6							
	P													

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		3		1		8
8									0

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

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

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

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.

Our school currently uses ECLAS palm pilots to assess lower grade students. Upper grades uses a variety of assessments including the periodic, informal and formal assessments. The data shows that our students do not perform well with the oral portion of any given assessment including (LAB-R and NYSESLAT) Last year however, the upper grade students performed moderately on the exams. The ESL teacher is currently working to improve oral language development particularly in the early childhood setting . The ELL students in 2009 performed better than they had in the past on both the ELA and math exams. However, the SED students still need improvement. Our ELL program last year, was the more successful than it has been in the past few years. We attribute this to on-going and specific AIS support.

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.

N/A

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		Yolanda Ramirez
	Assistant Principal		DeAnna Thompson
	Parent Coordinator		Hassan Abdus Salaam
	ESL Teacher		Rita Grech
	Parent		Betsy Rodriquez
	Teacher/Subject Area		Renee Marois
	Teacher/Subject Area		___N/A___
	Coach		Deborah Scharf
	Coach		___N/A___
	Guidance Counselor		Hobi Klapuri
	Network Leader		Debra Van Nostrand
	Other		