



ADRIAN HEGEMAN

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 17K092 - ADRIAN HEGEMAN

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 92 **SCHOOL NAME:** Adrian Hegeman

SCHOOL ADDRESS: 601 Parkside Ave., Brooklyn, New York 11226

SCHOOL TELEPHONE: (718) 462-8449 **FAX:** (718) 284-8289

SCHOOL CONTACT PERSON: Diana Rahmaan **EMAIL ADDRESS:** drahmaa@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Antoinette Fiote

PRINCIPAL: Diana Rahmaan

UFT CHAPTER LEADER: Karen Haughton

PARENTS' ASSOCIATION PRESIDENT: Keisha Ragin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** #4

NETWORK LEADER: Dr. Charlene Smith

SUPERINTENDENT: Mrs. Rhonda Hurdle

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Diana Rahmaan	*Principal or Designee	
Karen Haughton	*UFT Chapter Chairperson or Designee	
Keisha Ragin	*PA/PTA President or Designated Co-President	
Antoinette Fiote	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monica Patterson	Member/Parent	
Shavonne Goodwin	Member/Parent	
Charlene Carey	Member/UFT- teacher	
Gilbert Rimple	Member/UFT - secretary	
Vanessa Glover	Member/UFT - teacher	
Denise Samuel	Member/parent	
	Member/	

(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.

Adrian Hegeman elementary school is located in the Flatbush community of Brooklyn, New York. We are in close proximity to the Brooklyn Museum, Grand Army Plaza Library, Brooklyn Botanic Gardens, Brooklyn Children's Museum, and Prospect Park. Our children have the opportunity to participate in many educational and cultural activities sponsored by each institution. In addition, we are located near Brooklyn College and Medgar Evers College which allows us to work with teacher interns throughout the school year, as well as attend community conferences and events sponsored by the two institutions.

Our student population reflects the very diverse Flatbush community. Over 15 countries are represented in our student body and staff. A significant percentage of our staff members live in Flatbush and surrounding communities. We have approximately 610 students in grades pre-k – grade 5. The dominant languages, after English, are Spanish and Haitian Creole. We continue to see a growth in the Middle Eastern student population whose first language is Arabic. While our families reflect the blue collar and professional business market, we have a poverty rate of approximately 89%.

Our school is a place of diverse leadership that seeks to build trust; form a meaningful, hands-on partnership with parents and local institutions; foster self-responsibility and collegiality; and, strives to continually construct a vision of what is possible, and develop an action plan to achieve it. There is a culture of support and challenge for all staff, with regular dialogue and professional development to improve instruction. We believe this is also reflected in our high rate of staff retention; pursuit of state certification for all teachers; and, the collaborative work among the various Teacher Teams and school decision making groups such as our School Leadership, Attendance, and School Safety Teams that help to foster greater parent participation and voice. Our long term relationship with New York University and Fordham University helps to support our faculty through individualized in class support and regularly scheduled professional development during the school year to foster instructional best practices and increase student achievement levels. Our children directly benefit from this service through in class contact with our instructional specialists and the most updated, research based practices.

We strive to be an inclusive school where all students are valued and cared for. Our English Language Learners and special education populations are fully integrated in all aspects of student life, including after-school instructional programs and community based organization activities. We have state certified ESL teachers who provide additional instructional support through a pull-out program, along with a parent support piece (CAMBA Family Literacy program) that addresses concerns particular to this population. Orientations are conducted, and we provide a series of parent workshops that focus on helping parents negotiate the school community and American educational system; introduction to and understanding of the curriculum; and, provide referrals to outside agencies as needed. Our IEP teacher, special education liaison, and SBST staff work collaboratively to monitor provision of services to the special needs population; facilitate parent conferences; provide assistance to teachers of special education and general education classrooms; and, ensure that the same opportunities are provided for all children.

We have a strong Parent Association Executive Board, and encourage parents to participate in school life as volunteers and members of various decision making teams. Each program helps to equip our parents with the necessary tools to assist their children in the home environment, and to act as

advocates on behalf of their children in the school setting. Parents are updated on school affairs through a monthly Principal's Newsletter and Grade Level newsletter published by the assistant principals. We hold, in September – December, instructional workshops (introduction to instructional strands in content areas; participate in hands-on practice in application of skills; take mock exams) in the areas of math and literacy, ESL methodology, and social/health related presentations by community groups and our Parent Coordinator. We have a full CAMBA Family Literacy Program on site for adults and the children in their family. Adults receive 12 hours weekly of communicative English skills and/or GED preparation, and their school age children receive approximately 6 hours per week of small group tutoring and homework assistance. On Fridays, the entire family will participate in group activities facilitated by the staff.

Our Academic Intervention Specialist identifies and monitors the on-going provision of instructional support and intervention services for students who are high risk, or at risk of failing and falling behind in progress growth. We provide after-school support in literacy, mathematics, science, and ESL instruction for approximately 4 hours per week. Our reading teachers and other support staff will pull out students performing on levels 1 and 2 for Achieve 3000 (3-4 periods per week) or Wilson intervention (low level 1 students and 2nd grade). We participate in yearly hearing and vision testing, support parents in outreaching for medical insurance; make referrals for family needs (housing, employment, immigration issues, crisis counseling) and provide support counseling through our guidance staff.

Our children, in addition to educational field trips to historical and cultural sites, enjoy student performances throughout the school year; engage in different competitions; view on site professional performances and workshops by artists from various fields; and, attend after-school cultural clubs facilitated by CAMBA. This is in addition to the visual arts and music program we offer during the regular school day.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Adrian Hegeman				
District:	17	DBN #:	17k092	School BEDS Code:	331700010092

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	X 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	36		92.1	92.9	92%		
Kindergarten	84	75	92						
Grade 1	113	95	108	Student Stability: % of Enrollment					
Grade 2	106	103	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	105	89	102		90.2	89.1	tbd		
Grade 4	115	103	94						
Grade 5	121	99	111	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					83.7	83.3	89.6		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	59	tbd		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	680	599	633		9	0	0		
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	41	27	22						
No. in Collaborative Team Teaching (CTT) Classes	6	6	8	Principal Suspensions	130	65	tbd		
Number all others	19	21	15	Superintendent Suspensions	16	2	tbd		

DEMOGRAPHICS

<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	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	98	83	80	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	8	(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	60	54	44
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	12	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	6
	0	0	2				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.4	0.3	0.3	Percent more than two years teaching in this school	81.7	85.2	tbd
Black or African American	82.8	81.8	79%	Percent more than five years teaching anywhere	76.7	81.5	tbd
Hispanic or Latino	12.8	12.3	14.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	4.1	4.8	Percent Masters Degree or higher	83.0	89.0	tbd
White	0.4	0.3	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	86.7	tbd
Multi-racial	0%	0%	0%				
Male	49.8	48.1	49.4				
Female	50.2	51.9	50.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	Made AYP	ELA:	
	Math:	Made AYP	Math:	
	Science:	Made AYP	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	yes	yes	yes				
Ethnicity							
American Indian or Alaska Native							
Black or African American	yes	yes					
Hispanic or Latino	yes	yes					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient	yes	yes					
Economically Disadvantaged	yes	yes					
Student groups making AYP in each subject	5 of 5	5 of 5	1 of 1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NA for 08-09
Overall Score	72.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends:

Grades K – 3 : Data used included ECLAS-2, Running Records, E-PAL, unit assessments, predictive exams (grade 3 only), teacher observations

As indicated in previous reports, our kindergarten and first grade students (entering school for the first time) were found to be more deficient in alphabet and numeric recognition, reading readiness skills, and grade level vocabulary proficiency. This was noted for our 2007-2010 kindergarten classes. Teacher observation and preliminary base line data for Sept. 2010, indicates a greater percentage of students lacking reading readiness skills and a greater gap in alphabet and numeric recognition skills, which might indicate a lack of pre-school opportunities. Again, children who did participate in pre-school programs, in particular the program at our school, scored higher on base line assessments and are advancing more rapidly in the areas of decoding, phonics/phonemic awareness, vocabulary recognition and emergent writing skills. This trend continues to support our on going implementation of the Foundations program (Wilson) as a regular component of our literacy program in kindergarten and grade 1.

ECLAS-2 2010 data shows a continuing need for direct and small group (ability grouping) instruction in spelling, vocabulary acquisition, and decoding. This is most evident in grades K and 2. Grade 1 shows greater need in the areas of listening comprehension and writing development in addition to spelling. Grade 3 lags behind in spelling and vocabulary, with significant improvement in decoding skills and sight words.

Our 2009-2010 Progress Report grade dropped from an "A" in 2008-2009, to a "C" in 2009-2010. Mitigating circumstances included the short term leaves of three testing grade teachers prior to the exam dates, resulting in the use of inexperienced substitute teachers, including a non special ed. instructor for a fifth grade class. Additionally, an increased scale score was implemented that made it more difficult for students to achieve, or maintain, level 3 and level 4. When we did a comparative analysis of the 2009-2010 vs. 2008-2009 student scale scores, it showed that if the same scale scores had been maintained, our student performance and progress levels would have shown an increase and we would most likely have met our performance target.

We received a "Well Developed" grade on our 2006-2007 and 2007-2008 School Quality Reviews. Over the past few years, we have addressed areas that needed to be modified or refined. A new rubric was implemented for the 2009 – present School Quality Reviews. This rubric incorporated new DOE initiatives (Teacher/Inquiry teams, Common Core Standards, Differentiated Instruction) as major

components of the SQR. Our SQR was conducted in late October. To date, we have received a preliminary grade of “Proficient” . While we have not gone down in any of the areas that are monitored, and showed significant progress in new areas of measurement, we have to continue to build Teacher Teams, ensure the use of student data is continuously embedded in our instructional practices, and, continue to train teachers in the implementation of differentiated instruction so that it is embedded and reflected in all classrooms.

Our analysis of 2008-2010 state testing data in math and literacy showed that while we had shown continuing progress in ELA and mathematics from 2008 to 2009, we took a severe plunge in both areas for 2010. In ELA (levels 3 and 4), our third grade students dropped 17.1%; grade 4 dropped 40.6%; and grade 5 dropped 34.4%. In mathematics (levels 3 and 4), our third grade dropped 32%; grade 4 dropped 35.6%, and grade 5 dropped 41%. In both content areas, we significantly increased our level 2 students. In science (2010), grade 4 remained constant in levels 3 & 4, achieving 65.2% as in 2009, with an increase of 9.5 % from 2008. Grade 5 showed a slight decrease in levels 3 & 4 from 66.7% in 2009 to 64.3% in 2010, but up from 59.8% in 2008. Using predictive exam item analysis information, along with Acuity and school designed assessments, we noted that our students continue to have difficulty in responding to literature (writing skills), vocabulary, and specific reading skills such as main idea, author’s purpose, and genre identification. A look at student work shows that proficiency in writing is impacting performance levels on the science and social studies exam. We have noted a need to incorporate more non-fiction literature in our ELA program, and to increase the amount of instructional time for direct writing in the content areas of social studies and science throughout the school year. In mathematics, we noted that students tend to lag behind in performance levels if there is a noted gap in their acquisition of basic math skills in addition, subtraction, multiplication, and division (grade appropriate). Therefore, for 2010 we will implement a school wide “Math Foundations” initiative for the first 15 minutes of the math block. For 6 to 8 weeks intervals, all students will engage in mini lessons and guided practice in the above skill areas, with assessment, and re-teaching as needed. Additionally, teachers will be re-trained in the use of manipulatives as a daily learning tool across grade levels, and increased rigor in the implementation of differentiation in mathematics.

An overview of our data for the NYSESLAT shows that ELL students are gaining proficiency in listening and speaking, but are lagging behind in reading and writing as they enter the upper grades. While 52% are proficient in listening and speaking, only 19% achieved proficiency in reading and writing. Special education ELL students (9), showed greater proficiency in listening and speaking versus 0% in reading and writing. On the state ELA exam, ELL students increased from 21.4% in 2009 to 38.1% in 2010, and special education students moved from 37% in 2009 to 0% in 2010. In mathematics, ELL students moved from 20% to 42.3% increase in 2010. Our special education students increased from 32.1% in 2009 to 54.5% in 2010.

Notable Accomplishments:

For the 2007 – 2009 school years, our Inquiry Team work helped us to significantly improve the gathering and analysis of school wide data, particularly the performance of sub-groups.

Their work with students performing in the lowest 1/3 percentile on both exams significantly increased the performance level of the cohort. This demonstrated a continuing need for data analysis, action research, small group support, monitoring of progress, and an expansion of the best practices of the Inquiry team to all Teacher Teams for the 2010 school year.

On going training in differentiated instruction was instrumental in improving pedagogical practices and the gathering and analysis of data to drive instruction.

The use of curriculum maps aligns content with performance standards and appropriate assessment to further improve of student performance.

The culture of sharing effective practices and learning from each other is strong, and teachers are comfortable in acknowledging where they can learn from their colleagues.

Despite the drop in state testing scores (ELA and math), we have noted increased student progress across the grade levels in classroom performance and assessments.

Continuing Needs:

- The school administration must ensure that the initiatives to refine differentiated instruction is embedded in all classrooms, and is used to improve learning outcomes, increase instructional rigor, and provide enrichment for at and above grade level students in each core content area.
- Continue the process of planning and implementing a long term plan in early childhood grades, with time frames, to establish how the school vision of all children performing at grade level by grade 3 will be achieved.
- Increase opportunities for students to engage in school decision making capacity through student councils and service projects.
- Strengthen use of data for school wide planning in decision making team meetings.
- Use Inquiry Team model to expand use of effective practices by Teacher Teams.
- Implement more rigorous assessment program that will increase quality of formative data, and opportunity for teachers to delve in looking at student work as a best practice to increase student performance levels.

Implications for School-wide Instructional Program:

- To the extent possible, continue to implement reduced class size in grades K – 5.
- Continue refinement of differentiated instruction through on going training and monitoring of implementation by teachers.
- Refer students, as indicated by teacher observations, assessments, student work, and case conferencing by the PPT/LRE team, for at-risk resource room, related services, and if indicated, formal evaluation. Ensure follow through of referrals for AIS tiered intervention by AIS facilitator.
- Implement Achieve 3000 reading intervention program for all testing grade students performing in levels 1 and 2, with programming for Wilson intervention for any student achieving in mid – low level 1. This includes identification of grade level 2 students performing in the lowest 1/3 of the grade.
- Extend implementation of Foundations program in grades K – 1 to extended time, as well as part of the day literacy block allowing for double time for low performing students to receive intervention.
- Full implementation of school wide initiatives to strengthen foundation in mathematics, independent reading, and writing skills through “Drop and Read” (3xs a week for blocks of 15 minutes), “Journal Writing” (2xs a week for blocks of 15 minutes), and “Math Foundations” (daily for 15 minutes of math block).
- Pending funding, maintain after-school academic programs in math, literacy, and science for intervention using the Kaplan system.
- Facilitate use of Achieve 3000 and Wilson in ELL pull-out program, as well as in self contained special education and CTT classes as a means of intervention.
- Provide teachers with direct in class professional development assistance from our Fordham University instructional coach and staff developer in areas of lesson planning, increasing academic rigor through questioning, differentiated instruction, and classroom management.
- Identify students performing within high, medium, and low ranges on Spring ECLAS 2 for homogeneous grouping for intensive instruction in decoding, vocabulary acquisition, spelling, and comprehension skills. Use periodic assessment to determine level of growth and modification of instructional plan for individuals, groups, and/or whole class.
- Pilot “Imagine Learning” program for ESL English proficient students “stuck” in advanced level on NYSESLAT to increase opportunity to test out.

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.

1. Approximately, 200 students in grades 2-5, performing at levels 1 and 2, will receive reading intervention pull-out support using Wilson and/or Achieve 3000 programs, for the time period of November 2010 – June 2011. Each child will be expected to achieve at least one year of proficiency growth as measured by periodic predictive assessments, Acuity developed assessments, Slosson-Wade diagnostic tool, Running Records, and other teacher developed formative and summative exams.
2. By June 2011, students in grades K-5 will demonstrate a 10% increase in mathematics performance as evidenced by periodic predictive assessments, Acuity developed assessments, unit exams, and state math exam.
3. To develop and refine Teacher Teams to address specific school wide needs in the areas of academic support for general education, special education, and ESL students. All classroom, cluster, and out of classroom teachers (43) will be assigned to a grade level team, and/or support services team. Teams will meet weekly (Thurs.) for the period of October 2010 – June 2011. Additional meeting times will be determined by Team participants. Each Team Leader participates on the School wide Inquiry Team.
4. To increase level of parent involvement by 3% in attendance at school events, workshops, and Parent Association meetings for the period of October 2010 – June 2011.
5. To increase yearly school wide attendance percentage by 1% for the period of September 2010 – June 2011.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students in grades 2-5, performing at levels 1 and 2, will receive reading intervention pull-out support using Wilson and/or Achieve 3000 programs. Each child will be expected to achieve at least one year of proficiency growth as measured by periodic predictive assessments, Acuity developed assessments, Slosson-Wade diagnostic tool, Running Records, and other teacher developed formative and summative exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identify students based on the eligibility criteria to receive reading intervention using Wilson and/or Achieve 3000 for blocks of 45 minutes 3-4xs per week. Implement vocabulary building strategies, “hot list” for each grade, and monitor implementation of content area vocabulary word walls in each classroom. Implement “Imagine Learning” reading intervention computer based program for ESL students remaining stagnant in the advanced performance level of the NYSESLAT exam. Implement “Drop and Read” and “Journal Writing” initiatives school wide for 15 minutes each day. Implement after-school literacy program for students in grades 3-5, 2xs per week for blocks of 90 minutes per session. ESL students will receive direct instruction from state certified ESL teachers in the after-school program. All initiatives will be coordinated and supervised by the AIS facilitator, assistant principals, and principal. Teacher Teams will be responsible for analyzing student performance data during weekly meetings to develop goals and strategies for addressing intervention needs of their students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding is through Title 111, Title 1, CFE, and TL fair student funds. In addition to pre-scheduled professional development for all teachers, the AIS facilitator and instructional staff responsible for implementation of program initiatives will be trained by our CFN specialists in Wilson and Achieve 3000. This training will include our two state certified ESL teachers and upper grade self contained teacher.</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>September – October 2010: completion of identification of target population, initial assessment of all participants, and programming of students for pull-out service. Students in grade 2 will be identified (lowest 1/3 quartile as indicated by ECLAS -2) and programmed for Wilson.</p> <p>November 2010 – Feb. 2011: Full implementation of pull-out program and special initiatives. First periodic predictive assessment and analysis of student progress data (Acuity and Wilson assessment tools) will be analyzed and charted for dissemination to students and parents, and shared with Teacher Teams and Core Inquiry Team for analysis and modification of intervention strategies as needed.</p> <p>Feb. 2011 – June 2011: Continuation of above activities using on-going assessment data to modify as needed. Final assessment in June 2011 (data used for placement of students, promotion consideration, and is passed on to receiving teacher for Sept. 2011).</p>
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Indicators of Interim Progress and/or Accomplishment

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

Periodic predictive assessments, Acuity designed exams, teacher developed unit exams, and data derived from "Skills Tutor" will be used to evaluate progress and determine next steps for each child, as well as a source of data for Teacher Teams to analyze and develop instructional objectives and strategies.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teacher Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop and/or modify Teacher Teams to address specific school wide needs in the areas of academic and social support for general education, special education, and ESL students to increase achievement levels in all content areas as evidenced by June 2011 summative student performance data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The newly restructured school-wide Core Inquiry Team will serve as the umbrella for all school teams. Each Team Leader (facilitator) will serve as a member of the Inquiry Team. All Teacher Teams will meet a minimum of once a week for planning, and other support teams will meet once or twice a month to develop a course of action to address areas of concern, implement strategies, assess progress, determine modifications, develop strategies for long term implementation, and engage in reading and discussion of relevant action research materials. Once a month, the Core Inquiry Team will meet with all leaders to share out Team activities, student performance data, instructional strategies, and exchange of information/strategies. This information will be maintained in a log with the objective of dissemination to the staff at large and as a resource for school wide planning and professional development program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implementation and monitoring of Teams is facilitated by building administrators, along with each Team leader. The members of the Core Inquiry Team are compensated for per session activities by tax levy funds. Professional development, when conducted during non school hours will be compensated by Highly Qualified funds. Materials, as needed, including professional study materials such as books, will be purchased with tax levy funds.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Each Team is required to maintain a log of activities, including minutes, agenda, and sign-in sheets.
- Implementation of strategies will be monitored by administrators through informal and formal observations.
- Compilation of strategies and listing of research resources will be completed in June 2011 for sharing with staff.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the level of parent involvement by 3% in attendance at school events, parent workshops, and Parent Association meetings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Inclusion of parents on school wide decision making teams such as SLT, Attendance Team, and School Safety Team. Meetings are scheduled for 1x per month unless indicated otherwise. Implementation of parent workshops in the areas of: instructional programs, grade 5 articulation process, learning benchmarks for each grade level, articulation and acclimation workshops for parents of ESL students, informational sessions for parents of special education students, and self-help workshops for family support needs. We will continue the CAMBA Family Literacy program to meet the needs of non English speaking or recent immigrant parents. Implementation of twelve weeks student progress report to parents (Nov., Feb., April). Use of “colored” paper for parent notices to increase “visibility” and alert parents of important information. Increase access to use of computers in parent room and build a library of resource materials for parents in areas of special education, behavior management, and at home instructional activities. The Parent Association Executive Board and Parent Coordinator will work collaboratively to plan and implement special activities for students and their families such as Family Day, International Day, trips, fund raisers, food drive, etc.. A Learning Leaders training will be held in November 2010 for parent volunteers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Our Parent Association will receive a Title 1 parent involvement allocation to be used to facilitate parent related activities throughout the school year. Additionally, parents will hold fund raising activities to plan and implement trips and special events for the students and their parents.</p>

Indicators of Interim Progress and/or Accomplishment

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

Overall increase in attendance at school sponsored events and activities such as Parent Association meetings; number of parents attending Learning Leaders training and other workshops held throughout the school year; implementation of annual school wide events; Principal Quarterly meetings, etc.. Measurement will be observation, agendas, and sign in sheets.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase end of year school wide attendance percentage by 1%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school wide attendance team, representative of all constituencies, will meet once a month to review all related school attendance data. They will identify students and classes with a high percentage of absenteeism for intervention. Intervention services, monitored by the assigned assistant principal, will include phone calls to the home on day 3 of a consecutive absence, or for children demonstrating sporadic attendance within a month, parent letters, conferences with guidance staff, and home visits for difficult cases (family worker) will be scheduled . Monthly assemblies will be held to recognize students and classes with 100% attendance for the month. Classes achieving 100% will be posted on a bulletin board near the main office, and the children will receive a certificate of recognition. A sub committee of the team will identify students with excessive lateness to school for daily monitoring of improvement or decline. Parent notices will be sent out 1x a month with follow up calls to parents. Conferences with the guidance staff, or referral to the PPT team, will be scheduled on an as needed basis. Monthly grade level newsletters will remind parents of the importance of daily attendance and the connection to academic achievement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The Attendance Team facilitator will supervise and monitor all outreach activities, conduct monthly meetings, and implement recognition activities. Parent involvement funds from Title 1 and fund raisers will be used to procure incentives for the students, or sponsor special events.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Daily, weekly, and monthly review of school wide attendance data by the Attendance facilitator and family worker will prevent students from falling through the cracks, and enable team members to outreach to families in a timely manner.
- Monthly team meetings will ensure regular analysis of related data and provide opportunity to implement immediate intervention strategies.
- Family worker and other designated team members will document outreach efforts in ILOG system.
- CFN Attendance Teacher will provide support for outreaching to 407 cases, assist in home visits, and provide feedback to the principal, pupil personnel secretary, and Attendance Team facilitator.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A		0	0	5
1	23	23	N/A	N/A		0	0	1
2	21	21	N/A	N/A		1	0	2
3	25	25	N/A	N/A		0	0	1
4	72	72	25	15		0	2	1
5	73	73	10	10		0	1	1
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:	<ul style="list-style-type: none"> -Implementation of Foundations program in grades K-1, three times per week during grouping, and during extended time. -Achieve 3000 computer based reading intervention program to service students in grades 3-5 performing at levels 1 and 2. Students are pulled 3-4 times per week for blocks of 40 minutes. -Wilson reading intervention program to service grade 2 students (and low level 1 students in grades 3-5) performing below grade level as indicated by ECLAS-2 for 2-4 pull out sessions per week. -AIS after-school academic program for students in grades 3-5, performing at low level 3, level 2, or level 1. Students will receive 4 hours of instruction per week in mathematics and literacy using the Kaplan reading program. -Title 111 funded AIS after-school program for ELL student performing at and below advanced level on NYSESLAT assessment. Students are taught by state certified ESL teachers for 4 hrs. of additional support per week. -Implementation of school wide “Drop and Read” and “Journal Writing” initiatives to increase stamina, independent reading and writing time, and exposure to new literary genres.
Mathematics:	<ul style="list-style-type: none"> -AIS after-school program for students in grades 3-5, performing at low level 3, level 2, or level 1. Students will receive 4 hours on instruction per week in mathematics and literacy using EveryDay Math extended instruction activities and a math intervention program. -Implementation of “Morning Math Foundations” initiative. All grade levels are blocked for math instruction the first two periods of the school. During the first fifteen minutes of the block, all teachers will provide direct instruction and guided practice in the skill areas of addition, subtraction, multiplication, and division based on grade level. A pacing calendar for each skill will be implemented to ensure uniformity across the grades, along with school wide assessment at the end of each unit. -Continued professional development in tiered and differentiated instructional practices for the math classroom.
Science:	<ul style="list-style-type: none"> -Continued use of the hands-on FOSS science program on all grade levels. -AIS after-school science program for 3 hours per week. Targeted population is fourth grade students who, based on teacher observation, on-going assessment, and reading performance level, are performing below grade level in the content area. Students will

	receive small group instruction differentiated to meet their specific needs in acquiring content knowledge; improve writing of informative and explanatory responses; and, improve their ability to independently tackle hands-on experiments.
Social Studies:	Implementation of the “Reading Street” program during the literacy block provides an opportunity for interdisciplinary instruction using content from the social studies curriculum, particularly increased exposure to documents, writing in response to non fiction literature, and use of various literary genres to extend understanding.
At-risk Services Provided by the Guidance Counselor:	Students receiving AIS services are identified in early September by the program facilitator and support staff. For each child, a needs assessment is done by the facilitator and support team (guidance counselors, SBST), with recommendations from the teacher. Counselors maintain a log of assistance and meet with students based on need (one to one, small group, mandated). Contact is maintained with the teacher, parent/guardian, and as needed, case conferenced by the PPT/LRE team. Monitoring includes academic progress, attendance and lateness, hearing and vision screening, behavior concerns, and family needs that pose an obstacle to the child’s progress. Referrals are made for outside services related to health and family crisis situations.
At-risk Services Provided by the School Psychologist:	The school psychologist works collaboratively with the guidance team to provide crisis intervention counseling for non mandated and mandated students. She also serves as a resource for teachers and administrators, and is an active member of the school PPT/LRE team.
At-risk Services Provided by the Social Worker:	The school social worker works collaboratively with the guidance team to provide crisis intervention counseling for non mandated and mandated students, as well as their families. She is an active member of the school’s PPT/LRE team.
At-risk Health-related Services:	Yearly hearing and vision exams are provided in the school as mandated. Vision testing includes free eye glasses. Students requiring follow-up services are provided with referrals to outside agencies that offer free and/or reduced services. Yearly on site health insurance representatives are available to parents during Open School Week (Nov. and March). Additionally, the Parent Coordinator is available to provide on-going referral information and assistance in completing health insurance request forms. Our school nurse works closely with the Pupil Personnel secretary to ensure up to date yearly doctor examination reports are on hand and all students are properly immunized.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) k-5 Number of Students to be Served: 89 LEP Non-LEP
Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Response: For the 2010-2011 school year, we will offer after-school and Saturday School instruction for entitled ELL students in grades 3-5. The target population are the ELL students who scored levels one and two on the state exam and students scoring at the beginning – intermediate levels of NYSESLAT. These English language learners will receive intensified English language acquisition instruction provided by state certified ESL teachers with many years of experience in the field.

Two after-school classes are scheduled for Tuesdays and Wednesdays, from 3:30 p.m. – 5:30 p.m.. The Saturday class is expected to be held from 9:00 a.m. – 11:00 a.m.. Class size, in both programs, is limited to 15 students per group. The after-school program will commence in December 2010, and Saturday school is projected to start in January 2011. We estimate each program will run for 25 sessions. Each component will offer 1 to 1 ½ hrs. of direct instruction using ESL strategies in literacy, and then equal time in mathematics. Using student data from various sources, the teachers will group the students according to ability levels as indicated by NYSESLAT and provide direct small group and one to one instruction. Elements of the balanced literacy model are implemented to stress independent reading and writing activities, in addition to guided groups and whole class instruction.

We will continue to use the GETTING READY FOR NYSESLAT AND BEYOND series, but will incorporate the Kaplan Reading and Math intervention programs. Materials from both programs are based on research designed to meet the needs of limited English proficiency students, and include the essential elements of the five reading components as defined by the NCLB Act. We have observed considerable improvement in the students' writing skills using the above series. Additionally, the EveryDay Counts Calendar Math kits and Kaplan series will help to build students' math understanding over time. They are aligned with state standards and the review/introduction to grade level concepts allow differentiation of instruction over an extended period of time. The embedded on going assessment helps the teacher to evaluate students' progress in acquiring critical math concepts and skills. To integrate technology, we are planning to purchase the "Imagine Learning" computer based reading intervention program for supplemental support. Imagine Learning is a research based program that has demonstrated a high level of student progress for ESL students. Children start out at their level and progress to more challenging work until they are able to successfully attain grade level success. The program offers on going formative assessment .

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.

Response:

Two ESL teachers will engage in after-school professional development that is coordinated by the literacy and math instructional specialist from our CFN network team. Sessions will be held at the school to allow for school wide participation. All P.D. is offered in English and focuses on implementation of ESL methodology in reading, math, science, and social studies. All providers of P.D are state certified instructors. In addition, ESL teachers will participate in CFN and city developed workshops and conferences. We anticipate these workshops will include attendance at NYSTESOL and NYSABE conferences to be announced at a later date. ESL workshops sponsored by our CFN will be scheduled for November, December, and January. Dates are to be arranged.

Section III. Title III Budget

TEMPLATE - MAY 2010

School: Public School 92

BEDS Code: 331700010092

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,234	150 hours of per session for ESL and General Ed teacher to support ELL Students: 150 hours x \$49.89 (current teacher per session rate with fringe) = \$7,484 5 days of per diem to provide coverage for attendance at conferences/workshops off site @ \$150 per diem day = \$750
Purchased services - High quality staff and curriculum development contracts.	na	na
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,959	Kaplan Test Prep workbooks and intervention program Approx. 38.00 per student – 50 students @ 1,900
Educational Software (Object Code 199)	\$4,000	Imagine Learning computer based reading intervention program
Travel		
Other	\$807	Support materials for parent workshops
TOTAL	\$ 15, 000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
When a child is registered, parents are interviewed by our ESL teacher and administered the Home Language Identification Survey, and if the need is presented, speak with one of our staff members proficient in their native language. If needed, we utilize the DOE Interpretation Unit to assist in translation, via a conference call, for language interpretation that is not available at the school. This information helps us to determine the number of parents that need to receive written and oral communication in Creole, Spanish, Arabic, or other language. A review of data indicated that a small percentage of parents, primarily recent immigrants from Haiti or Spanish speaking countries, presented a need for translators in their native language. Based on the above and the evidenced need exhibited during our primary registration period, we conclude that there is an on-going need to provide written translation services for our Haitian Creole and Spanish speaking populations. There is also a growing need to access a translator for our Arabic speaking population. However, it has been extremely hard to access a resource other than DOE interpretation division.
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.
Findings are annually presented to the staff and parent communities during the September faculty conference and October Parent Association Meetings, the September ELL parent orientation sessions, the general parent orientation sessions held in September, and articulated to parents as a service provided when they register their child for school (presented by ESL teachers). In 2010-2011, we propose to continue the same method of notification, in addition to posting the availability of the service prominently in the main entrance of the building, in the main office, and written notification in the Principal's Newsletter.

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.

To meet the needs of our families, we will continue to use the DOE Translation and Interpretation Unit and our on-site staff members who are proficient in the language orally, and in written form.

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. We propose, in addition to available written translation services in the school, to use per session staff and/or parent volunteers, fluent in Spanish, Creole, and Arabic to provide translation services. The translators will be available at parent workshops, orientations, and for any after-school parent/teacher conferences. During the day program, we have identified staff persons who are fluent in the languages of most need, and they will provide oral translation services for parent conferences and other activities that might require assistance.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. In September, we will send written notification to parents describing the available translation services at the school, and their rights regarding translation and interpretation services in appropriate covered languages. If we are not able to provide translation on the school level, the parent will be given contact information for the DOE translation unit, or we will access the unit for them.

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:	734,116	33,719	767,835
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,342	338	7,680
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,706	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13,500	*	

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

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.

We anticipate two teachers (cluster positions in art and physical education) will be identified as not highly qualified in their subject area. The teachers have been encouraged to pursue licensing in their content area for the 2010-2011. If they chose to pursue the required credentials, highly qualified funds are available for reimbursement upon completion of requirements. However, each teacher maintains highly qualified status as a permanently state certified common branch teacher. They participate in CFN and DOE off-site professional development in their specialized areas. Therefore, they are able to deliver a comprehensive instructional program in their current assignments.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See “Comprehensive Needs Assessment” section of CEP
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 and accelerated 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.

Response:

-All students receive, daily 90 minutes of blocked instruction in math and literacy, using components of the math workshop model (EveryDay Math program) and balanced literacy model using the Reading Street anthology series. An emphasis is placed on differentiated instruction and the use of data to drive instruction

-Extended Time: students in grades K-5 who are performing below grade level receive 150 minutes per week of additional skills instruction in a small group setting.

-Our reading pull-out program initiatives provide students in grades 2-5 with small group instruction for three – four blocks of 45 sessions per week. We use the Achieve 3000 and Wilson programs. Lower grade students receive support through the Foundations program during either or both the literacy block and extended time sessions. We incorporate research based instructional strategies, teacher/parent conferencing, diagnostic testing, pre and post assessment, benchmark assessment, goal setting, and on going monitoring of student progress by the AIS facilitator.

-The IEP teacher works closely with the special education liaison and teachers to identify students in grades 3-5 demonstrating at and above grade level performance in math and/or literacy for mainstreaming. Additional support is provided by the guidance and SBST staff to ensure student success. High risk students are referred to the Resource Room teacher for at-risk servicing when referred by guidance or the principal.

-The after-school math and literacy program for all students is held twice a week for four hours of reading and math intervention instruction.

-Pending funding, supplemental enrichment and accelerated instruction in math and literacy will be implemented in our Saturday Enrichment Program for students in grades 3-5 who are performing at and above grade level. The emphasis will be project based instruction.

-Foundations is implemented in grades k and 1 to address below grade level performance of early childhood students. This is implemented during the day program small group guided practice and extended time.

-Our CAMBA after-school program services students in grades K-5. CAMBA provides daily homework assistance and literacy tutoring for all attendees. Pre assessment data is available from the classroom teacher, and the program implements a post assessment in June.

-AIS provides early identification of at risk and high risk students for placement in instructional support programs and at risk counseling; implement on-going assessment of progress through use of pre and post testing in literacy and math; benchmark assessment; diagnostic testing; progress reports; case conferencing, and provision of health related support through referrals to outside sources/insurance providers/hearing and vision testing.

3. Instruction by highly qualified staff.

Response:

The principal will review the personnel records of each teacher for compliance with state certification requirements. A faculty meeting and one to one conversation will be held with teachers to share pertinent information, and to assist staff in the process of obtaining certification. We will use highly qualified funds as an incentive for teachers to complete their requirements within the current school year. Funds will also be used to increase teacher participation in local and state wide professional development programs that can be turn keyed for the staff and will result in increased student performance. On-going formal and informal observations by the administrators will be used to develop school based professional development program through the use of content area specialists and workshops.

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. We will identify teachers who qualify for reimbursement of tuition and encourage attendance at site based, local, and state wide conferences as a means of enhancing their classroom practices and instruction. Paraprofessional and pupil personnel staff will attend professional development sessions along side teachers and will be able to participate in off-site training that is available to them. Our Fordham University instructional specialist and school based staff developer will provide one to one assistance in the classroom, through conferencing, and facilitate small group or school wide professional development sessions.

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

- Attend city wide hiring fairs
- Access candidates through Open Market system
- Maintain relationship with Fellows and Teach for America programs
- Allow candidates to visit school and meet with staff to assess the benefits and rewards of working in a high needs school.

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

The CAMBA program will continue the implementation of our Family Literacy Program. It services 25 families, five days a week. They provide English communicative skills instruction and/or GED preparation classes. Students of each family receives homework assistance and small group tutoring. CAMBA also provides referrals for employment, job readiness training, counseling services, immigration advocacy, and family crisis intervention. We offer Learning Leaders for volunteer training certification, and the Parent Coordinator plans workshops to increase parent awareness of curricula in mathematics and literacy, as well as science and social studies.

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

We encourage neighborhood feeder programs to visit our site and provide parents an opportunity to attend our workshops. We have two full time classes and a family center that is staffed by a part time social worker. Both maintain a collaborative relationship with parents to make the transition much smoother and more meaningful. Assigned paras provide individualized and small group support in the classroom. During the school year, pre-k students attend kindergarten assemblies and special activities.

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.

See “Action Plan” - Goal - Teacher Teams

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.

See “Action Plan” Goals - English Language Arts and Mathematics

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.

Title 1 funds will be used to reduce class size in all grades, implement after-school programs, increase parent involvement, and provide professional development opportunities to staff. Our SAPSIS counselor works closely with the S.A.V.E. room teacher to implement violence prevention programs.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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 conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	x			734,116	x	
Title I, Part A (ARRA)	Federal	x			33,719	x	
Title II, Part A	Federal	x			163,544	x	
Title III, Part A	Federal	x			15,000	x	
Title IV	Federal	x			8,907	x	
IDEA	Federal	x			92,751	x	
Tax Levy	Local	x			3,529,289	x	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 18 students.
2. Please describe the services you are planning to provide to the STH population.
Our STH students are closely monitored by the Attendance team family worker for absences and lateness, and the AIS facilitator ensures that they are programmed to receive academic support through one or more of our programs such as Achieve 3000, Wilson, after-school math and literacy programs, CAMBA, hearing and vision testing, basic school supplies, and school uniforms upon request by the parent. Additionally, the family worker makes referrals to our guidance staff for on going counseling support or a referral to an outside agency as needed. The Parent Coordinator serves as an advocate for special needs such as family support services, makes referrals to job readiness training programs/GED classes, employment opportunities, and keeps them abreast of community events for families and children.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 092 Adrian Hegeman					
District:	17	DBN:	17K092	School		331700010092

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	35	36	35		92.1	92.9	92.1
Kindergarten	75	90	79				
Grade 1	95	107	103	Student Stability - % of Enrollment:			
Grade 2	110	91	98	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	94	98	82		90.2	89.1	88.1
Grade 4	113	95	117				
Grade 5	110	111	90	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		83.7	89.6	99.2
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		9	59	78
Grade 12	0	0	0				
Ungraded	0	1	4	Recent Immigrants - Total Number:			
Total	632	629	608	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	0	0

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	27	22	19	Principal Suspensions	130	65	39
# in Collaborative Team Teaching (CTT) Classes	6	8	7	Superintendent Suspensions	16	2	1
Number all others	21	15	30				

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	60	54	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	12	10
# receiving ESL services only	83	80	TBD				
# ELLs with IEPs	0	8	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	1	6

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	81.7	85.2	92.0
				% more than 5 years teaching anywhere	76.7	81.5	94.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	89.0	96.0
American Indian or Alaska Native	0.3	0.3	0.2	% core classes taught by "highly qualified" teachers	91.4	86.7	100.0
Black or African American	81.8	79.0	79.8				
Hispanic or Latino	12.3	14.3	14.8				
Asian or Native Hawaiian/Other Pacific	4.1	4.8	4.9				
White	0.3	0.6	0.3				
Male	48.1	49.4	50.7				
Female	51.9	50.6	49.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
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:					NR
Overall Score:	29.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	15.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

Public School 92

School Parental Involvement Policy

2008-2009 – 2010-2011

The P.S. 92 school community of parents and staff will collaboratively develop, agree on, and distribute to the parents of our students, in a language that is understandable, including major languages of Spanish and Haitian Creole (upon request), a written copy of this Policy. This Policy establishes the school's expectations for parent involvement through specific activities, and will be included in the 2008-2009/2009-2010/2010-2011 CEP developed by the SLT which is reflective of the parent and staff population. This policy will be distributed and discussed during the initial September general parent school orientation sessions; ELL parent orientation; and orientation sessions for parents of students with disabilities. All such orientations will occur in the months of September and October 2008/9/10, and at the early fall Parent Association meetings.

A School-wide Title 1 agenda will be presented at the September 2008/09/10 Parent Association meeting for the purpose of providing parents of children served in Title 1, Part A programs, the opportunity to discuss and make recommendations for the expenditure of the 1% Title 1 allocation. Additionally, the Parent Association Executive Board will work closely with the Principal and Parent Coordinator to ensure that all parental activities and expenditure of Title 1 funds are closely monitored for effective implementation, and, as needed, the provision of follow-up services to ensure meaningfulness, consistency, and refinement.

P.S. 92 will provide assistance to parents of our children, the opportunity to engage in meaningful discussions of:

- New York State academic content standards: two part workshop focusing on curriculum of core content areas (math, literacy, science, and social studies) during the months of October – November 2008/2009/2010**
- State student academic achievement standards: workshop to present and review state/city performance standards in core content areas, relevant Principles of Learning, and strategies that parents can implement in the home environment to foster academic achievement (October 2008/09/10).**
- Workshop to review standard and alternative assessments, including periodic predictive assessments, student portfolios, state exams in core content areas, and use of the Grow Report, ECLAS data, Acuity assessments, etc. to understand their child's strengths and weaknesses, and how the school uses it to drive instruction in the general class setting and pull-out AIS support groups. Support will include access to the internet system located in the Parent Association office. Parents will receive information related to how this information is used to identify students for**

extra support through AIS, extended time, and after-school programs, as well as how to monitor their child's progress at home.

-In collaboration with our after-school program, CAMBA, we will provide referral services for parents to address needs in the areas of adult education, immigration issues, crisis intervention/management, employment skills, and health care. This referral source serves to assist in the removal of impediments that negatively impact on the parents' ability to address factors hindering the academic and social success of a child. To reach a greater body of the parent population, CAMBA will facilitate a series of workshops that address the special needs of our parent population as identified through a needs assessment that will be administered at the beginning of the school year.

-Training will be made available through "Learning Leaders" for parents to become effective volunteers in the classrooms, and as tutors assisting teachers in special academic support programs such as AIS pull-out and extended time groups.

-The Parent Coordinator will work closely with the P.A. Executive Board to plan and implement workshops for teachers, guidance personnel, SBST, administrative and office staff that will focus on effective and meaningful conversations with parents, including parents in the educational process, and creating a school environment that welcomes and celebrated parent involvement.

- Foster a consistent channel of communication with parents through a monthly newsletter that announces school news for the month, scheduled community events, academic based information/strategies, and general interest information.

-An annual evaluation of the content and effectiveness of the Parental Involvement Policy in improving academic progress and eliminating barriers will be conducted in February 2009/10/11. Results will be used to refine for greater effectiveness.

Adoption: This School Parent Involvement Policy has been developed jointly with, and agreed on with the parents of children participating in Title 1, Part A programs, as evidenced by the Parent Association President . This policy was adopted by P.S. 92 in June 2008 and will be in effect for the period of three years. The school will make this policy available to all parents of participating Title 1, Part A children on or before November 2008/09/10. Annual Review scheduled for June 2011.

School-Parent Compact

P.S. 92 and the parents of students participating in activities, services, and programs funded by Title 1, part A, agree that this Compact outlines how parents, 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 that will help children achieve high standards. This School –Parent Compact is in effect during the period of 2008- 2011.

The school agrees to:

- **Engage in meaningful team work, combined with setting clear and measurable goals in our CEP, and regularly collect data and analyze performance data as a foundation for increasing student performance levels. We will demystify results by providing parents and students with examples of high level student work and the criteria for achieving it through the use of rubrics.**
- **Parent and teacher conferences will be held twice a year, November and March. Parents will be given the opportunity to meet with teachers, administrators, and support providers to review and discuss benchmark assessment data, actual student work, and plan short term objectives for individualized progress improvement.**
- **Parents will receive reasonable access to staff through scheduled individual consultations during and after school hours, and pre-arranged opportunities to observe classroom instruction in various content areas.**
- **Parents will receive regularly prepared progress reports, including report cards, individualized assessment data, and attendance/lateness reports.**
- **Parents will be encouraged to participate in our annual volunteer training for participation in working with students in the classroom and other building settings. At the completion of training, parents will receive certificates of completion and based on availability, assigned to provide assistance in classrooms, or other areas of need.**
- **Parents will be involved in all stages of planning, reviewing, and refinement of school's parent involvement policy.**
- **Parents will be involved in the development of the CEP through participation on the School leadership Team.**
- **The school will host a Title 1 meeting to inform parents of the Title 1 program, guidelines, and rights of parents to be involved in Title 1 activities. This meeting will be held during a day and evening session in order to make it available to as many parents as possible.**
- **The school will provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.**
- **The school will provide parents of participating children timely information about Title 1 programs including a description and explanation of the school's curriculum, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- **Provide each parent with an individual student progress reported related to performance on state exams in math, literacy, science, and social studies.**
- **Provide each parent with timely notice when his or her child is assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified as defined in section 200.56 of Title 1.**

Parent Responsibility:

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

- Ensure that our child attends school on a daily basis, and maintains a minimum 94% attendance rate for the school year.**
- Review, discuss, and check for completion of all homework assignments on a daily basis.**
- Limit the amount of television my child watches so that it does not impede on homework and study time.**
- Consult with my child's teacher about volunteering in the classroom.**
- Participate, as appropriate, in decisions relating to my child's education.**
- Promote positive use of my child's extracurricular time.**
- Maintain open communication with my child's school by responding to phone calls, letters from staff, and reading general notices from the school or District office.**
- Volunteer to serve, to the extent possible, on policy advisory groups such as the SLT or District level education teams and councils.**
- Review and discuss the Chancellor's citywide Discipline Code with my child, emphasizing the importance of appropriate and respectful behavior in school, consequences for violation of the code, and the impact of negative behavior on the learning process.**
- Understand that as a parent, I assume full responsibility for my child's behavior in school.**

**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 CFN # 4	District 17	School Number 092	School Name PS.92
Principal Mrs. Diana Rahmaan		Assistant Principal Ms. B. Robertson	
Coach		Coach	
Teacher/Subject Area Ms. Green		Guidance Counselor Mr. Pintro	
Teacher/Subject Area ESL Ms. Campbell-James		Parent Ms. Kesha Ragin	
Teacher/Subject Area Ms. Sterling		Parent Coordinator Ms. Dawn Mc.Loed	
Related Service Provider MS. Gantz		Other	
Network Leader Dr. Charlene Smith		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	2	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	617	Total Number of ELLs	84	ELLs as Share of Total Student Population (%)	13.61%
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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.

PART II ELL IDENTIFICATION PROCESS

1-P.S. 92 is a pre-k - fifth grade school that serves a population of approximately 600 students. Of this number, 84 students are designated ELLs. At the point of registration, the pupil personnel secretary gives the parent the Home Language Survey. An ESL teacher is called and based on the information on the HLIS, an informal interview is conducted. Both the student and the parent are interviewed in English and, if needed, in their native language. This interview is conducted by certified ESL teachers. We then review the Home Language Surveys. Based on the responses on the survey, if ineligible, the new student is then assessed using the Language Assessment Battery (Revised) LABR. The students are only assessed one time with the LAB-R test because it is used only for initial placement. However, the students are assessed throughout the year with other assessments. In the spring, ELL students are assessed with the NYSESLAT which determines their proficiency level in English. This test is given to them every year by the ESL teachers until they test out of the program.

2-Once the students are identified and eligible to receive services, the parents are invited to an orientation within the first ten days after registration. Here they are informed about the three program choices available to their children. At the orientation, all relevant information is provided in the parents' native languages through the use of interpreters. Most of these interpreters are qualified staff members from our school who speak a variety of languages. Also, a video that describes each program is presented in English and in the parents' native languages. Following the video presentation, parents fill out a program selection survey and choose the type of program they want for their child. The three choices are Transitional Bilingual, Dual Language Instruction, and Freestanding ESL. In cases where the parents cannot be reached, (by default as per CR Part 154) their child will be placed, in a bilingual program, until the parent is able to come in and select a program.

3- After the child is placed in the program selected by the parent, a placement letter is sent home to the parent in English and in the native language. For those students that are in the program from previous years, a continued entitlement letter is sent home to the parents informing them that their child will continue to receive services. A copy of all letters, parent surveys and HLIS forms are kept with Ms. Sterling (ESL teacher) in the ESL office/classroom.

Reviews of the parent survey and program selection form from the past few years have shown that approximately 98% of the parents select ESL as their first choice for their child's instruction. Consequently, at our school there are no bilingual or dual language classes. Should we have enough students in consecutive grades for bilingual program, we will open a transitional bilingual class to accommodate our students. At this time, if a parent selects a program that is not offered in our school, that parent is given a transfer option letter so that the child can attend another school in the network where such programs are offered. The ESL teacher meets with the parent and tries to find a school in the area that is convenient for the parent and the child to attend.

Part III: ELL Demographics

A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	64	1	1	16	2	1	1	0	0	81
Total	64	1	1	16	2	1	1	0	0	81

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	7	6	2	4	6	6								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	5	6	2	3	2								19
Haitian	3	4	6	2	7	5								27
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1	1			2	1								5
TOTAL	12	16	14	8	18	14	0	0	0	0	0	0	0	82

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

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

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

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

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

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?

-At our school the organizational model used is pull-out. The students are pulled from their classrooms and are grouped according to their level of proficiency. There are two teachers that service our ELLs. Ms. Campbell-James services students in first, second and third grades. She services her first grade beginner and intermediate students separately to ensure they receive their mandated 360 minutes of ESL per week. Students are pulled from rooms 101, 102, 103, and 104. As for the second and third grade classes, beginners and intermediates are pulled together from classes 201, 202, 203, 129, 301, 302, 303, and 304. The second and third grade advanced students are pulled together. They receive 180 minutes of ESL with the ESL teacher, and 180 minutes of ELA with their classroom teachers. The other teacher, Ms. Sterling services kindergarten, fourth grade, and fifth grade students. She uses the pull-out model to group her students according to level of proficiency. Kindergarten students are pulled together and receive 360 minutes of ESL per week. Fourth grade advanced students are pulled by themselves. They receive 180 minutes of ESL and 180 minutes of ELA instruction per week. These students are pulled from classes 401, 402, 403 and 404. The beginners and intermediate students in fourth and fifth grade are pulled together four times a week for eight periods. They receive 360 minutes of ESL instruction per week. They are pulled from classes 401, 402, 403, 404, 419, 501, 502, 503 and 504. The fifth grade advanced students are pulled two days a week and receive their 180 minutes of ESL and 180 minutes of ELA. They are pulled from class 501, 502, 503, and 504. The language of instruction is English only. However, we utilize resources in other languages to help students achieve a smooth transition from their native language to English.

The ELLs receive content area instruction through ESL. To facilitate this, The Santillana Spotlight on English Series is used. In addition, a variety of ESL strategies are used, such as realia, role play, pictures, graphic organizers and miming. These different methods are used to enrich their language development.

When we service our SIFE students, special emphasis is given to each students based on individual needs. A variety of strategies are used such as modeling, repetition, graphic organizers, buddy system and technology to increase their level of proficiency in reading, writing, listening and writing.

For those students who are in the US school system for less than three years and are required to take the ELA exam, differentiated instructional strategies are used to strengthen the skill areas in speaking, listening, reading, and writing. These students are also receiving services through our Title III after-school and Saturday Academy programs.

ELL students who are receiving service 4 to 6 years and Long Term ELLs continue to receive their mandated ESL and ELA instruction. In addition, they attend the after school and Saturday Academy programs. They are also part of small group instruction through AIS and our new computer based program Achieve 3000.

ELLs with disabilities whose IEP recommends ESL or bilingual instruction, continue to receive their mandated hours of ESL Pull out program. They are also involved in our computer based program ACHIEVE 3000, which teaches students on a one to one basis, at their level ensuring that they reach or exceed grade level within a prescribed amount of sessions. They also receive small group, targeted instruction in Math and ELA. They are also pulled for resource room where the focus is individualized attention to meet their specific needs.

The targeted Intervention programs offered at PS 92 are; Title III after school and Saturday Academy, AIS, ACHIEVE3000, Wilson program and Foundations.

6- Once the students achieve proficiency on the NYSESLAT and test out of the ESL program, they continue to receive transitional support through ESL. They are invited to attend the after school and Saturday Academy programs that are provided by the ESL teachers through Title III. They are also a part of the extended day program. During testing, they still receive additional time in separate location like all other ELLs in the school.

7- For the 2010 – 2011 school year, our ELLs will be involved in the new technology computer based program ACHIEVE 3000.

8-- We are not discontinuing any programs at this time because the programs we have been working with have been very effective for our ELLs.

9- ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include; AIS, ACHIEVE 3000, Saturday Academy and an After School program called CAMBA. These programs provide the students with help mainly in ELA and Math, focusing on their areas of weakness. The CAMBA program helps them with homework, safety, psychological development, conflict resolution, academic enrichment and fun activities.

10- The following instructional materials are used to support our ELLs are; Spotlight on English which provides “approaching” and “on level” ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance. Other instructional materials used are Reading Street, Getting Ready for the NYSESLAT and Beyond, Finish Line Comprehension Skills, ACHIEVE 3000, a computer based program in which students utilize laptops, Wilson, and we anticipate adding "Imagine Learning" a research based program designed to facilitate significant progress for ELL students.

11- Our ELL students receive native language support through the use of library books, glossaries, picture dictionaries and the buddy system.

12- The services and resources given to the ELLs are both age and grade appropriate. 13- Currently we do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year. However, during the first week of school all parents are invited to attend an orientation where they get an overview of the activities for the year.

14 –There are no language electives offered to ELLs in our school.

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)?

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.

Two state certified ESL teachers instruct our ELL students. They receive ongoing professional development from the CFN4 office and attend off-site conferences sponsored by other agencies, colleges and universities. As per the law of Jose P. in which all teachers are required to obtain 7.5 hours of ESL training, the ESL teachers provide scheduled professional development workshops for the staff in ESL methodology. This enables them to work more effectively with small groups in the general classroom setting during guided practice groups, conferencing, extended time and after-school programs. Classroom teachers are also invited to observe the ESL teachers as they implement different strategies that could be used in their own classes. Also, a new Teacher Team initiative is in place for this school year. Every Thursday teachers meet by grade level and use data to determine areas of common weakness among their students. Then, they decide on specific skills and strategies to be used to address their weaknesses for an agreed upon period of time.

E. Parental Involvement

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

Parental Involvement

At PS 92 Parents are strongly encouraged to attend the scheduled ELL and whole school orientations, as well as parent

workshops specifically designed to teach parents strategies that can be used at home to improve their child's academic performance. During the spring, the ESL teachers offer adult ESL classes to the parents to encourage them to learn the language in order to assist their children with homework. Parents are also encouraged to meet with the guidance staff to address special concerns that impact the learning and attendance of their children. This includes crisis intervention or referrals for internal and outside services from our community based organizations. Our CAMBA program provides referrals, upon request, for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues. We have Spanish, French, and Haitian Creole staff translators who assist during workshops. When a child is registered, we provide interpretation assistance in the languages of Spanish and Haitian Creole. At this time, parents are given full explanation of the available placement options both within and outside of P.S. 92. This sentiment is especially strong among our Haitian and Latin populations. They express a preference for immersion in the English language, as they feel it puts their children on equal footing with non-ELL students, and fosters a faster acquisition of the English language. Our CAMBA Family Literacy program services approximately 25 families. They receive instruction in communicative English, and if ready, participate in the GED prep program. Children of the families receive small group tutoring and homework assistance. On Fridays, family oriented activities are planned for the group.

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)	7	11	9	2	6	1								36
Intermediate(I)		5	1	6	4	4								20
Advanced (A)	5	0	3	1	9	8						0		26
Total	12	16	13	9	19	13	0	0	0	0	0	0	0	82

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

	A	0	3	1	5	11	5						
	P	0	1	1	1	4	3						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	1		11
4	3	12			15
5	5	6	1		12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		5		2				12
4	2	1	9	1					13
5	4		7	2	2				15
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	5		7		4				16
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

All students in grades K-3 are assessed using the ECLAS-2 tool and Running Records. At the beginning of the school year, we use Acuity or teacher developed assessments, as well as samplers from state exams, to determine performance levels. The data is used to inform instruction and begin the process of differentiating instruction and identifying students for support through our AIS initiatives such as Foundations (K-1), Wilson (2nd), and Achieve 3000 (3rd-5th). Data is shared with ESL teachers to drive their instructional support of ELL students and to set learning goals. Formative data is also used to identify students for participation in our Title 111 after-school program for ELL students.

NYSESLAT: (aggregated performance 2009-2010)

Performance levels (R & W): Beginning - 26% Intermediate - 27% Advanced - 28% Proficient - 19%

Proficient by grade: All grades - 19% K-1 - 21% 2-4 - 19% 5th - 15%

Performance levels (L & S): Beginning - 6% Intermediate - 10% Advanced - 33% Proficient - 52%

Proficient by grade: All grades - 52% K-1 - 46% 2-4 - 58% 5 - 38%

When looking at NYStart performance data, we observed that students in grades 2-4 scored higher in the listening and speaking section, followed by grade 5, then grades K-1. Data showed, total number, 33% at advanced and 52% at proficiency level. In reading and writing, grade 5 scored highest, followed by grades 2-4, then grades K-1. Of this group, 28% scored at advanced level and 52% achieved proficiency. We also noted that children in grade 4 achieving proficiency in both L & S / R & W, earned a level 3 in science. Of the 20 LEP students testing in ELA and/or math, 4 achieved level 3 in ELA and 13 scored at level 2. In mathematics, 10 scored at Level 3 and 8 scored at level 2. Looking at state performance data over a few years, we observed that students scoring at proficiency level in both sections, tend to do as well as the non LEP population. The exception was spring 2010, when all students dropped in their performance level on both exams. Overall the students are more proficient in listening and speaking than reading and writing which could be contributed to the emphasis on listening and speaking in early childhood classes versus the heavier focus on building reading and writing skills as they go up in the grades.

To address the need for additional support in building reading comprehension and writing skills, in addition to mandated instructional support, ELLs are identified to participate in AIS services such as the Foundations/Wilson and Achieve 3000. Achieve 3000 is a research based software program that has shown significant progress with ELL students. It allows them to enter at level, and over a course of 38 or more sessions, the students are able to advance to grade level or higher. It provides on going data for the student, teacher, and parent. The teacher is also able to use this item analysis to plan for differentiated instruction in small group guided practice and during pull out with the ESL teacher. Our Reading Street series used in the regular literacy block, has a daily writing component and intervention strategies for ELL students that can be implemented for each lesson. As all testing grade students participate in periodic predictive assessments in ELA and math, we are able to use the item analysis to note trends and areas of need. In the other core content areas, we have unit exams to determine student mastery of each unit, and to plan for reteaching or enrichment. This information is readily available for the ESL teacher to use as a resource during pull out sessions. The classroom teacher uses this data to guide his or her instruction. Data is charted and shared with all support staff. As a result, the skills areas are reinforced across support services and in the core content areas.

Additional Information

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

paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		