



P.S. 093 WILLIAM H. PRESCOTT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 093 WILLIAM H. PRESCOTT
ADDRESS: 31 NEW YORK AVENUE
TELEPHONE: 718-604-7363
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331300010093 **SCHOOL NAME:** P.S. 093 William H. Prescott

SCHOOL ADDRESS: 31 NEW YORK AVENUE, BROOKLYN, NY, 11216

SCHOOL TELEPHONE: 718-604-7363 **FAX:** 718-771-1369

SCHOOL CONTACT PERSON: SANDRA PHILIP **EMAIL ADDRESS:** SPhilip@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Coleen McIntosh

PRINCIPAL: SANDRA PHILIP

UFT CHAPTER LEADER: John Leftridge UFT Delegate

PARENTS' ASSOCIATION PRESIDENT: Linda Cummings

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** Children First Network 306

NETWORK LEADER: MARGARITA NELL

SUPERINTENDENT: JAMES MACHEN

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
Sandra Philip	Principal	Electronic Signature Approved.
Gloria Tillman	UFT Member	Electronic Signature Approved. Comments: tech diff. tech difficulty Tech diff.
Colleen McIntosh	UFT Member	Electronic Signature Approved. Comments: tech diff. tech difficulty Tech difficulty
Linda Cummings	PTA President	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
Rhonda Dash	DC 37 Representative	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
john lefridge	UFT Delegate	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
Riyama McFarland	Parent	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
Robin McFarland	Parent	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
Doleen Burgess	Parent	Electronic Signature Approved. Comments: tech diff. tech difficulty tech difficulty
Jamilla Holmes	Parent	Electronic Signature Approved. Comments: tech

		diff. tech difficulty
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

P.S.93, the William H. Prescott School is located in the Bedford Stuyvesant area of Brooklyn. Public School 93 is a culturally diverse community of students and teachers. We work to build community among students, staff, parents, and the community at large. We believe that every student will leave this institution well grounded and academically prepared to meet the challenges of higher education. We are a community committed to supporting children through the learning process by scaffolding learning and differentiating instruction. We approach every aspect of teaching and learning with a “*can do*” attitude. We are a staff that is highly committed to our school and we work hard to provide a varied and challenging curriculum. Additionally, teachers collect and use a wide range of data (ACUITY, ARIS, NYS ELA, Math, Social Studies and Science) to effectively plan instruction. Of particular note is our exciting enrichment program for all students which allow students to self-select and experience courses such as photography, crocheting, cooking, robotics, woodshop, chess, etc. In order to enhance our enrichment program, we were provided with network support, had opportunities to be engaged in Renzulli's School-Wide Enrichment professional development and intervisitations. We also conducted student and teacher surveys to inform next steps. We plan to broaden our enrichment program by providing professional development that will support teachers in making connections to our interdisciplinary approach.

Further, we service students beginning in Pre-Kindergarten to develop the social and emotional growth of students while providing experiences that address the whole child socially and cognitively. The Pre-Kindergarten teachers will continue to implement the Children's Literacy Initiative (CLI). We have implemented the AWARD Reading program for Grade 1 students. Students are taught in 60 or 90-minute blocks of time in ELA, Mathematics, Social Studies and Science through the workshop model approach. All classrooms have computers with internet access. Teachers on Grades 1-5 have access to mobile labs and SMART Boards. The library media center services scheduled classes and provides periods of open access for individuals and small groups. The Academic Intervention Services Team (AIS) and The Children are Reason Enough Team (CARE) collaborate with classroom teachers to ensure that the needs of the whole child are addressed.

We will continue to strive toward developing students who are critical thinkers utilizing the Common Core Standards with an interdisciplinary approach to instruction. Our teachers are supported by a full time Staff Developer who ensures that our students are engaged in inquiry based activities to improve student achievement. The thrust in all areas of instruction is to carefully scaffold learning for our children in order to move them towards being independent learners.

P.S. 93 shows distinction by offering programs that support and enrich the academic, cultural and social development of our diverse student body by partnering with the following organizations: Learning through an Expanded Arts Program (LEAP), Kaplan, PENCIL, the Brooklyn Botanical Gardens, Cook Shop, New York University's Tutoring Program, Ballet Tech, the Noel Pointer Violin School, Music and the Brain, instructional keyboard programs.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 093 William H. Prescott								
District:	13	DBN #:	13K093	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	37	39	37		89.2	90.4	TBD		
Kindergarten	64	51	65						
Grade 1	74	74	55	Student Stability - % of Enrollment:					
Grade 2	71	78	58	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	65	54	68		90.7	90.33	TBD		
Grade 4	62	69	50						
Grade 5	55	50	68	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		97.2	94.6	86.2		
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		18	24	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	428	415	402	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					9	4	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	12	18	16	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	1	TBD		
Number all others	14	18	8						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	34	32	35	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	4	Number of Teachers	38	34	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	9	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	76.3	91.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.5	79.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	88	TBD
American Indian or Alaska Native	0.7	0.7	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	84	TBD
Black or African American	83.2	79.5	76.6				
Hispanic or Latino	6.8	8	6.5				
Asian or Native Hawaiian/Other Pacific Isl.	8.4	9.9	10.7				
White	0.9	0.5	1.2				
Multi-racial							
Male	47.2	49.2	48.3				
Female	52.8	50.8	51.7				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	90.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	57.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Information was retrieved from the following sources:

- o Standardized test scores
- o ARIS
- o Early Childhood Literacy Assessment System (ECLAS)
- o DRA
- o State and City performance standards
- o ACUITY
- o nySTART
- o Attendance
- o Student work
- o Teacher observations
- o Review of the previous year's plan
- o Teacher/student conference notes, running records.

We are currently a school in good standing and have met our NCLB/SED and the DOE accountability standards for the past three years. Likewise, we have received a rating of Proficient on our 2009-2010 Quality Review. During the 2007-2008 school year we reduced the number of level one students from 8% to 6% in ELA, and from 6.4% to 5.4% in Math. Students in the bottom third have shown progress in both ELA and Math. We met our Annual Yearly Progress (AYP) for the past three years closing the gap by increasing the educational achievement of our students as shown by our standardized test scores. The progress report shows that our students made little progress during the 2007-2008 school year. 81.8% of our students have reached or exceeded proficiency (levels 3 and 4) in math, but only 52.5% of our students made at least one year of progress in ELA. We determined that we must strategize to ensure that our students' **progress matches performance in math** and that our students **increase both performance and progress in ELA** by a minimum of 6% for the 2008-2009 school year.

During the 2008-2009 we surpassed our goal. Our students performed at 71.9% in ELA and 93.3% in Math.

As a result of NYS renorming the scale scores for the 2009-2010 school year, we along with other NYC Public Schools experienced a decrease in both ELA and Math scores. Our students performed at 38% in ELA and 40.2% in Math. To address this, focused professional development have and will continue to help teachers and administrators use data more effectively to address

the varied skill levels of all students. To address the needs of our lowest performing students, the following initiatives have been implemented:

Delivery of Children's Literacy Initiative expanded to kindergarten

Implement AWARD Reading Program in Grade 1

Increase Tier I AIS across grades for level 1 and 2 students using a push-in model by content specialists.

Targeted progress goals for level 1 and 2 students in ELA, grade 5 teacher inquiry team

Targeted performance goals for level 1 and 2 students in Math, grade 4 teacher inquiry team.

Homogeneous grouping of students in the after school program.

Our school has a well-structured core curriculum. We use the workshop model of teaching across the content areas. Teachers follow the units of study created by the Teachers' College Reading and Writing Project at Columbia University in both reading and writing. Phonics, spelling and phonemic awareness are addressed through daily Word Study. Vocabulary programs are used in the upper grades to support students' oral and written language abilities (Foundations, Words their Way). The Everyday Mathematics program is used across the grades and supplemented with other materials in order to ensure that our students have enough practice with basic fact mastery. For Science and Social Studies we use Harcourt Brace Curriculum. Teachers use the data from classroom tests, city and state assessments effectively to plan instruction and activities that significantly aid student learning. The curriculum has been broadened by the introduction of the enrichment cluster program. This development has been welcomed by parents, staff and students as it provides a different dimension to learning that is engaging, interesting and motivating for all teachers and learners.

Teachers are accountable for students' learning and are included in goal setting and curriculum planning to improve instruction. Our school provides a safe and nurturing environment. Classrooms are attractive and celebrate student learning. We continuously take steps to improve our school making sure that our budget is aligned to effectively staff and schedule programs to maximize learning and student achievement. Examples include the deployment of coaches to improve teaching and learning, a staff retreat specifically targeted to assist staff in developing successful strategies to raise student performance and to further the collaborative mission of our school.

Parents, students and staff feel that there is an environment of support, trust and respect throughout the school. When difficulties arise, students report that they are dealt with very quickly. Procedures to encourage and monitor attendance are in place and attendance is slowly improving. Additionally many rewards, incentives and activities to promote good attendance are offered. The data shows that lateness is decreasing, while daily attendance is increasing.

Significant aids:

§ Committed parents who are involved in the academic lives of the children.

§ Dedicated staff willing to learn and change.

§ Students who remain with us from Pre-K through grade 5

§ Delivery of rigorous instruction

§ Data driven instruction

§ Increased student attendance

§ Motivated and engaged students

Significant barriers:

§ A small group of parents who are not involved in the academic lives of the children.

§ Student lateness

Greatest Accomplishments:

- Staff commitment to professional development

- Distinctive school partnerships
- Schoolwide enrichment program afforded students the opportunity to self-select classes
- Classrooms equipped with smartboards and computers for teachers to enhance the delivery of instruction.

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.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1 By June 2011, 48% of students in Grade 5 will perform at proficiency level in mathematics as measured by the 2011 NYS Math Exam.	<input type="checkbox"/> Through the inquiry process teachers will utilize data, plan and implement strategies to address students' needs and promote students' progress.
<input type="checkbox"/> Goal 2 By June 2011, 36% of students in Grade 4 will perform at proficiency level in literacy as measured by the NYS ELA exam.	<input type="checkbox"/> Through the inquiry process teachers will utilize data, plan and implement strategies to address students' needs and promote students' progress.
<input type="checkbox"/> Goal 3 By June 2011, 100% of teachers will have participated in on-going professional development on differentiated instruction.	<input type="checkbox"/> Teachers will track students utilizing various data sources and provide differentiated instruction in ELA and Math to meet the needs of all learners.
<input type="checkbox"/> Goal 4 By June 2011, school-wide attendance will average 93%.	<input type="checkbox"/> The Attendance Committee meets monthly to review attendance data and reflect upon current daily practices that impact student attendance.
<input type="checkbox"/> Goal 5 To increase parental response to the Learning Environment Survey by 20% in the school year in the school year 2011 over 2010.	<input type="checkbox"/> Through monthly workshops, the Parent Coordinator and Community Associate will encourage the importance of parental feedback on the learning environmental survey.

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 Math
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 1 <input type="checkbox"/></p> <p>By June 2011, 48% of students in Grade 5 will perform at proficiency level in mathematics as measured by the 2011 NYS Math Exam.</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><input type="checkbox"/></p> <p>Teachers will review, analyze and utilize data (NYS Math, ITA, Predictive, teacher-made assessments) to inform planning and delivery of instruction. Teachers will prepare, administer, and review biweekly assessments Increase Tier I and II AIS across levels 1 and 2 students by content specialist. Provide Tier III AIS (After school program) Provide PD on differentiated instruction Teachers will implement flexible groupings as a result of data, conference notes and observation Math Competition Math and Sports Nights Targeted Inquiry Teams</p>

	<p>Spelling Bee and Writing Celebrations Literacy Nights Targeted Inquiry Teams</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>TL Data Specialist TL Fair Student Funding – after school program (Kaplan), Special Ed. Coordinator TL Children First Funding-Inquiry Title I SWP – PD, Coach TL IEP 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><input type="checkbox"/></p> <p>Results of assessments AIS, Staff Developer, Special Ed. Coordinator Logs Student reading logs and writer's notebooks Attendance sheet and agendas for PD and ELA activity night</p> <ul style="list-style-type: none"> • A review of lesson plans weekly/bi-weekly to assess the use of data to develop flexible grouping linked to student goals.

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 3 <input type="checkbox"/></p> <p>By June 2011, 100% of teachers will have participated in on-going professional development on differentiated instruction.</p>
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<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 CFN staff, on-site staff developer, and special education coordinator will provide PD and support for grades Pre-K - 5. These sessions include demonstration lessons, planning, inter/intravisitations and one-to-one coaching. Teachers will attend PD sessions both on and off site (CFN, UFT, etc.) and will turnkey their learning during grade or faculty-wide conferences, lunch and learn and on Professional Development days.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · TL Children First Funds for core inquiry group after school · TL FSF Legacy Teacher Supplement for the special education coordinator. · Title I SWP Funds to fund payment for teachers for attending PD after school and off-site sessions.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Informal and formal observations throughout the year will determine the use of differentiated instruction. · Regular one on one conversation with teachers about student progress based on formative assessments to determine next steps. A review of progress reports to assess students' interim strengths and weaknesses. · Create a "community of learners" bulletin board in which teachers list 2 items they have learned and will implement in their practice. · Agendas and attendance sheet for PD · Review and sharing of student work amongst teachers and school community. · Teacher feedback Surveys. · Student "interest" products.

Subject Area
(where relevant) :

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Gaol 4 <input type="checkbox"/></p> <p>By June 2011, school-wide attendance will average 93%.</p>
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<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><input type="checkbox"/> Attendance Committee will meet monthly to devise strategies for improving attendance. Such strategies may include but not limited to home visits, daily phone calls, bi-weekly attendance letters with ATS report, bi-weekly parent meeting, monthly attendance certificates, monthly incentives and celebrations to include both parents and students. Encourage students and staff to participate in school spirit days once per month, on half days or day before a Holiday. Provide Parent Workshops of school expectation and share information to make connection of attendance to student outcome. Administration meets with parents to discuss student attendance. Encourage teachers to follow up with phone calls to demonstrate a community of individuals committed to improve student performance with an increase in student attendance. Set and post weekly attendance goal, post weekly attendance percentages and announce classes with 100% attendance daily. Distribute monthly banner to celebrate a class per grade with the highest attendance.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> AIDP Funds – Community Associate TL Parent Coordinator TL Fair Student Funds- P-Card (Supplies) and Administration</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><input type="checkbox"/> Review attendance data daily to determine progress. Attendance Committee reviews data monthly to make recommendations for improvement. Attendance Committee reviews parent attendance sign-in sheet, phone logs and bi-weekly letters to determine next steps. Solicit recommendations from Attendance Committee, students, teachers and PTA for improvement.</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 5<input type="checkbox"/></p> <p>To increase parental response to the Learning Environment Survey by 20% in the school year in the school year 2011 over 2010.</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>Attendance Committee (Assistant Principal, Community Associate, Parent Coordinator, Pupil Accountant Secretary, para professional, parent volunteers) will meet monthly to devise strategies for improving attendance. Such strategies may include but not limited to home visits, daily phone calls, weekly attendance letters, monthly incentives and celebrations to include both parents and students. Encourage students and staff to participate in school spirit days once per month, on half days or day before a Holiday. Provide Parent Workshops of school expectation and provide information to make connection of attendance to student outcome. Encourage teachers to follow up with phone calls to demonstrate a community of individuals committed to improve student performance with an increase in student attendance. Set and post weekly attendance goal, post weekly attendance percentages and announce classes with 100% attendance daily. Distribute monthly banner to celebrate a class per grade with the highest attendance.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I ARRA SWP TL Parent Coordinator-Supplies General TL Pre-K Program-Family Assistant Title I SWP- Guidance Counselor AIDP Funds- Community Associate • TL Parent Coordinator
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Continue to support PTA and SLT · School library accessible to parents · Maintain PTA and SLT attendance records · Provide computer accessibility for parent training. · Parent Coordinator agendas and attendance sheet · Survey • Parent Communication Area

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40		N/A	N/A	2	1	2	2
1	30	10	N/A	N/A	10	3	2	
2	30	10	N/A	N/A	8	3	4	
3	56	30	N/A	N/A	10	8	8	5
4	55	47			5	2	3	1
5					9			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	<input type="checkbox"/> <p>Network provider and data consultant have provided extensive professional development on class data analysis obtained from the ITA. The following pyramid of interventions occurs throughout the day: Tier I interventions occur daily in all classrooms whereby students have individual reading goals. Likewise, read-alouds, shared, small group learning and independent learning are apart of this type of intervention. Tier II intervention occurs daily on grades K-5 whereby targeted instruction for small groups occur within the classrooms by the staff developer, special education coordinator and cluster teachers who have been assigned to a grade. Tier III intervention occurs Tuesdays and Thursdays via extended day with supplemental learning via Kaplan. The staff developer continues to assist teachers in designing assessments and lessons to meet individual needs of the students. Opportunities to plan collaboratively with the staff developer and teachers on the grade have been afforded to address instructional strategies.</p>
Mathematics:	<input type="checkbox"/> <p>Network provider and data consultant have provided extensive professional development on class data analysis obtained from the ITA. The following pyramid of interventions occurs throughout the day: Tier I interventions occur daily in all classrooms whereby students have individual math goals. Likewise Tier II intervention occurs daily on grades K-5 whereby targeted instruction for small groups occur within the classrooms by the staff developer, special education coordinator and cluster teachers who have been assigned to a grade. Tier III intervention occurs Tuesdays and Thursdays via extended day with supplemental learning via Kaplan. The staff developer continues to assist teachers in designing assessments and lessons to meet individual needs of the students. Opportunities to plan collaboratively with the staff developer and teachers on the grade have been afforded to address instructional strategies.</p> <input type="checkbox"/>

Science:	<input type="checkbox"/>
Social Studies:	<input type="checkbox"/> The same services are provided in Social Studies as in ELA. Classroom teachers provide instruction in SocialStudies three times per week.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor provides counseling as requested or required. When needed the counselor pushes into classrooms of at-risk students in addition to holding small group and individual counseling sessions. The guidance counselor conducts workshops for both staff and parents.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist provides counseling as requested or required. When needed the psychologist pushes into classrooms of at-risk students in addition to holding small group and individual sessions. <input type="checkbox"/> The psychologist conducts workshops for both staff and parents.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker provides counseling as requested or required. When needed the social worker pushes into classrooms of at-risk students in addition to holding small group and individual counseling sessions. The social worker conducts workshops for both staff and parents.
At-risk Health-related Services:	<input type="checkbox"/> Services provided as needed.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 41

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) Paraprofessional

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.

□

At P.S. 93, we have a freestanding ESL program servicing grades K-5. All instruction is conducted in English through a push-in/pull-out program. They are grouped into four classes according to their level. Students fall into three categories: beginning, intermediate and advanced. Each group is entitled to and scheduled to receive at least 360 minutes of ESL instruction per week. The four strands of instruction, reading, writing, listening and speaking are incorporated into each lesson. Balanced literacy is the dominant approach used in instruction. Additional instructional strategies that are used are total physical response, cooperative learning and the Cognitive Academic language learning Approach (CALLA). These approaches are used primarily for the content area of study. The multicultural themes are embedded throughout and is reinforced through literary activities, art and music. The curriculum is aligned with the NYS curriculum standards.

Our Academic Intervention Service staff will also support ELL Students who require additional support in the four modalities as English Language Learners. After school programs will be offered to provide additional support and help to reinforce acquisition of the language.

Instruction in ESL follows the TC model of min-lessons, reading/writing workshop. These are supplanted with ESL methodology, scaffolding, visuals and contextual support. The Rigby program is used to help teach newcomers and beginners with letter/sound identification and introduces them to basic sight vocabulary while exploring themes that will help them with content area studies. A technology program was purchased from Charlesbridge to help with decoding skills and fluency for higher level students. Informal and formal assessments are used to tailor instruction to meet the individual needs of the students. Methods and strategies to help strugglers are exchanged during Intervention Team meetings. ELL students in the testing grades attend after-school programs; in addition any ELL student in need also receives services in ELA and/or Math. The ESL teacher is certified and continues to receive professional development through our network support staff and BETAC.

A sample beginning pull-out kindergarten schedule is as follows:

8:20-9:05 Monday through Friday ELA 2x/wk, Math 2x/wk and Library once.

9:10-9:55 Monday through Friday Music 3x/wk, ELA once, and PE once.

10:00-10:45 Monday through Friday ESL 4x/wk, and ELA once

10:50-11:35 Monday through Friday ESL 2x/ wk and Enrichement 3x/wk

11:40-12:25 Monday through Friday LUNCH

12:30-1:15 Monday through Friday Science 2x/wk, Math 1x/wk, and Social Studies 2x/wk.

1:20-2:05 Monday through Friday Music 2x/wk, PE 1x/wk, ESL 1x/wk, and Library 1x/wk.

2:10-3:05 Monday through Friday PE 1x/wk, Science 2x/wk, ESL 1x/wk, and club hours 1x/wk.

A sample intermediate pull-out grade 2 schedule is as follows:

8:20-9:05 Monday through Friday ESL 2x/wk, Math 2x/wk and Computer once.

9:10-9:55 Monday through Friday ESL 4x/wk, and Computer once.

10:00-10:45 Monday through Friday ELA 3x/wk, and Math 2x/wk

10:50-11:35 Monday through Friday Math 2x/ wk and Enrichement 3x/wk.

11:40-12:25 Monday through Friday LUNCH

12:30-1:15 Monday through Friday Science 1x/wk, ESL 1x/wk, ESL push-in 1x/wk, Math 1x/wk, and Social Studies 1x/wk.

1:20-2:05 Monday through Friday Math 2x/wk, Science 1x/wk, Social Studies 1x/wk, and PE 1x/wk.

2:10-3:05 Monday through Friday Library 1x/wk, PE 1x/wk, Art 1x/wk, Science 1x/wk and club hours 1x/wk.

A sample advanced pull-out grade 5 schedule is as follows:

8:20-9:05 Monday through Friday ELA 3x/wk, and Math 2x/wk.

9:10-9:55 Monday through Friday ELA 3x/wk, and Math 2x/wk.

10:00-10:45 Monday through Friday Shop 1x/wk, ELA 2x/wk, Math 1x/wk and PE 1x/wk.

10:50-11:35 Monday through Friday Math 1x/wk, Enrichment 3x/wk, and PE 1x/wk.

11:40-12:25 Monday through Friday Computer 2x/wk, Science 2x/wk, and Math 1x/wk.

12:30-1:15 Monday through Friday LUNCH

1:20-2:05 Monday through Friday ESL 3x/wk, Science 1x/wk, and Library 1x/wk.

2:10-3:05 Monday through Friday Social Studies 2x/wk, ESL 1x/wk, Computer 1x/wk, and club hours 1x/wk.

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.

□

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.

The ESL teacher attends workshops provided by BETAC. She is planning to attend a workshop scheduled for 3/31/11 entitled "Content Area Series – Mathematics: Reasoning for Number Sense. Topics planned for in house staff development are:

“Revisiting CALLA – More Strategies for ELL Student Success.”

Deciphering ELL Periodic Assessment Data

Understanding NYSESLAT

Meeting ELA and Math Standards

Understanding NYSESLAT

Using Data to inform instruction

Looking at Student Work

Creating Student Portfolios

A comprehensive ongoing professional development program has been implemented for all staff members to align their work with Common Core Standards. Teachers are provided with both in and off site professional development opportunities to improve teaching and learning.

To ensure that all teachers are knowledgeable about second language acquisition we will provide extensive professional development for teachers on the theory and practice of second language learning. The focus question that will guide their inquiry is: *How can I scaffold language for my second language learners in order to improve academic achievement?* Teachers will focus on identifying scaffolds, language structures and functions for the literacy and math units of study. They will also develop and use performance-based assessment

scoring guides to collect evidence of student learning and assess the progress of each student on a trimester basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Participants will use various professional books and articles on second language acquisition to guide their conversations. Participants will look at:

- Academic Rigor
- Content Area Instruction
- Effective Teaching Practices and Strategies for ELLs
- Assessment

The lead teachers for each grade will participate and turnkey during planning sessions and common preps. We will meet for 4 sessions. Each session will be one hour. The sessions will be led by our ESL teacher.

Parent Involvement

We strongly believe that parents are our children’s first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. We currently host a variety of workshops. To supplement the services we already provide, we would use Title III funds to host two parent and child reading breakfast or lunch. These sessions will involve parents and students eating a meal together and then reading together. Teachers will give tips on reading to children at home and all participants will receive a book to take home. We will model rituals of reading that parents can easily replicate at home. In addition, we will purchase a parent lending library. This library will have several books, tapes and videos in a variety of topics. Parents will have the opportunity to borrow these books.

Section III. Title III Budget

—

School: William H. Prescott
BEDS Code: 331300010093

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	\$11,877.24	<input type="checkbox"/> <table border="1" style="width: 100%;"> <tr> <td>Professional salaries (schools must account for</td> <td>\$11,877.24</td> <td>After School</td> </tr> <tr> <td></td> <td></td> <td>1 Teacher x 8.75 hours a week x 18 weeks x \$42.00= \$6,615.00</td> </tr> <tr> <td></td> <td></td> <td>1 Paraprofessional x 2 hours a week x 18 weeks x \$19 = \$684</td> </tr> </table>		Professional salaries (schools must account for	\$11,877.24	After School			1 Teacher x 8.75 hours a week x 18 weeks x \$42.00= \$6,615.00			1 Paraprofessional x 2 hours a week x 18 weeks x \$19 = \$684
Professional salaries (schools must account for	\$11,877.24	After School										
		1 Teacher x 8.75 hours a week x 18 weeks x \$42.00= \$6,615.00										
		1 Paraprofessional x 2 hours a week x 18 weeks x \$19 = \$684										

account for fringe benefits) - Per session - Per diem		fringe benefits) - Per session - Per diem		Professional Development: 4 Teachers x 4 hours x \$49.89= \$798.24 Supervisor Per- session: 1 supervisor x 5 hrs x 18 weeks x \$42.00= \$3780.00
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,422.76	<input type="checkbox"/> Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,422.76	Supplies and materials <input type="checkbox"/> for After School Program Supplementary Leveled Libraries for ELLs Supplemental Math materials Coach Practice materials Supplies – chart tablets, notebooks, pencils, folders etc.
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A		
Travel	0	<input type="checkbox"/> N/A		
Other	\$700.00	<input type="checkbox"/> Other Parent Involvement	\$700.00	Books for parent-student reading breakfasts or lunches - \$250.00 Refreshments and Snacks for parent-student reading breakfasts

				or lunches -\$150.00 Parent Library- \$300.00
TOTAL	0			

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.

There is a need for translated versions of letters for parents and sometimes the need for oral interpretation as is determined by the language survey forms completed at admission to the school. We address the need by using the standard letters that are available on-line in the various languages. These letters are sent out with the English version attached in because often parents are fluent in both languages.

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. N/A

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.

Most translations are provided by in-house staff members. When necessary the Translation and Interpretation Unit of the DOE is contacted. If translations in languages beyond our community resources and the DOE scope of services become needed an outside vendor will be contacted.

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.

Oral interpretations for meetings and conferences are provided by in-house staff. We also take advantage of the Translation and Interpretation Unit of the DOE as they provide oral translations via the telephone as needed.

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>.

PS 93 will provide translation and interpretation services to the community through the use of school staff, parent and community volunteers and the support of the Translation and Interpretation Unit of the DOE

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$375,171	\$57,063	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3752.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,759	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,517	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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

N/A

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

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

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

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

Parent Involvement Policy see attached Parent Handbook

On September 8, 2010 the Parent handbook was distributed to all students, new parents at registration, and parents that attended the parent orientation. The handbook was revised on 6/7/10 by staff and the School Leadership Team. Through the efforts of the Parent Coordinator, Funded Personnel, Support Services and Curriculum Specialist, parents will be provided with on-going workshops throughout the school year. The workshops will provide parents an opportunity to receive training activities and question and answer sessions about all curriculum areas, as well as the new Common Core State Standards, State exams and hands on activities to use at home with their children. Translators will be available in order that all parent needs are met. Additionally, we will provide ESL Literacy classes for parents via a certified ESL instructor. It is our belief that by increasing the home/school link, the student’s academic performance will increase as well.

Parent Coordinator – A full time coordinator works on-site to coordinate outreach to parents and to help increase parental involvement.

Parent Teacher's Association – The PTA plays a vital role in our school. All parents are urged to attend monthly meetings.

School Leadership Team – Parents comprise half of the School Leadership Team, which meets on a monthly basis to make decisions about programs, budgeting and the Comprehensive Education Plan.

We will:

- Search for reasonable and necessary expenses associated with parental involvement activities, including transportation and child care arrangements or activities, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance to involvement of other parents
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

P.S. 93

Parent Handbook

2010-2011

Believe and Achieve

“Teamwork, Together We Achieve the Extraordinary”

Sandra A. Philip, Principal

Janeice M. Bailey, Assistant Principal
Principal's Message

Dear Parents and Students,

Welcome to the 2010-2011 school year. P.S. 93 is a place where we are committed to teamwork. We believe by working together we achieve the extraordinary. We are committed to ensuring a safe, nurturing and rigorous learning environment for each child that enters our doors.

It is our pleasure to work with you and your children. We are a team of educators who have a collective desire to provide our children with quality standards based instruction. We make it a priority to maintain the integrity of the instructional day and maximize time on task. You can help us in our efforts by carefully reading this handbook and adhering to the guidelines and requests as set forth herein.

We are all partners in making sure that our children perform at their very best. Children, you are expected to do your best every day. You are expected to come in uniform, be well behaved, well prepared and eager to learn. Parents, we expect you to be supportive of your children and provide unlimited encouragement.

Please read this handbook with your children. As partners we will make this a very successful school year.

Sincerely,

Sandra Philip
Principal

The School Day

The school day begins at **8:20 am and dismissal will be at 3:10pm for all grades everyday.** Breakfast begins at 7:30 am.- 8:10 am.

Children are expected to arrive on time. Line up for grades 3-5 is in the schoolyard and K-2 in the cafeteria. Pre-kindergarten students will meet the teachers and assistants in the auditorium. During inclement weather grades 3-5 will report to the auditorium. All students will be dismissed from the side yard (Herkimer Street).

Literacy and Math are taught in blocks of time in the morning each day. Therefore, it is imperative that students begin their day with their class. **Please be On Time!** Social studies and science are taught 2-3 times a week. Included in the student's week is time for word study, character education, various clubs/enrichment and intervention for those who exhibit the need.

HOMEWORK

Homework is a very important part in gaining and retaining what has been taught. Homework is assigned everyday. The standard homework for all students is to spend time reading with parents and independently every night. Grades 3-5 should be writing independently in their notebooks several times a week. Students are expected to:

- Copy the entire homework assignment.

- Ask the teacher to explain any assignment that is not clear.

- Complete the entire homework assignment.

- Set aside time and a quiet place to complete the homework assignments.

- Do the homework to the best of his/her ability with as little help from others as possible.

- Make arrangements to get the homework when absent or arrange with the teacher for make-up. Arrange a homework buddy. Establish means of contact.

CARE of MATERIALS

A tremendous amount of money and effort has been put into developing leveled classroom libraries and purchasing other books and materials to support learning. They are expensive to replace and doesn't allow us to build the kind of necessary resources for learning when they are destroyed. We will teach children to care for and respect the books/materials; please make sure that they are careful with books that are sent home and return them (materials may be sent in baggies, please return them in the baggies). You will be asked to replace lost or damaged books.

CARE of the BUILDING

P.S. 93 is your children's home-away-from-home. Children are expected to help maintain a clean and attractive school. No littering. Eating is reserved for the cafeteria only and is prohibited in other areas of the school except on special occasions. Please refrain from giving children gum, candy, sunflower seeds and other forms of junk food. **Junk food will be confiscated.**

Please provide healthy snacks (fruits, fruit cups, yogurt, etc.). Do not write on desks or walls. Do not deface the school building in anyway (bathrooms included). There will be serious penalties for students who deface or destroy school property.

Students must ask permission to leave the room. Teachers have various procedures for leaving the room and will make the final decision in regards to leaving the room. Students are not allowed out of the classroom between the hours of 8:20 to 10:15am and 2:30 to 3:10pm (a doctor's note must accompany students who need to frequently use the bathroom). Students are never allowed to leave the room without permission or a pass. **Please reinforce with your child that he/she is never to leave the school building.**

LUNCH PERIODS INCLUDE RECESS

Lunch forms are required by New York State; please complete and return to the main office immediately. The completion of lunch form applications directly impacts state funding to P.S. 93. If you require assistance in completing the form, please feel free to come in and see Ms. Dash or Ms. Bogan. It is important that forms are returned as soon as possible in September so that your status can be determined early. If forms are returned after September, a fee will be assessed by NYS. All forms are processed on the date of submission and parents will receive notification if your child is eligible for reduced or full fee for lunch thereafter. The letter will state the amount. This fee is **mandated by New York State** and will be collected.

Lunch schedule:

11:40 am - 12:30 pm Kgn., grades 2 and 3
12:40 pm - 1:30 pm Grades 1, 4 and 5

On half days dismissal will be at 11:30am .

CAFETERIA RULES

Follow directions of the lunchroom staff.
Stay in your seat unless you have permission to get up.
Keep all food on your tray and clean up your area when you are finished.
During indoor/outdoor playtime, play safely and cooperatively.

DISCIPLINE CODE

Please refer to the "community standards" that's attached to this document to review the expectations for discipline. We require a high standard of behavior because we believe it is key in helping students become responsible and successful.

Please read and discuss fully these standards of behavior and the actions that will be taken for infractions. Return the tear-off to your child's teacher to acknowledge your receipt.

IN SCHOOL SUSPENSION (ISS)

In school suspension is assigned at the discretion of the Principal or Assistant Principal as an alternative to o **LATE FOR CLASS**

Remember to get a late pass and sign-in, in the auditorium. After 9:05 am, obtain a pass from the office. A doctor's note is required for attendance from 11:00 am. Students with a doctor's note are marked absent; however, it is recorded as an excused absence. The child is still considered absent for the day. Students without a doctor's note **will not** be permitted to stay. If students enter unescorted, parents will be called to pick up the student. Please try to schedule doctor's appointments after the school day. Parents will be notified of repeated lateness and absences. Daily phone calls are made to keep parents abreast of students' attendance. Parents, please be aware that there is a **direct correlation** between excessive lateness and absences and student achievement. This results in poor student performance. Please be reminded that 90% attendance is one of the requirements for student promotion.

SAFETY

In order to insure maximum safety for everyone (children and Staff) the following is required:

Use only designated entrances and exits at all times. A door left ajar can mean danger for all.

Do not run in the hallway or stairs.

Pushing, shoving or throwing objects at anytime can pose danger to others.

Lower grade students/parents picking up, should not walk away or leave your teacher without letting him/her know.

Follow directions from teachers and all other staff members the first time given.

Respect yourself and all other members of our school community at **all times**.

Parents, if a situation occurs, involving disagreements between students or parent/student, please bring it to the attention of administration. **PLEASE do not approach children.**

Shouting, abusive or obscene language will not be tolerated from anyone.

For classroom safety, all articles of clothing and book bags are to be stowed in the classroom closet to avoid "tripping".

Remind your children to cross the street at the intersections where a crossing guard is present.

Remind children to come directly home after dismissal and to always be alert and aware of their surroundings when traveling to and from school.

Parents, please do not send children to school before 7:30 am; No one is available to monitor them. They should definitely not be in the schoolyard alone at 7:00 am or 7:30 am in the morning. This is for your child's safety.

LOST ITEMS

Lost or found items should be reported to the main office immediately. Each year we are left with a large number of expensive items of clothing, glasses, etc. We will hold items for at least a month and then the items will be donated to "Good Will". Please label all articles for your children.

HONOR ROLL

The Honor Roll is posted twice for the year at the end of the marking periods. Students are expected to have an average of a level 3 with the recommendation of the teacher.

Excuse from Physical Education (P.E.) Class

Physical Education and Health is an important part of our school curriculum. Parents must send a written request for their child to be excused for one day from P.E.; the note goes directly to the teacher who will honor the request. Beyond two days, a written statement is required from your doctor. **All students will need sneakers for physical education** and every student is expected to participate. **We provide P.E. uniforms for a small fee.**

Parent Coordinator

Ms. Bogan is our Parent Coordinator. She is here to assist parents and can be reached through the main office. Her office is located on the basement level in the nurse's suite. Matters that are **urgent** or are of an emergency nature will be addressed immediately.

Parent Association

Our Parent Association needs to have a **60% to 100%** participation. If you are not able to physically participate, you may participate by becoming a member and attend meetings on a regular basis. Your participation, working along with students and staff ensures success for our school community.

Parent Teacher Conferences

Parent teacher conferences are held twice a year, November (before the Thanksgiving recess) and in March. Please read the announcement board and the monthly calendar for specific dates.

RESOURCES AND ENRICHMENTS

Enrichment at P. S. 93

- Arts and Craft Club (mixed grades)
- Band (mixed grades)
- Biz World (mixed grades)
- Chess (mixed grades)
- Chorus (mixed grades)
- Cooking (upper grades)
- Cook Shop (Gr. Pre-K – 2nd)
- Computer Club
- Crochet (mixed grades)
- Drama (mixed grades)
- Girls Empowerment through Science (Lower Grades)
- Keyboard Club (mixed grades)
- Media Club (mixed grades)

Newspaper Club
Reader's Theater
Robotics
Shutterbugs (Photography)

Students may choose to participate in a variety of writing and poster contests, peace ambassadors, student government, reading buddies to lower grade students, school monitors, debate team and oratorical contest.

Resource services for students at P.S. 93

Early grade intervention
Upper grade intervention
Guidance in the areas of social and academic development
School Based Support Team (SBST) – social worker and psychologist available for students
ELL –English as a second language
Speech – teacher works with students with speech impairments
IEP-teacher provides additional support to students with IEPs
Special Education Coordinator – teacher works with students who are mandated for additional academic support

I lose my bus pass?

The weather is very bad!

Listen to the radio or television news programs for school delay/closing information.

WGSM
WAGG
WINS
WEBS
WASC
WKIY
12
1

I see evidence of dangerous or illegal activities?

Do Not Intervene!

What if your child has a problem or need someone to talk to?

They should tell someone: a teacher, a friend, or someone with whom he/she feels comfortable. Remember, we have:

Ms. Eze –Guidance Counselor, ext. 404

Ms. Soares – Social Worker, ext. 304

Mr. Rosenblum – Psychologist, ext. 304
Ms. Bogan - Parent Coordinator, ext. 144
Ms. Cheatham-SAPI S, ext. 417

Helpful Tips for Parents/Guardians

When You Thought I Wasn't Looking

Dear Mom,

When you thought I wasn't looking, I saw you make my favorite cake for me and I learned that little things can be the special things in life. When you thought I wasn't looking, I saw you make a meal and take it to a friend who was sick, and I learned that we all have to help take care of each other.

When you thought I wasn't looking, I saw that you cared and I wanted to be everything that I could be. When you thought I wasn't looking, I learned most of life's lessons that I need to know to be a good and productive person when I grow up. When you thought I wasn't looking, I looked at you and wanted to say, "Thanks for all the things I saw when you thought I wasn't looking."

The ABCs of Parental Involvement

As a parent, you can stand up for your child. You can make sure that he or she is getting a good education. Children need their parents to help them do well in school.

Be **alert** to signs that your child needs help.

Build a **bridge** from home to school.

Communicate with your child and his teacher.

Discuss everything.

Ask the teacher to **explain** things clearly and get **excited** when your child shows success.

Follow up after meetings or phone calls.

Go to open houses or parent programs at school.

Help your child at **home**.

Be **involved** and **interested** in your child's school.

Join with other parents and share ideas.

Know your rights as a parent.

Write a thank-you **letter** to a helpful teacher.

Meet the teacher face-to-face.

Notice the good things your child does at home and at school.

Open your mind to new ideas.

Prepare your child for school by teaching him at home.

Read daily with your child.

Search for new ways to help your child learn at home.

Use the **telephone** to communicate with your child's teacher.

Understand your child's needs.

Stay **visible** so people at school will get to know you.

Don't **wait** for your child to have a problem before you talk to the teacher.
X-ray your child's book bag and look for important notices.
You are your child's teacher, too.
Don't just **zip** in and out of school.

Action Steps for Parents

Parents play a key role in ensuring that their children are safe and drug-free. Without the active support and participation of parents, schools and communities cannot be

Set standards of behavior, limits, and clear expectations for children both in and out of school and develop mutually agreed-upon rules about homework, extracurricular participation, grades, curfews, chaperoned parties, and places that are off limits.

Teach standards of right and wrong and demonstrate these standards through example.

Discuss with your child the school's discipline policies, reinforcing the belief that school rules support the rights of all students to attend schools with disciplined environments safe from influences of violence and alcohol or substance abuse.

Encourage your child to talk about school, their social activities, their interests and problems, and even their walk to and from school.

Be involved in your child's school life by reviewing homework, meeting their teachers, and attending school functions such as parent-teacher conferences, PTA meetings, class programs, open houses, plays, concerts, and sporting events.

Build a network of other adults with whom they can talk about school safety issues and alcohol and drug use.

Join a community association to ensure that issues related to alcohol, drugs, and violence are made part of the organization's agenda and that community groups work together to create a safe school corridor by supervising walking routes to and from school.

Talk to your child about the consequences of drug and weapon use, gang participation, and violence and ensure that firearms parents keep in the home or automobile are unloaded and inaccessible to children. Other dangerous weapons should also be kept out of the reach of children. Work with the school to develop a comprehensive Safe School Plan that incorporates a clearly articulated statement to students, parents, and the community regarding what will and will not be tolerated and that also provides a strong emphasis on programs to prevent violence and the use of alcohol and drugs.

Monitor the programs your children watch, the video games they play, and the music they listen to regularly. Take time to explain to your children the actual nature and consequences of what is being said and done.

Encourage your children to participate in school-sponsored, after-school activities to help limit the amount of time they spend watching television.

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

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

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School Parent Compact

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assumes his or her responsibilities.

The Parent Compact

Students Have A Responsibility To:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education
- Be prepared for class with the appropriate materials.
- Follow school regulations regarding entering and leaving the classroom and school building.
- Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.
- Complete homework in a timely manner and return it on time.
- Respect the personal rights of others

All Parents Shall Have The Following Responsibilities:

- To send his or her child to school ready to learn.
- To ensure that their child attends school regularly and punctually.
- To be aware of their child's work, progress and problems by talking to the child about school, by **looking at the child's work and progress reports, and by meeting with school staff.**
- To maintain continuing contact with their child's teachers and principal about the progress of their child's education.
- To respond to communications from their child's school.
- To attend all meetings and conferences requested by the school pertaining to their child.
- To treat all school staff members with courtesy and respect.

Parents Should Also:

- Provide a supportive home setting for learning.
- Volunteer time, skills or resources when needed and possible.
- Become active members of their child's schools parent association.
- Attend parent teacher conferences hold their child responsible for the work, attendance, and behavior which is expected by the school, and to teach respect for the person, the property, the safety, and the rights of others.
- Set aside specific time and place to complete homework and to study. Review homework assignments for understanding.
- Encourage positive attitudes toward school.

Teacher Responsibility To:

- Provide quality teacher and leadership.
- Assign homework nightly and give corrective feedback.
- Recognize that students are accountable for every assignment.
- Meet with parents to discuss student progress.
- Provide a nurturing classroom environment

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 CEP Section IV

2. Schoolwide reform strategies that:

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

See CEP section V and VI

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See CEP sections V and VI

o Help provide an enriched and accelerated curriculum.

See CEP sections V and VI

o Meet the educational needs of historically underserved populations.

See Appendices 1 and 2

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

See appendices 1 and 2

o Are consistent with and are designed to implement State and local improvement, if any.

See CEP section V

3. Instruction by highly qualified staff.

See CEP section V and VI

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.

See cep Section V and VI

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

See CEP sections III, V and VI

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

Family literacy night 2x/yr, Math and sports night 2x/yr, parents as learning partners last Friday of every month, and various parent workshops (jewelry making, cooking/nutrition, T-shirt design, 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 assist transitions through parent and child orientations. Children transition into the school setting through 2 hour sessions in small groups for the first week of school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

-
- Establishment of grade leaders
- Teachers' presence and active involvement on the cabinet
- School-wide inquiry teams (grade level, across grade level, CARE/AIS)
- School Leadership Team
- Teachers providing professional development to staff at PD days, staff conference, grade meetings
- Increase tier I AIS across grades for level 1 and 2 students using a push-in model by content specialists.

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 appendices 1 and 2.

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.

□see CEP Appendices 1 and 2.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$375,171	True	See section V
Title I, Part A (ARRA)	Federal	Yes			\$57,063	True	See section V
Title II	Federal	Yes			\$47,246	True	See section V
Title III	Federal	Yes			15,000	True	See LAP Policy -Attached
IDEA	Federal	Yes			\$17,378	True	See section V
Tax Levy	Local	Yes			\$1,270,716	True	See section V

¹**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.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

7

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

- We provide the same services that all our students are provided trying not to highlight their situation. These services include transportation (metro card), after school program, enrichment classes, access to guidance, clothes drive, toy drive, and coat drive.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
NA
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.
NA

CEP RELATED ATTACHMENTS

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

File Name - 28_13K093_020811-151403.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 306	District 13	School Number 093	School Name Wm. H. Prescott
Principal Sandra Philip		Assistant Principal Janeice Bailey	
Coach Kim Spencer		Coach Felicia Coombs, Sp. Ed. Cood.	
Teacher/Subject Area Gayle Liddell/ESL		Guidance Counselor E. Eze-Umebuani	
Teacher/Subject Area Tanisha Dorvil/Grade 2		Parent Linda Cummings	
Teacher/Subject Area Erica Parker-Marshall/Grade 5		Parent Coordinator / Bettye Bogan	
Related Service Provider Nilda Nuesi - Speach Teacher		Other type here	
Network Leader Margarita Nell		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	407	Total Number of ELLs	42	ELLs as Share of Total Student Population (%)	10.32%
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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.

When ELL's are enrolled, a trained staff member and our fully certified TESOL licensed ESL instructor meets with the person /persons who are enrolling the student/students, to assess and make an initial determination of the child's home language. This is conducted through an oral interview, since both of these staff members speak other languages in addition to English. Then the Home Language Identification Survey (HLIS), which is available in multiple languages, is given to the adults to complete. Once the HLIS forms are collected and evaluated, a determination, based on set criteria, is made as to whether or not the child is eligible to be tested with the Language Assessment Battery -Revised (LAB-R), within ten days of admission. If a student whose first language is Spanish, scores below the cut score for the LAB-R, that student is then tested with the Spanish LAB. Both exams are submitted for scoring. The certified ESL instructor hand scores the LAB exams to determine an English proficiency level. Students who score below proficiency on the LAB-R are eligible for state-mandated ESL services. Once a determination is made, individual parent notification letters are sent to the parents in their home languages advising them of their child's eligibility. Copies of these letters are kept on file. Then a Parent Orientation is scheduled at which parents of entitled students are shown a video about the type of programs that are available for ELL's. This video is shown in the pertinent languages of those in attendance. After watching the video, the ESL teacher gives an overall summary of the program for ELL's that we have at our school followed by a question and answer period. At this time, the Parent Survey and Program Selection Forms are distributed in the various languages. Generally, about 95% of our attendees select the Freestanding ESL Program. Those who do, complete their forms and hand them in at the end of the session. If a parent opts for a choice that we do not offer, steps are taken to locate a school that does and determine seat availability. Once this information is obtained, a meeting is held to inform the parent so that they can make a decision and complete the form at that time. Original forms are placed in the student files and copies are kept with the ESL files. For the past few years, trends in the Parent Survey and Program Selection have been as follows:

Choice 1 - Freestanding ESL Program - 95%

Choice 2 - Dual Language Program - 3%

Choice 3 - Transitional Bilingual Education - 2%

Parents are also advised that if at anytime during the current school year the number of students who share the same first language reaches the required amount for a span of two grades, then as required by law a bilingual class will be offered to that group. If a parent misses the initial orientation, individual appointments are made to accommodate them. In the Spring of each school year, all ELL's in the program are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to assess their proficiency in English. Prior to administering this test, students receive instruction with relevant materials to familiarize them with the test format. They are also assessed with samples of previous NYSESLAT exams that are available on the New York State Education website. The results of NYSESLAT determine if a student will remain eligible for ESL services for the next school year.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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	42	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 36	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	42
Total	<input type="checkbox"/> 36	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	42

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	1			2	1	1								5
Chinese														0
Russian														0
Bengali	1	1	2	7	2	2								15
Urdu														0
Arabic	1	2	1	4	4	3								15
Haitian														0
French				2		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2	1								4
TOTAL	3	3	3	16	9	8	0	42						

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.

Currently we are servicing 42 ELL's whose first languages are Bengali, Arabic, Spanish, French, and African dialects. Content area instruction, in addition to English language instruction, is provided in the ESL classes to help support the students in their mainstream classes. The ultimate objective is to have all ELL's in the program achieve a designation of proficient on the NYSESLAT and to score high levels on all state mandated exams. Beginning and intermediate level students are scheduled to receive 360 minutes of ESL instruction per week. Students who are at the advanced level receive 180 minutes of ESL weekly. The ESL instructor meets with classroom teachers to align instruction and to plan collaboratively. Students in the program are grouped across 2-3 consecutive grades with mixed proficiencies in each group. The model is a combination pull-out/push-in program. The four strands of reading, writing, listening, and speaking are incorporated into each lesson. Instruction is delivered through a balanced literacy model, while incorporating ESL methodologies and strategies that include total physical response, cooperative learning, scaffolding, and the Cognitive Academic Language Learning Approach (CALLA) that is specifically geared toward content area instruction. Differentiation is effectuated through the use of a variety of materials and activities/assignments that are utilized to address the various levels of proficiency that exist within the different groups. Content area instruction is aligned with the curriculum that the classroom teachers follow. ELL's with disabilities receive push-in services to provide added support in their classroom. Their instruction is driven by the information contained on their IEP's regarding goals and mandates. Our instructional plan for SIFE includes additional ESL instructional periods, participation in the Title 3 program and Tier 2 intervention during the school day twice a week. SIFE and Newcomer students receive ESL extra sessions to assist them with filling in the gaps. ELL's who have been in the program for 4-6 years or longer are given extra support in those areas where they have been deemed deficient. All ELL's in testing grades receive test preparation and extra academic help from intervention personnel during the school day. Current and former ELL's participate in the Title 3 after-school program which provides them with an added source of instruction. They are also able to participate in any after-school programs that are held for all students in testing grades.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

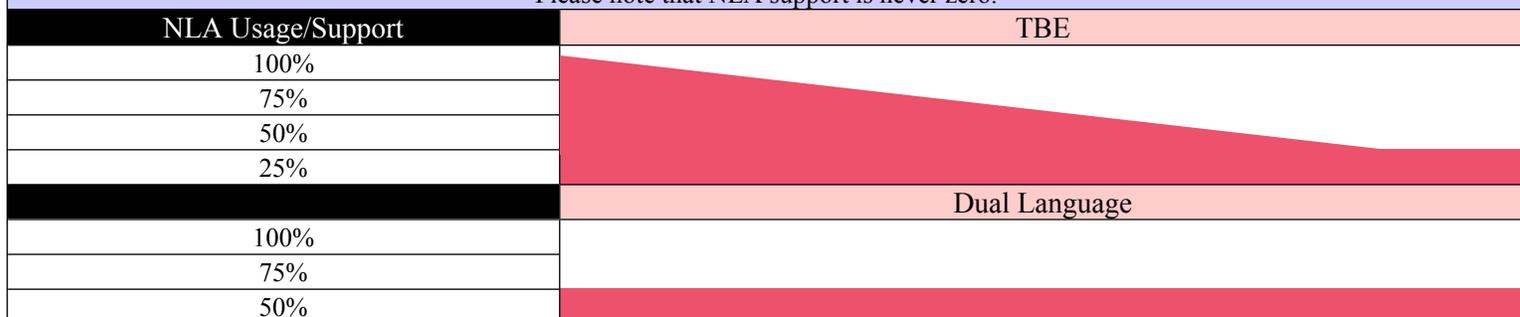
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All ELL's in testing grades are afforded the opportunity to receive extra assistance in content area subjects through small group instruction with the Coach, their classroom teacher or an intervention program that may be offered during the day or after school. Instruction for all of these services is conducted in English only. ELL's who receive a designation of proficient on the NYSESLAT continue to receive services from the ESL instructor for at least two years following this designation. During this period, they also receive the extended time and separate location mandate for all state exams. Transitional ELL's also take part in the Title 3 after-school program. All ELL's have access to any enrichment, intervention or supplemental program that is offered by the school. This year we plan to incorporate the Content Academic Vocabulary System (CAVS) program to help the ELL's increase their knowledge and understanding of math and science. This program offers a variety of manipulatives and hands-on activities. The Smart Boards provide the ELL's with a variety of visuals and activities that can be engaged in with the entire group. The lap tops provide students with the increased ability to utilize the software that was purchased for their use and gives them the flexibility to work alone or with a partner while conducting research for both their written and oral projects. Rigby Newcomer materials are generally used for students who are at the pre-emergent and beginning levels of learning. The Oxford Picture Dictionary for the Content Areas provides great visuals for content area instruction and gives the ELL's the opportunity to practice writing what they learned about the topic. Other materials that are used in the program include the Hampton Brown Vision series and the Avenue Series. Both have trade books to accompany and supplement the texts. A variety of charts, graphic organizers, chants, CD's, and

manipulatives are used to facilitate and enhance learning. There is a Native Language Library in the ELL classroom that is available to provide support in the native languages. At this time., no programs for ELL's or services will be discontinued.

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)?

3

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.

The ESL teacher attends workshops provided by BETAC. She is planning to attend a workshop scheduled for 3/31/11 entitled "Content Area Series – Mathematics: Reasoning for Number Sense. Topics planned for in house staff development are:

- "Revisiting CALLA – More Strategies for ELL Student Success."
- Deciphering ELL Periodic Assessment Data
- Understanding NYSESLAT

There is ongoing collaboration between classroom teachers and the ESL teacher. The ESL teacher takes part in all in-house PD and annual planning that is aligned with meeting state standards. Her training allows her to use methodology that scaffolds and differentiates instruction for the varied levels of students that she services. Some of the workshops that the ELL instructor has participated in are as follows:

- Meeting ELA and Math Standards
- Understanding NYSESLAT
- Using Data to inform instruction
- Looking at Student Work
- Creating Student Portfolios

A comprehensive ongoing professional development program has been implemented for all staff members to align their work with Common Core Standards. Teachers are provided with both in and off site professional development opportunities to improve teaching and learning.

To ensure that all teachers are knowledgeable about second language acquisition we will provide extensive professional development for teachers on the theory and practice of second language learning. The focus question that will guide their inquiry is: How can I scaffold language for my second language learners in order to improve academic achievement? Teachers will focus on identifying scaffolds, language structures and functions for the literacy and math units of study. They will also develop and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a trimester basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Participants will use various professional books and articles on second language acquisition to guide their conversations. Participants will look at:

- o Academic Rigor
- o Content Area Instruction
- o Effective Teaching Practices and Strategies for ELLs
- o Assessment

The lead teachers for each grade will participate and turnkey during planning sessions and common preps. We will meet for 4 sessions. Each session will be one hour. The sessions will be led by our ESL teacher. The ELL instructor attends professional development workshops provided by the Network and BETAC. The information from these is shared with the staff at meetings and planning sessions. Mainstream teachers are also afforded the opportunity to attend workshops that focus on English Language Learners. Staff members who still have not met the mandated hours of ESL training as per Jose P. have been identified. We are currently in the process of providing the necessary training and will issue the certificates when the training is completed. Documentation will be kept of each training session. Every school year, our Guidance Counselor attends the middle school fairs and open houses. She organizes and schedules articulation workshops at our school. She also distributes copies of all the written materials regarding the admissions process and the choices to all fifth grade staff members, the ESL instructor, parents, and students. If any parents of ELL's have a problem or question, they can approach a variety of personnel for assistance with the transition from elementary school to middle school.

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?

We strongly believe that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. We currently host a variety of workshops. Two workshops for parents of ELL's will be held on the topics of the NYSESLAT Exam and State Content Area Exams. They will be provided with an overview and ways they may support their children. To supplement the services we already provide, we would use Title III funds to host two parent and child reading breakfast or lunch. These sessions will involve parents and students eating a meal together and then reading together. Teachers will give tips on reading to children at home and all participants will receive a book to take home. We will model rituals of reading that parents can easily replicate at home. In addition, we will purchase a parent lending library. This library will have several books, tapes and videos in a variety of topics. Parents will have the opportunity to borrow these books.

Parents of all students are encouraged to become Learning Leaders, to become actively involved in the PTA, and to participate in all schoolwide activities. Parents of ELL's are encouraged to volunteer when and where they are needed. At the beginning of this school year, the Parent Coordinator held a workshop for all parents of newly enrolled students. It was a success and will be held annually. Each year the school has a multicultural potluck supper where there is a sharing of food, culture, and traditions. Parent needs are obtained via surveys and informal conversations. These needs are addressed at both PTA and SLT meetings. Parents of ELL's participate in great numbers in the variety of workshops that are offered on various topics of interest, such as how to navigate and use ARIS and suggestions on how to support student learning at home. Translation materials are provided when possible.

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)	1	1	2	10	4	5								23
Intermediate(I)		2		4	4									10
Advanced (A)	2		1	2	1	3								9

Total	3	3	3	16	9	8	0	0	0	0	0	0	0	42
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	1	4	1	2							
	I	0		1	1	3	2							
	A	2	2	1	6	4	1							
	P				2	2	3							
READING/ WRITING	B	1	1	2	7	5	5							
	I	0	2		4	4	0							
	A	2			2	1	3							
	P			1										

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2		1				6
4	3		2		1		1		7
5									0
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	2				2				4
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		2		1				7
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

The early literacy skills of ELL's are assessed with ECLAS-2 and DRA. These assessments provide information as to what they are capable of, what they need help with and which skills they they may lack altogether. This information is vital for effective planning, grouping, and providing differentiation. Patterns on NYSESLAT and LAB-R have been positive. On the average, students generally move on to the next designation each time they are assessed with the NYSESLAT. Even those who do not move on to the next level show growth on their scores. Regarding the LAB-R most students who attend Pre-K generally score at the advanced or proficient level. NYSESLAT scores and the results of the ELL Periodic Assessments are used by staff members to help tailor instruction to meet the specific needs of the students. Strategies to help with particular deficiencies are interchanged between the mainstream and ESL teacher. Generally, students do well on the speaking/listening portion of the NYSESLAT but receive lower scores on the reading/writing portion. However, these findings are in line with research regarding the timelines for acquisition of oral and written language skills. Obtaining a level of proficiency is more common among the lower grades but we have demonstrated a good achievement rate for students in grades 3-5. Results of the Periodic Assessment assist greatly when we design interventions for our students who require an extension of services. Overall, our ELL's fare well on content area exam once they have been in the school system for at least two years. All of the ELL's are administered the exams in English. Content area word translations are downloaded from the State Education website and distributed to the students as added support.

Additional Information

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

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 093 William H. Prescott					
District:	13	DBN:	13K093	School		331300010093

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	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	39	37	35		89.2	90.4	90.5
Kindergarten	51	65	65				
Grade 1	74	55	56	Student Stability - % of Enrollment:			
Grade 2	78	58	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	54	68	64		90.7	90.3	88.4
Grade 4	69	50	79				
Grade 5	50	68	55	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		97.2	86.2	90.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	24	20
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	415	402	413	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	4	7

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	18	16	18	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	1	0
Number all others	18	8	14				

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	38	34	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	8
# receiving ESL services only	32	35	TBD				
# ELLs with IEPs	0	4	TBD	Number of Educational Paraprofessionals	4	3	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	93.3
				% more than 2 years teaching in this school	76.3	91.2	93.3
				% more than 5 years teaching anywhere	60.5	79.4	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	96.7
American Indian or Alaska Native	0.7	1.5	1.0	% core classes taught by "highly qualified" teachers	95.8	84.0	92.6
Black or African American	79.5	76.6	78.0				
Hispanic or Latino	8.0	6.5	6.5				
Asian or Native Hawaiian/Other Pacific	9.9	10.7	8.5				
White	0.5	1.2	5.8				
Male	49.2	48.3	50.1				
Female	50.8	51.7	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	25.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	18.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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