Department of Education

P.S. 095 THE GRAVESEND

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 095 THE GRAVESEND
ADDRESS: 345 VAN SICKLEN STREET
TELEPHONE: 718-449-5050
FAX: 718-449-3047

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010095 **SCHOOL NAME:** P.S. 095 The Gravesend

SCHOOL ADDRESS: 345 VAN SICKLEN STREET, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-449-5050 **FAX:** 718-449-3047

SCHOOL CONTACT PERSON: Janet Ndzibah **EMAIL ADDRESS** jndzibah@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	
PRINCIPAL:	CAROLYN TELESMANICH
UFT CHAPTER LEADER:	Georgia Nikoloudakis
PARENTS' ASSOCIATION PRESIDENT:	Christine Schneider
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 409

NETWORK LEADER: NEAL OPROMALLA

SUPERINTENDENT: ISABEL DIMOLA

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
Georgia Nikoloudakis	UFT Chapter Leader	Electronic Signature Approved.
AGnese Distria	UFT Member	Electronic Signature Approved.
Christine Schneider	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Julius Bowens	Parent	Electronic Signature Approved.
Anna Marie Paunetto	Parent	Electronic Signature Approved.
Antonia Gambino	UFT Member	Electronic Signature Approved.
Arthur Acevedo	Parent	Electronic Signature Approved.
Janet Ndzibah	Admin/CSA	Electronic Signature Approved.
Diana Rivera	UFT Member	Electronic Signature Approved.
Patricia Hayes	Parent	Electronic Signature Approved.
Nicole Kaplan	UFT Member	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/IS 95 is located in Gravesend, a historical neighborhood in Brooklyn. It is a Pre-K - 8th grade school with a culturally diverse population of a little under 1000 students. We are proud to be unique in many ways. From the years of 2005-2008, the school received a federal Magnet grant which allowed for The Multiple Intelligences to be infused throughout our school community. This was a great basis for our staff's initial understanding of differentiated instruction. This grant also made it possible to enrich our school with technology and arts related training and materials.

Administrators and several staff members had the opportunity to attend Confratute at the University of Connecticut during the Summer of 2007. The group brought back ideas on the implementation of enrichment clusters, a component of Renzulli's SEM. At this present time, we have had 3 successful years of it. We have been able to offer over 40 diverse clusters for our Kindergarten through eight graders to choose from. These cross grade clusters offer 7 weeks of students working collaboratively around a chosen theme. These clusters have included arts, sports, academics, chess, and technology. The culminating SEM Fair, combined with our Art fair, provides an opportunity for our school community to appreciate each other's final projects/presentations.

A new initiative we are implementing for our gifted and talented classes this year are the Junior Great Books. This is based on the same shared inquiry methodology as Socratic Seminar, which was implemented schoolwide last year. This provides a risk free environment where students have the opportunity to have text based discussion with their classmates around open-ended questions. The focus is to encourage critical thinking skills in our students. The process is both educational and social in nature.PS 95 continues to provide our 7th and 8th graders with a choice for the arts component of their program. They can choose from Music, Dance, Art, and Computers.

Inquiry groups continue to exist on each grade. They work to translate patterns and data into instruction. The area of writing, in particular, will be our inquiry focus this year.

Our Student GO is growing and our students are becoming more involved in community outreach through fund raisers and decision making. Our GO has raised money and resources for Haiti Relief, Breast Cancer Awareness, Toys for Tots, and overseas soldiers. This year, we have implemented an afterschool program, which provides homework help and recreational activities to our K-5th graders. Our middle school students continue to take part in Champs, a sports based program.

ELL parent weekly workshops will continue to provide ELL support for parents, as will our Saturday ESL program for our ELL students. The focus of both is to acquire language acquisition.

Our active PTA has monthly meetings and runs various fundraisers to provide our students with great activities and supplies, including an annual spring carnival.

PS 95 is expanding the PBIS program, which encourages positive behavior in our school community. Our mission statement was developed in tandem with the staff based on our school mantra of Respect, Responsibility, and Safety: *Our goal is to acknowledge that every child is capable of great success. We believe in maintaining high expectations for all students by providing a safe, respectful environment that will nurture and guide them towards becoming self motivated learners. Through this balance, each child will be encouraged to achieve excellence in the academic, physical, emotional, and social realms.*

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. 095 The Gravesend								
District:	21	**DBN #:**	21K095	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☑ 6	☑ 7
	☑ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			
Enrollment:				**Attendance:** - *% of days students attended**:					
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	53	53	54				93.9	94.5	TBD
Kindergarten	117	132	122						
Grade 1	116	141	140	**Student Stability** - *% of Enrollment*:					
Grade 2	98	119	133	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	128	118	119				93.7	92.96	TBD
Grade 4	111	149	128						
Grade 5	114	111	142	**Poverty Rate** - *% of Enrollment*:					
Grade 6	67	60	56	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	56	63	56				63.8	63.8	78.7
Grade 8	45	55	58						
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:					
Grade 10	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	0	0	0				5	17	TBD
Grade 12	0	0	0						
Ungraded	15	5	9	**Recent Immigrants** - *Total Number*:					
Total	920	1006	1017	*(As of October 31)*			2007-08	2008-09	2009-10
							7	3	1
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	32	49	65	Principal Suspensions			25	24	TBD
# in Collaborative Team Teaching (CTT) Classes	21	29	38	Superintendent Suspensions			6	3	TBD
Number all others	45	50	56						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			0	0	0
(As of October 31)	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	190	194	196	*(As of October 31)*	2007-08	2008-09	2009-10
# ELLs with IEPs	0	10	43	Number of Teachers	69	74	TBD
These students are included in the General and Special Education enrollment information above.				Number of Administrators and Other Professionals	18	19	TBD
				Number of Educational Paraprofessionals	6	11	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
	1	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73.9	70.3	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	66.7	67.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*	83	88	TBD
American Indian or Alaska Native	0.2	0.4	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.5	96.4	TBD
Black or African American	8.4	9.2	8.8				
Hispanic or Latino	33	34.8	35.7				
Asian or Native Hawaiian/Other Pacific Isl.	27.8	27.4	27.7				
White	30.5	28	27.1				
Multi-racial							
Male	49.8	50.3	51.6				
Female	50.2	49.7	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
In Good Standing (IGS)	☑	
Improvement Year 1	☐	
Improvement Year 2	☐	
Corrective Action (CA) - Year 1	☐	
Corrective Action (CA) - Year 2	☐	
Restructuring Year 1	☐	
Restructuring Year 2	☐	
Restructuring Advanced	☐	
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	–	–	–				
Black or African American	√	√	–				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	Ysh	√	–				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	B	**Overall Evaluation:**	►
Overall Score	58.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	►
School Environment (Comprises 15% of the Overall Score)	5.7	Quality Statement 2: Plan and Set Goals	►
School Performance (Comprises 25% of the Overall Score)	13.3	Quality Statement 3: Align Instructional Strategy to Goals	►
Student Progress (Comprises 60% of the Overall Score)	36.6	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?

There are many accomplishments over the last few years that we are proud of. First and foremost, our teachers have become increasingly more comfortable in using the workshop model in all content areas to model, guide and differentiate instruction. We have developed general curriculum maps in ELA which we will use as a framework. Our next step is to have the teachers work collaboratively to design lesson plans for units of study. We are proud of our increasing collobaration amongst our teachers. In addition, we have begun conducting intervisitations in our own school so our pedagogy can learn from each other. We have also increased our visitations to other schools in our network. We are beginning to infuse the new common core standards and are supporting it by ordering a great deal of non-fiction materials to aide in all our content areas.

We feel that the greatest barrier to the school's continuous improvement is budgetary restrictions, which prevent us from purchasing more resources. We are in dire need of upgrading and/or replacing our computer labs and laptop carts. We have purchased several technology based programs, such as Imagine Learning and Study Island, which we have not been able to maximize use of due to limited availability of technology. Not being able to maximize use of these programs, as well as not being able to take advantage of other technology uses, limit our ability to differentiate as we sit fit in this 21st century. In addition, we are always seeking ways to increase parental involvement, as we understand the importance of that to student success. Due to our increase in ESL population, we are continuously looking for ways to enhance language acquisition for our ESL parents. We realize that by helping the parents, the students will ultimately benefit from it.

ESL children many of whom are arriving with no previous schooling. However in spite of these challenges we have been able to increase the number of children meeting or exceeding standards form 61.9% in ELA in 2008 to 68.9% in 2009. In Math we have also shown growth from 78.9% of students meeting or exceeding standards in 2008 to 82.9% in 2009. We have also shown growth in the number of students making at least one year of progress in ELA and Math. ELA results show a growth of 61.9% to 78.9% and in math from 78.9% to 82.9%. This change has been made possible by moving children in levels 1 and 2 to greater proficiency levels. The recent change to the rigor of the Common Core Standards caused a drop in per centage levels but we have continued to score a B in continuing to make progress for our students.

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
Students performing at Levels 1 and 2 will improve their reading and writing skills. This includes students in the subgroups of Students with Disabilities and English Language learners. They will meet or exceed state standards as measured by the state English Language Arts Test. There will be at least a 3% improvement by June, 2011.	Students performing at Levels 1 and 2 will improve their reading and writing skills. This includes students in the subgroups of Students with Disabilities and English Language learners. They will meet or exceed state standards as measured by the state English Language Arts. There will be at least a 3% improvement by June, 2011.
PS 95 students, including students in all sub groups and will improve by 3% in meeting or exceeding state standards on grade 3-8 formal assessments in Mathematics by June, 2011.	PS 95 students, including students in all sub groups and will improve by 3% in meeting or exceeding state standards on grade 3-8 formal assessments in Mathematics by June, 2011.
English Language learners upon entering PS95 will pass the NYSESLAT exam in less than three years under the guidance of highly qualified teachers who scaffold learning through best practices. The number of students remaining in ELL classes after the fourth grade will be reduced by at least 2%.	English Language learners upon entering PS95 will pass the NYSESLAT exam in less than three years under the guidance of highly qualified teachers who scaffold learning through best practices. The number of students remaining in ELL classes after the fourth grade will be reduced by at least 2%.
Students performing at or above NYS standards will maintain or increase their annual yearly progress, as determined by results of NYS 2010-2011 standardized state exams.	Students performing at or above NYS standards will maintain or increase their annual yearly progress, as determined by results of NYS 2010-2011 standardized state exams.

SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Students performing at Levels 1 and 2 will improve their reading and writing skills. This includes students in the subgroups of Students with Disabilities and English Language learners. They will meet or exceed state standards as measured by the state English Language Arts Test. There will be at least a 3% improvement by June, 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	ENGLISH LANGUAGE ARTS: Throughout the 2010-11 school year, all classes are scheduled for daily English Language Arts Block (Grade K/90-minutes, Grades 1-5/120-minutes, Grades 6-8/90-minutes) to include readers and writers workshop in order to meet all ELA Performance Standards. We will continue to utilize the Making Meaning read aloud program in grades K-5 and Fountas and Pinnell phonics program in Kindergarten and Grade1. We will also continue to use WRAP and DRA2 four times a year to identify and diagnose individual areas of need, which will help guide differentiation of instruction. Wright Group, National Geographic, Rigby Leveled Readers and other appropriate genre materials will help to develop reading skills, and continually reinforce objectives through spiraling. Student reading/writing portfolios in all classes will follow the student through all grades. Implementation of Ralph Fletcher's Craft Lessons will be utilized during the writing workshop. Genre standards-based rubrics will be used to measure student performance. We will use a variety of materials for test sophistication, including Rally and Words Their Way in grades 2-8 during the regular school day. A Saturday Academy for the ELL's will focus on language acquisition through instruction in reading and writing. All students in our school will independently read 25-30 books, and maintain a reading log. Implementation of Imagine Learning, a computer based program used with beginner and intermediate level ELLs, along with a push-in AIS model will support at-risk learners in the classroom setting. Ongoing professional development provided by Administrators, Coaches, Consultants, AIS and ELL Specialists, Data Specialist and Inquiry Team members, will assist teachers in gathering, analyzing, and using data to support differentiation of instruction. Teachers will tier lesson plans, map curriculum, implement best practices through professional readings, and use

	questioning and shared inquiry strategies to help students develop higher-order thinking skills.
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.*	literacy support systems (2 professional developers);literacy coach, $97,984; G and T coach $86,469.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	PS 95 students, including students in all sub groups and will improve by 3% in meeting or exceeding state standards on grade 3-8 formal assessments in Mathematics by June, 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Throughout the 2010-11 school year, all classes are scheduled for daily Mathematics Block (Grade K/60-minutes, Grades 1-5/ 75-90-minutes, Grades 6-8/90-minutes) in which Everyday Math is used, supplemented by the EDM Skills Link in grades K-5. Grades 6, 7, and 8 will continue to use Impact Math. Continuation of Progress Checks (EDM) and unit/chapter assessments (Impact) will continue to be administered at the completion of each unit or chapter to measure progress and identify individual areas of need. Teachers will adjust instruction to target areas of specific need as identified by the daily Recognizing Student Achievement Assessment and classroom/student observations. Individual results will be

	charted to determine areas in need of reinforcement, which will be addressed through re-teaching, intervention, remediation and spiraling. Increased use of grade appropriate manipulatives and inquiry based learning activities to develop critical thinking (Higher Order Thinking Skills) and reasoning skills will be used in everyday lessons. Student math portfolios will follow the student through all grades. We will use a variety of materials for test sophistication, including Kaplan Math Advantage, Glencoe's New York Review Series for grades 6-8 in the classroom, and Rally in grades 3-8.
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.*	Academic Intervention Specialists,$97,984 and $86,469. Gifted and Talented Specialist (cost calculated in ELA Goal)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	English Language learners upon entering PS95 will pass the NYSESLAT exam in less than three years under the guidance of highly qualified teachers who scaffold learning through best practices. The number of students remaining in ELL classes after the fourth grade will be reduced by at least 2%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Three ELL teachers will continue to receive professional development to increase their skills and strategies in working with ELL students. Imagination Learning, a self-monitoring computer program will support our beginner and intermediate ELL's. All ESL providers will be using the push –in model to support instruction. Weekly parent ELL classes will help parents to acquire language skills, which will ultimately

	support our ELL children at home. Our Intermediate and Advanced ESL students will receive additional ELA instruction at our ELL Saturday Academy , which will run from January to May. Our ELL population will receive their mandated minutes of instruction.
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.*	3 Full time ELL teachers @ 3x 72,494. Ell Saturday Program $12,000.; Imagine Learning licenses and professional development, $24,000..
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

Subject Area
(where relevant) : _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Students performing at or above NYS standards will maintain or increase their annual yearly progress, as determined by results of NYS 2010-2011 standardized state exams.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	All staff will receive training in differentiation and use of shared inquiry to ensure higher level thinking activities are occurring in our classrooms. Grade level inquiry teams will meet bi-monthly to study ARIS, ITA data and track the progress of their students who have achieved standard and above standard measures of success. Formative assessments from Scantron, self-created teacher tests, results of DRA2 and Monitoring for results will help track the progress of these students and teachers will make instructional adjustments based on these

	assessments. We are encouraging interclass visitations, as well as visiting other schools to view and replicate best practices.
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.*	Gifted and talented Coach, Literacy Coach Salaries included in former goals.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	20	20	**N/A**	**N/A**	2			1
1	26	26	**N/A**	**N/A**	9	1	13	
2	24	24	**N/A**	**N/A**	11		9	
3	28	28	**N/A**	**N/A**	7	4	7	
4	23	12			5	1	2	
5	35	35			6	2	7	2
6	34	34			5	3	7	
7	20	18			6			
8	15	16			4		1	
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:	**Students in grades K-8 are provided with Academic Intervention services in ELA by two methods; 1) During small group instruction within the school day 2) by push in AIS providers within the school day. They receive these services 4 days per week in small group instruction. The providers work on guided reading as well as skill driven lessons based on individual and/or group need. They are grouped and delivery of instruction is based on the data available to the school from a variety of sources. ELA intervention is also provided to ESL students in our Saturday Academy each week for three hours. The instruction delivered in small groups along with use of technology. Emphasis is on all components of the NYSESLAT exam.**
Mathematics:	**Students in grades K-8 are provided with Academic Intervention services in Math by two methods; 1) During small group instruction within the schoolday2) by push in AIS providers within the school day. They receive these services 4 days per week in small group instruction. The providers work on problem solving techniques as well as skill driven lessons based on individual and/or group need. They are grouped and delivery of instruction is based on the data available to the school from a variety of sources including but not limited to ARIS, Acuity and classroom assessments.**
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	**The guidance counselor meets with children based on their IEP instructions as well as on an as needed basis. One counselor meets with the mandated students in small group as well as individual based on the regulations of their IEP. Our other School Based Support Team provides services for at-risk and crisis situations as they arise. Both the counselor and the SBST also provide service to any child whose parent may request such a service on an informal basis.**

At-risk Services Provided by the School Psychologist:	**☐ The school psychologist provides services as needed. The psychologist provides services in a 1 to 1 setting. They also provide services for the evaluation process.**
At-risk Services Provided by the Social Worker:	**☐ The school social worker provides services as needed. The social worker provides services in a 1 to 1 and small group setting as needed. They also provide services for the evaluation process and for crisis intervention.**
At-risk Health-related Services:	**☐We provide health related services as per 504's**

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)
grades 1 - 5

Number of Students to be Served:
LEP 100
Non-LEP 0

Number of Teachers 6
Other Staff (Specify) administration (1 AP),
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

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

We are planning on implementing a Saturday Academy for our Beginner and Intermediate ELL students in grades 1 - 5. The program will run from January 2010 through May, from the hours of 9:00 A.M - 12:00 P.M. The theme of the academy will be The World of Words. The focus will be on reading and writing, as it pertains to the NYSESLAT exam. The review of our ELL data shows that our students have the most difficult time reaching proficiency in the areas of reading/writing. Of the 100 ELL students in grades 1-5, in the beginner and intermediate levels, 71 did not gain proficiency in the Reading and/or Writing modality. We will use a variety of texts, including newspapers, magazines, Reader's Theater, as well as exposing them to community resources (library, supermarkets, etc). Students will have the opportunity to take what they are reading in text and apply to world around them.

For this program, we will have 6 teachers and 1 administrator. Through school wide, district wide, and city wide postings, we will fill the 6 teacher vacancies. We will hire 3 ESL teachers and 3 CB teachers. They will work collaboratively through team teaching and push-in models to provide direct instruction to the students. The administrative vacancy will be filled with a licensed supervisor with ESL training.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

We will purchase supplies for our program for teachers and students. The purchase of a school wide license for Teachscape software will provide samples of modeled lessons, and best practices in ESL. The 3 ESL licensed teachers will work collaboratively with the administrator and common branch teachers each week for one hour of professional planning. This time will be spent utilizing the practices and skills from Teachscape and other professional resources to plan lessons and activities that are tailored to the needs of our targeted ESL population. We will also have ESL teachers turn-key information and skills acquired from school, district, network and citywide trainings they have been part of.

Each week that the program is in session there will be a one hour planning and PD time for these six teachers and 1 administrator. The common branch teachers will be trained in Imagine Learning which an ELL software program we are already using without ELL students. they will learn the functions of the program and how it is used to support the students and to analyze the data that the program provides. Teachers will also be made familiar with all components of the NYSESLAT exam. We will work collaboratively to plan how to incorporate ESL methodology and strategies into all classroom activities, and work on sheltering instruction for the ELL learners. Professional development

topics include; Sheltering Instruction, Vocabulary Deveoplment, Differentiation of Tasks by Language Proficiency Level, Word Study and Spelling for ELL's.

Section III. Title III Budget

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School: PS 95
BEDS Code: 332100010095

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$29,420.00	$21,093.00 per session to purchase highly qualified staff and including 6 teachers and 1 administrator. 60 hours x 7 staff members (including supervisor) 45 hours of direct instruction provided by each of the 6 teachers 15 hours of Planning and Professional Development for 6 teachers and 1 Administrator 60 hours of Supervision of planning and instruction as well as Professional Development of teachers by administrator. $8,327.00 - supplies and materials (including books, newspapers, magazine, art supplies, Reader's Theater, professional resources and texts to support planning and development of teacher's ELL skills as well as schoolwide license of Teachscape software to support and enhance teaching and learning for our ELL students.

Purchased services - High quality staff and curriculum development contracts	21093.00	60 per session hours including direct instruction of ELL students, lesson planning, and professional development hours for each of the 6 teachers and 1 administrator (including fringe).
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2, 327. 00	Supplies for students and professional resources for staff including books, newspapers, magazines, art supplies, Reader's Theater materials.
Educational Software (Object Code 199)	$6,000.00	Teachscape school wide license to be used as a resource for all teachers working with ELL students.
Travel	0	N/A
Other	0	N/A
TOTAL	**21093**	

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. We conducted our assessment of oral and written translation needs by both using our ELL demographics data, as well as surveying parents to find out what language they would prefer to receive information from the school in. We also asked our classroom teachers to report which materials they felt would be beneficial to translate into various languages represented in their classroom community. Our School Messenger system enables parents to hear messages in several languages and continues to help improve communication in this atmosphere.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Findings for written translation needs indicate: Teachers felt that any notices sent home should be translated into the students' native languages. Parents' responses also reveal that they would like all notices sent home to them to be in their native languages.

Findings for Oral interpretation: Parents would like an interpreter primarily for communicating with their child's teacher, especially at Parent Teacher afternoon/evening conference. In addition, they would like interpreters at PTA and other school meetings, as well as parent workshops.

The principal shared these findings to staff at a faculty conference and to the parents at the principal-parent forum.

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.

We will continue to utilize The Translation and Interpretation services provided by the DOE. We have a protocol in place where items to be translated are given to our parent coordinator in a timely manner. Translation services will include translation of letters, notices, flyers, and newsletters sent out from our school. This service assists us in continuing to meet the needs of all our non-English speaking parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We are very fortunate to have a number of bilingual staff. We have staff members that speak Spanish, Mandarin, Russian, Albanian, and Italian. We ask our staff members to assist us in oral translations during parent/teacher conferences, PTA meetings, and any other time parents come up and need an interpreter.

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.

As per Section VII of Chancellor's Regulations A-663, we provide our parents with a copy of the Bill of Rights and Responsibilities, which explains their rights regarding translation and interpretation services.

There are posted signs in our front lobby in each of the covered languages indicating the availability of interpretation services.

Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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:	718241	363112	1081353
2. Enter the anticipated 1% set-aside for Parent Involvement:	7182		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,912.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	71,824.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96.4%

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.
Funds have been set aside and we encourage our newest teachers to continue their pursuit of finalizing their educational requirements. We also provide professional development in house in various content areas. This instructional component can happen during the day involving our coaches and consultants.

* 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.

Title I Parent Involvement Policy for P.S. 95

P.S. 95 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 95's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

· build a home-school partnership that assists parents in acquiring effective parenting skills;

· provide parents with the information and training needed to effectively become involved in planning and decision making;

· increase their understanding of their right to support their child's education by being involved in the educational process;

· increase the role of the home in enriching education and improving student achievement; and

· develop positive attitudes toward the entire school community.

P.S. 95's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of regular surveys will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the P.S. 95 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, P.S. 95 will:

· actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;

· engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;

· support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

· maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

· conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

· provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

· host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;

· schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

· translate all critical school documents and provide interpretation during meetings and events as needed; and

P.S. 95 will further encourage school-level parental involvement by:

· holding an annual Parent Curriculum Conference;

· hosting events/activities during Open School Week;

· encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);

· supporting or hosting OFEA District Family Day events;

· continuous ELL parent workshop for ELL parents (weekly)

· encouraging more parents to become trained school volunteers through Learning Leaders;

· providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

· developing and distributing a school newsletter

· providing school planners for daily written communication between school/teacher and the home.

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.

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SCHOOL - PARENT COMPACT
for P.S. 95

P.S. 95 ***staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.***

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- **provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:**
  - **using academic learning time efficiently;**
  - **providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;**
  - **respecting cultural, racial and ethnic differences;**
  - **implementing a curriculum aligned to State standards;**
  - **offering high quality instruction in all content areas; and**
  - **providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.**

- address communication issues between teachers and parents by:

  - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
  - convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
  - arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
  - ensuring that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
  - involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
  - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
  - ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

- provide parents reasonable access to staff by:

  - Ø notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
  - Ø providing for Open School activities that include observations of classroom activities.

- provide support to parents by:

  - Ø assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
  - Ø sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
  - Ø supporting parental involvement activities as requested by parents.

****

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, afterschool extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- participate, as appropriate, in the decisions relating to my child's education. I will;

- communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys and notices when requested;
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
- participate in or request training that the school offers on teaching and learning strategies whenever possible;
- take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share the responsibility for the improved student achievement of my child.

****

STUDENT'S RESPONSIBILITIES

I will:

- attend school regularly and be on time for school;
- complete my homework and turn in all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to solve disagreements or conflicts peacefully; and
- **always try my best to learn.**

Student Signature _____ **Parent /Guardian Signature** _____

This Parent Involvement Policy and School-Parent Compact were distributed for review by _____ on _____.

The final versions of these documents will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

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.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance: continued implementation of the Balanced Literacy approach and the Everyday and Impact Mathematics programs to address the large number of students lacking basic skills in both reading and mathematics; providing even more intensive professional development that ensure teachers learn strategies to meet the needs of all our students. We are also constantly striving to improve instruction for our special education students by increasing AIS services to them and providing intense professional development to the Special Ed teachers. This 2010–2011 CEP will reflect an effort to address the achievement of all students, with a special emphasis on the low academic achievement of our at-risk, special education, ELL populations and the continued professional growth of pedagogues.

2. Schoolwide reform strategies that:

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

The ongoing assessment of students, both formal and informal, help guide instruction to target the needs of all out students. The use of Acuity and Aris provide item skills analysis, which help in this endeavor. Differentiation of instruction ensures teaching to the various modalities. Teachers are familiar with standards in all core areas. Curriculum maps are followed and revised, as needed. All of these venues ensure opportunities for all our children to meet and exceed state standards. The use of Children's Progress to identify strengths and weaknesses of our Early Childhood Population will help to identify children needing extra support before reaching the testing grades. It will

enable us to deploy academic intervention teachers in a more strategic manner.Monitoring for results also tracks students reading levels and helps to identify children in need of additional classroom help.

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.

We were able to provide our ELL's with a Summer Program and will implement a Saturday Program for them offering additional opportunities for language acquisition and development. We plan on implementing several after school programs offering homework help and test sophistication strategies.

- o Help provide an enriched and accelerated curriculum.

We continuously strive to supplement our curriculum with new and innovative programs that support critical thinking and enhance learning. We are utilizing programs such as Making Meaning, Imagination Learning for our ELLs, and Fountas and Pinnell Phonics Program. Teachers tailor receive training on tailoring instruction after analyzing all of the relevant data, including our DRA and WRAP results.

- o Meet the educational needs of historically underserved populations.

We strive to meet both educational and cultural needs of all our children. To build background knowledge, our teachers arrange field trips which promote culturally diverse appreciation. Such trips include Ellis Island, various museums including The Jewish Museum, Museum of Natural History, and the Tenament Museum, to name a few. Also, through our Shubert Grant, we have been able to purchase discounted Broadway theater tickets to expose our students to live theater.

In addition, our 7th and 8th grade Math students continue to use a standards based computer program called Study Island, which allows the students to work at their own pace. This program also provides data used to assess the students. As previously mentioned, Imagination Learning is used for our ELL population,

- 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.

Any of our students who are at risk are offered AIS services on 6 week cycles. These AIS providers meet regularly to discuss progress of these students and adjustments in various teaching strategies and/or programs are made as needed. At risk students are provided extra instruction during extended day where programs such as Rally (for Literacy and Math) and Words Their Way(for Literacy) are used as per their needs demand.

Our graduating 8th graders are paired up with staff mentors to help in the high school application process. In addition, we are continuing our PBIS program, which assists in positive behavior throughout our school community.

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

All of our aforementioned programs and initiatives are implemented in order to ensure improvements of all our students on all levels.

3. Instruction by highly qualified staff.

To assure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings. Our Literacy and Gifted and Talented coaches are highly qualified, and work with our staff to improve instructional techniques. We will continue to encourage our faculty to pursue their graduate credentials in CORE areas of need, specifically language arts (reading), mathematics, social studies and science. Currently 100% of our staff is fully licensed and approximately 85% have attained a masters degree or higher.

At this time, Middle school faculty is fully licensed in their core subject areas.

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.

Our monthly Professional Development calendar ensures all of our teachers support in data analysis, grade inquiry team focuses. literacy, math, and ESL instruction. We provided added support with a Literacy Coach, Gifted and Talented staff Developer and Literacy Consultants. Our Administrative team will provide additional professional development in other areas, including: classroom management techniques, planning and time management, using data to drive instruction and using a variety of assessment tools and techniques such as ARIS, Scantron and Acuity.In addition we will offer parent workshops in the core curriculum areas to solidify a home school partnership. Evening meetings to address eighth grade promotional policy, introduction to grade specific curriculum, and parent ARIS training are also provided.

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

We have posted positions on Open Hire to expand our search for licensed personnel. We interview certified candidates and work with Human Resources to staff. our K-8 school. We seek and hire licensed subject area teachers in all content areas . Once hired, we provide ongoing professional development to increase their professional learning.

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

Our parent **c**oordinator and PTA play an active role in increasing parental involvement by providing various workshops throughout the year. These workshops are planned in conjunction with the Literacy Coach, AIS teachers, ESL teachers, and administrators. A Pre-K Social Worker provides workshops for Pre-Kindergarten parents. We are continuing our Weekly ELL Workshops for our ESL parents to improve their language skills and ensure the strengthening of the home-school connection. In addition, we plan to continue to host Curriculum Night, Literacy Night, Author celebrations and informative meetings for parents held on an as need basis such as the new eighth grade promotional policy. Special presenters and consultants have been provided by the PTA. A PTA monthly newsletter keep our PS 95 families informed of important school events. Implementation of our Translation and Interpretation plan to reach all ESL parents is supervised by the Parent Coordinator. PTA plans and offers opportunities for parents to volunteer and be part of various events including fund raisers, picture day, Spring Auction, carnival, NYC Fire Prevention Program, 8th Grade graduation Events, Toys for Tots, Santa's Visits, Homework Help Line etc).Parent representation in our School's Leadership Team ensures parental input in important academic decisions. School Messenger, a programmed telephone service, informs parents of daily attendance, immunization requirements and upcoming school events in English and other languages.

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 have three Universal Pre-K classes. This program facilitates the students' transition to elementary school through highly structured, developmentally appropriate informal "play" activities. The curriculum includes Everyday Math and the components of balanced literacy . It utilizes an interdisciplinary approach to develop critical thinking and pre-literacy skills and concepts in all curriculum areas. It also fosters social and emotional development by nurturing socialization skills, feelings of self-esteem, independence, and responsibility and awareness of the school environment. To assist children in their transition from the Pre-K program to Kindergarten, each spring we schedule workshops for the parents of the Pre-K students. At these workshops our Kindergarten teachers describe their goals and expectations, and explain how Kindergarten differs from Pre-K. Suggestions are given as to what parents can do with their children to prepare them for a positive Kindergarten experience. Our Family Assistant works with parents of Pre-K students to ensure a smooth transition.

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.

During weekly grade/subject meetings teachers discuss assessments used in Literacy, Math and other curriculum areas. Preparation, administration, and interpretation of the assessments are clearly defined and discussed. The data is used as a tool to drive instruction. Individual student action plans are based on this data. These meetings also provide an opportunity for classroom teachers to analyze these assessments with the support of the coaches and/or administration.

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.

Weekly Academic Intervention Services meetings are held to discuss at risk students and to choose appropriate service providers to plan strategies. These service providers address specific student needs and plan a course of action for a specified period of time. These students are reassessed every six weeks. Team members include Administrators, School Psychologist, Social worker, AIS intervention teachers, the SETTS provider and IEP teacher.

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.

The Federal, State and Local programs for which our school receives allocations are as follows: Tax Levy, Title I SWP, EGCR State , ERSSA Academic Intervention, State AIS, State Standards, State Magnet, PCEN LEP, Part 154 LEP, Title III, Title II B Math, Project Arts, Title II D Grant. As a Schoolwide Programs school, we are able to commingle our funds to support our instructional program for the benefit of all students by creating the needed intervention positions to lower our teacher to student instructional ratio.

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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**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)**

[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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A:

Part A - For Title I Schools
1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   4
2. Please describe the services you are planning to provide to the STH population.

The students in temporary housing will be provided with basic school supplies, school books and trade books that are needed to complete their daily academic studies. They will also be given personal hygiene items, counseling services, academic intervention and transportation based on their needs. Parental involvement activites and outreach efforts to identify and support the parents or guardians of STH will also be provided by our school. The students will also be provided with the blue school shirt in order to help the families comply with our newly implemented school dress code.

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_21K095_110110-094043.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 CFN409	District 21	School Number 095	School Name THE GRAVESEND SCHOOL

Principal CAROLYN TELESMANICH	Assistant Principal ANGELA TEUTSCHMAN
Coach JOSEPHINE COHEN	Coach ANTOINETTE DIPIETRO
Teacher/Subject Area BEVERLY CARLOZZI/ESL	Guidance Counselor PHILIP KASS
Teacher/Subject Area LARISA YEVTUSHENKO/ESL	Parent type here
Teacher/Subject Area ELKE IZAKSON/ESL	Parent Coordinator MIRIAM ROMAN
Related Service Provider DANIELLE TARTAGLIA/SPEECH	Other GREG HILLMAN/DATA SPECIALIST
Network Leader NEIL OPROMALLA	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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	921	Total Number of ELLs	195	ELLs as Share of Total Student Population (%)	21.17%

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.

For all students that enter our school as first time entrants into the NYC school system, we follow the following protocol:

- When parents of these students come up to register, they are given the HLIS(Home Language Identification Survey) to complete. They wait in a designated area where they are greeted by one of our ESL providers, who will conduct an informal interview to come up with an initial assessment. Interpreters, consisting of various staff members who speak Asian, Albanian, and Spanish are available to assist when necessary in this interview process. The HLIS is completed, signed by the parent, and given to the Pupil Account Secretary.
- The secretary will place the original HLIS in the student's cumulative folder while a copy is given to the designated ESL provider who will be servicing the particular grade of the student.
- THE ELS providers will make a determination from that survey as to whether the LAB-R is to be administered. The LAB-R is administered by the school's ESL providers within 10 days of school admittance. For Spanish speaking students, the Spanish Lab is administered. This test gives an indication of what level the student is at in their native Spanish language. For the older ELL's taking the Spanish Lab, we get an idea of their literacy level in their native language. The LAB-R is hand scored so our entitled students can immediately begin receiving ESL support.
- The LAB-R results, along with analysis of the NYSESLAT, are analyzed to determine proficiency levels. Analysis are made of the various modalities' results, and we use the RMSR report to analyze progress over 3 years. All of this information will help to plan for instruction for all of our ELL's, with the purpose of helping them reach proficiency in all literacy areas.
- Letters in the various native languages go out inviting parents of our new ELL's to a very important parent orientation presentation. This meeting usually occurs at the beginning of October. At this meeting, the principal and ESL providers will provide information which will ensure that parents understand the three ESL program choices available to them (TBE, DL, Freestanding ESL). They will be given brochures in their native language, and will have the opportunity to watch a DVD in their native language, explaining the three ESL choices. Interpreters of various languages are available at this meeting.

After parents are well informed on all choices, they will be asked to fill out a selection form, indicating their program of choice. The parents can fill out the form at that time or take it home to reflect on their decision. The parents then return the forms to the homeroom teachers, who forward it to the ESL teachers. A checklist is kept by the ESL teachers to ensure return of all forms. If any of the parents do not return this choice form, there would be follow up phone calls made from the ESL providers and/or office staff.

- When all selection forms are returned, the ESL teachers, along with administration, tally and analyze the results.
- This procedure, namely the initial interview process and the viewing of the DVD, is ongoing throughout the school year so all parents new to the school system are offered the same opportunity to understand all ESL choices, and decide which would be best for their child.
- Continuing entitlement letters in appropriate native languages are given out to all students that will be continuing to receive ESL services, as per their NYSESLAT results.

Upon analyzing the last few years of parent survey results, the majority of parents choose freestanding ESL. There are some parents that opt for the TBE or DL, and we supply them with information from the schools both in and out of district that offer these classes. This year, in particular, our parent survey choice results are as follows:

1ST CHOICE SELECTIONS

GRADE	CHOSE ESL	CHOSE DUAL LANGUAGE	CHOSE BILINGUAL
KINDERGARTEN	15	1	5
1st GRADE			
2ND GRADE			
3RD GRADE	1		
4TH GRADE			
5TH GRADE	2		
6TH GRADE	1		
7TH GRADE	2		
8TH GRADE			

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K❄ 1❄ 2❄ 3❄ 4❄ 5❄ 6❄ 7❄ 8❄ 9⭘ 10⭘ 11⭘ 12⭘**

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	2	2	2	2	2	2	2					20
Total	3	3	2	2	2	2	2	2	2	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	**Newcomers (ELLs receiving service 0-3 years)**	139	**Special Education**	35
SIFE		**ELLs receiving service 4-6 years**	43	**Long-Term (completed 6 years)**	13

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

	ELLs by Subgroups									
	ELLs (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	Total
TBE										0
Dual Language										0
ESL	139		18	43		14	13		3	195
Total	**139**	**0**	**18**	**43**	**0**	**14**	**13**	**0**	**3**	195
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	13	14	8	18	15	17	10	6	5					**106**
Chinese	5	12	7	9	6	7	2	3	2					**53**
Russian	2	1	3	1		1	2	1						**11**
Bengali														**0**
Urdu		1	2			1			3					**7**
Arabic							1							**1**
Haitian														**0**
French														**0**
Korean		1												**1**
Punjabi														**0**
Polish			1											**1**

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
Albanian				2										2
Other	1	1	4	1	2		2		2					13
TOTAL	**21**	**30**	**25**	**31**	**23**	**26**	**17**	**10**	**12**	**0**	**0**	**0**	**0**	**195**

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.

With the exception of our gifted and talented classes, all of our classrooms are heterogeneously grouped. That translates to mixed ESL proficiency levels in each classroom. This year's Freestanding ESL program consists of primarily a push in model for grades Kindergarten through eighth grade. The push in helps to reduce the class size model, so small group instruction can be effective. In this model, the ESL teacher will assist her designated students in grasping the concepts being taught by the classroom teacher, with the support of ESL strategies. The ESL providers are familiar with and utilize grade specific curriculum maps. In addition, they articulate regularly with classroom teachers for other pertinent information regarding their ESL students.

We created a schedule that would allow our ESL students to receive support in all core areas. This is done by having the ESL provider scheduled to work with their designated students during periods when different core subjects are being taught. In this way, if they are pushing in or being pulled out at that time, they will be receiving support in the understanding of that particular lesson/skill. Since all teachers of the same grade are following the same curriculum map and/or scope and sequence for content areas, we can pull out students from the same grade and ensure that they will not be missing what is going on in their individual classrooms.
All ELL's are serviced by licensed pedagogue who focus on standards driven instruction delivered through ESL methodologies.
We have 3 licensed ESL teachers that provide the mandated instructional minutes as per CR Part 154. We schedule these providers to grade clusters as follows: We have 1 teacher working with Kindergarten and first grades. A second provider works with grades 2,3, and 4. Our third provider works with grades 5,6,7, & 8. This ensures that all of our ELL's receive their mandated minutes.
Our Balanced Literacy workshop model ensures that students are taught at their instructional level. This allows for individualized and differentiated instruction. Our teachers utilize DRA, WRAP, Children's Progress Assessment Achievement, monitoring for results, interim and informal assessments to inform instruction for all ELL's.
The focus with newcomers (0-3 years of service) is the BICS(Basic Interpersonal Communication Skills). Beginner and Intermediate

students receive 360 minutes weekly of ESL instruction as mandated. These students have exposure to the English language using a variety of strategies including visuals, repetition, and Total Physical Response (TPR). These along with other strategies are used to develop natural English language acquisition. In addition, the four skills of listening, speaking, reading, and writing are included in all lessons in all content areas. Our beginner and early intermediate students have access to Imagine Learning, an interactive computer based early reading program that enhances instruction and tracks each student's progress.

For the more proficient ESL students, we continue to use ESL strategies to build their vocabulary and improve their grammar skills. Two of the specific strategies utilized are the CALLA and CALPS (Cognitive Academic Language Proficiency Skills) approaches.

For students who are long term ELL's, their performance is analyzed by their classroom teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue receiving services. They also participate in extended day programs which supplement the core curriculum and our mandated ESL program. We plan to provide a Saturday ELL program, as we had in 2009-2010, giving ELL's additional opportunities to acquire the English language, as well as be exposed to test sophistication strategies to better prepare them to meet performance standards as measured by city and state standardized exams. For ELL students who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies.

In our school, we do not have any SIFE students. We also do not have a NLA/Bilingual program.

For students who have reached proficiency, they may transition into a reading AIS program, if that evaluation is made. These ELL's will also continue to receive testing accommodations for two years after reaching proficiency. This ensures that they receive transitional support after regular ESL services are no longer provided.

All ELL's in our building are afforded equal access to all our school programs. They will take part in all afterschool programs including Champs (afterschool physical education program), and any other arts-based program our budget allows us to bring in. During the school day, they are scheduled for art, music, and/or dance.

We have many instructional materials available to support ELL's. We currently have five laptop carts, as well as two fully equipped computer labs. This allows for all day access to technology for our ELL's. Imagine Learning is set up on classroom computers to help with differentiation during the day.

In addition, all classrooms have leveled libraries to individual instruction. Our resource room has leveled guided reading books for teachers to use with their students. This ensures that our students are taught reading at their instructional level. All classrooms have a listening center, so our ELL students are exposed to fluency and repetition. Our resource room has tapes in different languages that ELL students can use in their listening centers to aide in native language support.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

We have focused intervention programs for our at risk students, including our ELL's if they are deemed at risk based on their assessments. Our Kindergarten at risk students are using a combination of Voyager and Fundations, two programs that focus on both phonics and comprehension. First and second grade at risk students, including our at risk ELLs, are using Leveled Literacy Intervention. This is a program that uses a systematic approach to teaching phonemic awareness, comprehension skills, and also has a writing component . This program is also designed to expand vocabulary and develop oral language. This is especially important for our beginning ELL's. Our third grade at risk ELL's are using Words Their Way, a phonics based program which enforces phonemic awareness skills. At risk Ell's in grades 4-6 are using Soar to Success, a program which uses both fiction and non fiction texts to enforce both phonics and comprehension skills. We also provide our ELL's that are at risk in Math with AIS support services.
Our ELL's are exposed to a variety of instructional materials and methodologies to support them. Trade books, math manipulatives, hands on science instuction, and use of technology for research and presentations, provide ongoing differentiated support.
We provide native language support by providing bilingual glossaries for our students to use in their content area study. Also, two of our ESL providers are bilingual and will speak to their serviced students in their native language, if necessary. Stories on audio in various languages can be found in our literacy resource room to assist in comprehension.
Our Ell's that reach proficiency continue to be supported by being provided with two years of testing accommodations, including extended time and separate location. Also, they may continue to receive any of the aforementioned AIS programs.
For this school year, we are implementing Reader's Theater, which uses drama to promote literacy skills.
All of our services support and resources correspond to our ELL's age and grade levels.
Our ELL students in grades 5 & 8 are offered Chinese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
N/A

D. Professional Development and Support for School Staff

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

All of our staff members have received professional development through Teachscape, an online tutorial focusing on ESL strategies. Teachers view model lessons in which they are exposed to methodologies and strategies which help to foster language acquisition for our students.
We have a monthly Professional Development calendar for all staff members. ESL teachers attend grade meetings weekly with the teachers of the grades they service. Each month has a different focus, giving all teachers support in various areas from our literacy coach, literacy consultants, our data specialist and administration.
September's focus was Data Analysis
October's focus is Inquiry Development
Incorporating ESL strategies in the classrooms will be part of our PD calendar in the near future months.
At our Election Day PD, our Ell's will continue to receive training in the Imagine Learning program, Bloom's Taxonomy, and the new Common Core Standards.
ELL personnel will also take part in training provided by our network. This training will then be turnkeyed to all staff members at future

PD's.
All staff members are encouraged to use the ESL resources available through the DOE site.
This year, all staff members, including ELL personnel will be working with literacy consultants from Literacy Support Systems in the areas of reading and writing. These workshops will provide ELL teachers with continuous training in writer's workshop, conferencing, and guided reading.
Since we are a Pre-K -8 school, we offer all of our students support in transitioning from elementary to middle school, as well as middle to high school. For our ESL students, we make sure that all letters sent home regarding the application process are translated into the appropriate languages. We also have both a curriculum night and meetings for parents offering information about these important transitions. There are always interpreters available at all these meetings.

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?

Here at PS 95, we are constantly thinking up ways to involve parents, as we value them as a part of our community. We also understand the need to assist our ELL parents in acquiring the English language so they can help their children at home. All activities for parents are coordinated in conjunction with our PTA, parent coordinator, and other staff members. One of our most important parent activities we plan to continue are the weekly ELL (English Language Learners) parent workshops, which have been running for about 6 years now. These weekly workshops came about as a result of the high population of non English speaking parents, and is run by our parent coordinator. At these workshops, parents get training in learning the English language, both grammatical and functional. It has proven to be a worthwhile learning experience for all parents who attend, and we are thrilled to be able to help parents become more proficient and functional in the English language. Our ELL parents have taken part in multicultural celebrations at our school, and get invited to the various celebrations we have throughout the school year. Parents are invited up periodically to observe their childrens' classrooms and to appreciate the project displays that we put up during the year. We are planning a Literacy and Mathematics family night which offers all our parents nights of fun with their children, while learning important math and literacy skills.
In addition, The Office of Family Engagement forwards information to our parent coordinator on wonderful cultural workshops and opportunities for our ELL parents. Our parent coordinator then sends the information out to the parents, encourging them to take advantage and attend.
We continuously use the Language Translation and Interpretation Services provided by the DOE to translate letters going home. This ensures equity to all our ELL parents.
Through regular monthly parent meetings delivered by both the principal and PTA, parents are provided a forum for concerns and can offer suggestions for workshops they would find useful. This is a wonderful opportunity to evaluate the needs and concerns of our parents.
All parents will continue to be involved in the Learning Leaders Program where they will have the opportunity to be trained, and then volunteer in the classrooms on a regular basis.
All parents will be offered the opportunity to be part of The Urban Advantage Program where they will be able to go on trips with their children to learn about methods of scientific investigation. These trips to museums and zoos provide our parents with cultural appreciation.
All of these parental involvement activities come out of the wants and needs of the parents as indicated through conversations and informal surveys at meetings.
In the past, we have had many workshops for parents through Community Based Organizations in the areas of Art, including Ballroom Dancing. We hope to continue that this year.

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)	6	9	8	9	8	7	3	3	2					55
Intermediate(I)	1	21	6	16	8	12	6	4	5					79
Advanced (A)	14	0	11	6	7	7	8	4	5					62
Total	21	30	25	31	23	26	17	11	12	0	0	0	0	196

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2		1	4	2	0	0	0					
	I	10	3	0	1	0	3	4	3					
	A	7	12	9	7	7	9	4	3					
	P	9	10	24	9	8	5	1	7					
READING/ WRITING	B	8	7	9	7	3	2	1	3					
	I	19	8	17	8	9	6	2	5					
	A	0	10	8	6	5	9	4	5					
	P	1						2						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	8	1		17
4	8	10	1		19
5	4	10			14
6	3	3	1		7
7	6	5			11
8	1	5	2		8
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	10		8		4				22
4	4		15		3		2		24
5	6		4	2	2	2			16

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
6	1		3	1	1		2		8
7	1		3		5		3		12
8	0		2	1	4		2		9
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	7		10		5	2			24
8			8	1					9
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	10		1		4				15
8	1		2	2	3	1			9
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

- We use a variety of assessment tools to assess the early literacy skills of our ELL's. In grades K-3, we use DRA to determine their reading levels. Grades K-2 also use Children's Progress, which gives us an in-depth look at our ELL's literacy levels. In grades 4-8, reading levels are determined by use of the WRAP. Imagine Learning also has an assessment piece which gives us phonemic awareness progress, letter and word recognition progress, fluency rate, reading comprehension levels and analysis of areas of Literacy development (conversation phrases, listening comprehension, and vocabulary). Teachers of all grades complete running records regularly to determine increase in reading levels. Our ESL teachers and data team look at NYSESLAT scores in each of the modalities for our ELL's, as well as their performance on standardized exams.

Upon analyzing our Spring 2010 NYSESLAT scores, we noticed that the majority of our current 3 - 8th grade ELL's remained at the same proficiency level, with our percentages especially high in grades 5-8 of students not advancing in proficiency levels. The Reading and Writing modalities are the ones lacking in proficiency gains. This is an area of concern for us. As our ELL's make up over 20% of our

increase in levels 3&4, we noticed an increase in level 2, with decreases in levels 3 and 4. Due to these results, and noticing a similar schoolwide pattern, we are making Math an additional instructional focus this year, emphasising professional development for teachers in this area.
The success of our ELL program is evalated through the results of all assessments, formal and informal. The ultimate success of our ELL's is decided with advancement in NYSESLAT proficiency levels.

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.

From the years of 2004-2007, PS 95 received a federal Magnet grant. Our schoolwide theme was Howard Gardner's Multiple Intelligences. Our staff was trained in utilizing strategies to meet the needs of our very diverse learners. We worked with many arts based residencies, which emphasized learning through the arts and through different modalities. Although the Magnet funding no longer exists, the professional development received by our staff continues to be instrumental in differentiating for our ELLs. In addition, for the last 3 years, we have implemented Renzulli's SEM model schoolwide. This is a 6 week cycle in which all students get to select a cluster of their choice. In this cluster, students work with students across grade levels to work on projects around a particular theme. With over 40 clusters to choose from, students had choices from all areas, including art, sports, chess, technology, and drama. This has been a successful program, and one we plan to continue.
Our staff has been trained in Socratic Seminar, and our gifted and talented teachers have been trained in using Junior Great books. Both programs utilize the Shared Inquiry method which allows the students to think critically, listen to and share opinions, and encourages students to use text based support when providing responses. This Shared Inquiry methodology is especially helpful for our ELL's since it provides a risk free environment where students are encouraged to use all of their communication skills.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 095 The Gravesend								
District:	21	**DBN:**	21K095	**School**		332100010095			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	53	54	54
Kindergarten	132	122	111
Grade 1	141	140	135
Grade 2	119	133	138
Grade 3	118	119	119
Grade 4	149	128	119
Grade 5	111	142	115
Grade 6	60	56	68
Grade 7	63	56	57
Grade 8	55	58	51
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	5	9	7
Total	1006	1017	974

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	49	65	56
# in Collaborative Team Teaching (CTT) Classes	29	38	56
Number all others	50	56	62
These students are included in the enrollment information above.			

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	194	196	TBD
# ELLs with IEPs	10	43	TBD
These students are included in the General and Special Education enrollment information above.			

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	93.9	94.5	94.3

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	93.7	93.0	95.0

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	63.8	78.7	78.7

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	5	17	28

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	7	3	1

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	25	24	23
Superintendent Suspensions	6	3	2

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	69	74	71
Number of Administrators and Other Professionals	18	19	10
Number of Educational Paraprofessionals	6	11	22

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	1	0	3	% fully licensed & permanently assigned to this school			100.0	100.0	97.1
				% more than 2 years teaching in this school			73.9	70.3	74.7
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			66.7	67.6	63.4
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			83.0	88.0	94.4
American Indian or Alaska Native	0.4	0.3	0.4	% core classes taught by "highly qualified" teachers			94.5	96.4	88.4
Black or African American	9.2	8.8	9.2						
Hispanic or Latino	34.8	35.7	35.6						
Asian or Native Hawaiian/Other Pacific	27.4	27.7	26.3						
White	28.0	27.1	28.4						
Male	50.3	51.6	51.5						
Female	49.7	48.4	48.5						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

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

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

	Elementary/Middle Level			**Secondary Level**			
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	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	C	**Overall Evaluation:**	P
Overall Score:	35.5	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.1	Quality Statement 2: Plan and Set Goals	P
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2.4	Quality Statement 4: Align Capacity Building to Goals	P
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	P
Student Progress:	26.5		
(Comprises 60% of the			
Additional Credit:	2.5		

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 21K095

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	617,613	370,910	987,923
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,176	3,709	9,885
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,881	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61,761	*	

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

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

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

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

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

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

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

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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.

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2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

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3. Instruction by highly qualified staff.

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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.

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

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

   SUBMITTED IN ORIGINAL IPLAN

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.

   SUBMITTED IN ORIGINAL IPLAN

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.

   SUBMITTED IN ORIGINAL IPLAN

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.

   SUBMITTED IN ORIGINAL IPLAN

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.

    SUBMITTED IN ORIGINAL IPLAN

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

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are "Conceptually"[1] Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of

[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.

	(i.e., Federal, State, or Local)	**in the Schoolwide Program (✓)**			*(Refer to Galaxy for FY'11 school allocation amounts)*	**each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal	✓			518,795	✓	
Title I, Part A (ARRA)	Federal	✓			367,201	✓	
Title II, Part A	Federal	✓			103,167	✓	
Title III, Part A	Federal	✓			45,800	✓	
Title IV	Federal			✓	0	N.A.	
IDEA	Federal	✓			309,956	✓	
Tax Levy	Local	✓			4,391,579	✓	

– **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.