



**P.S. 97 THE HIGHLAWN**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 97 THE HIGHLAWN**  
**ADDRESS: 1855 STILLWELL AVENUE**  
**TELEPHONE: 718-372-7393**  
**FAX: 718-372-3842**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332100010097      **SCHOOL NAME:** P.S. 97 The Highlawn

**SCHOOL ADDRESS:** 1855 STILLWELL AVENUE, BROOKLYN, NY, 11223

**SCHOOL TELEPHONE:** 718-372-7393      **FAX:** 718-372-3842

**SCHOOL CONTACT PERSON:** KRISTINE MUSTILLO      **EMAIL ADDRESS** KMustil@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Judy Raihofer

**PRINCIPAL:** KRISTINE MUSTILLO

**UFT CHAPTER LEADER:** Patricia Martucci

**PARENTS' ASSOCIATION PRESIDENT:** Dorothy Calco-Dibbs

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

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

**NETWORK LEADER:** NEAL OPROMALLA/Nilda Kraft

**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
KRISTINE MUSTILLO	Principal	Electronic Signature Approved.
Angela Cisternino	UFT Member	Electronic Signature Approved.
Maria Famoso	Admin/CSA	Electronic Signature Approved. Comments: MARIA FAMOSO
dorothy dibbs	PA/PTA President or Designated Co-President	Electronic Signature Approved.
marie reich	DC 37 Representative	Electronic Signature Approved.
Patricia Martucci	UFT Chapter Leader	Electronic Signature Approved.
Diane Kasdan	UFT Member	Electronic Signature Approved.
Judy Raihofer	UFT Member	Electronic Signature Approved.
Fatima Cabrera	Parent	Electronic Signature Approved.
Enrica Perfetto	Parent	Electronic Signature Approved.
Polly Yeo	Title I Parent Representative	Electronic Signature Approved.
Theresa Petito	Parent	Electronic Signature Approved.
Lisa Addeo	Parent	Electronic Signature Approved.
Kelly Gambella	Parent	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 97, the Highlawn School, creates a learning environment that is caring, safe, thoughtful, and innovative. Students sense the values in the school through motivational signs around the building, warm greetings from staff and friends, a rich academic atmosphere, and a secure domain for new ideas.

Students find academic, personal, and social growth through varied approaches from home and school connections. Teachers share their knowledge and expertise delivering a standards-based curriculum using data to drive instruction in a collaborative learning environment. Formal and informal assessments ensure that teachers know their students well and differentiate instructional needs based on this data. Parents and staff members are in continuous communication with the classroom teachers to support the needs of the student; academically, personally, and socially. Our strengths also lies in our professional development best described as laboratory of teaching and learning. Within this framework staff members are encouraged to learn from colleagues, peers, and experts through co-teaching, teacher intervisitation, observations of other schools, and professional support in all areas of implementation of best practices throughout the classroom landscape.

Students are also responsible for education at PS 97. They help drive the instruction by being encouraged to share their curiosity and inquiring minds. They are also expected to make the learning environment equally welcoming for other students. This means maintaining a clean physical environment and a respectful and tolerant academic atmosphere. The school community is able to create and share this atmosphere through the implementation of a rigorous, balanced approach to the English Language Arts and Math curriculum to bridge the connections across literature, social science, math, science, technology, and the arts. They make connections across subject areas in ways that help them not only to grow academically, but to grow as people. Students participate with their families in activities that demonstrated the interconnectedness of all the subjects, of all the roles of people in the school community and the community at large. They examine how all things are related, and nothing stands in isolation.

The school is able to do all this by aligning resources and building partnerships. A long standing collaboration with the Federation of Italian-American s Organization , along with Beacon Program, Chinese Planning Council, Project Arts, and Title I I I funding help us to provide a broad spectrum of after school programming to provide support and enrichment for our students and their families. The successes of our students and staff are highlighted through various activities throughout the year. The celebration of each accomplishment builds an academically rigorous school culture and nurtures a respect for inquiry and the path to understanding. The school embraces the innovation of technology tools to maintain communication links to the various constituents of the community and uses them to build capacity inside and outside the building.

Increasingly, the school community is the center of discourse for the neighborhood because it has become the reflection of many parts of the greater community life.

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										
<b>School Name:</b>		P.S. 97 The Highlawn								
<b>District:</b>		21	<b>DBN #:</b>		21K097	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		72	54	54			95.7	95.6	TBD	
Kindergarten		102	118	121						
Grade 1		102	97	122	<b>Student Stability - % of Enrollment:</b>					
Grade 2		129	109	103	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		118	136	123			94.9	94.01	TBD	
Grade 4		121	130	141						
Grade 5		136	121	132	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			57.6	57.6	68.6	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	15	TBD	
Grade 12		0	0	0						
Ungraded		8	2	0	<b>Recent Immigrants - Total Number:</b>					
Total		788	767	796	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	16	24	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		32	30	11	Principal Suspensions		1	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	59	Superintendent Suspensions		0	3	TBD	
Number all others		39	45	21						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		8	8	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	200	175	203	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	40	Number of Teachers	51	51	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	9	TBD
				Number of Educational Paraprofessionals	3	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	84.3	90.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	64.7	72.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	90	TBD
American Indian or Alaska Native	0.6	0.7	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.7	TBD
Black or African American	1.3	1	1.1				
Hispanic or Latino	14.7	16.6	16.8				
Asian or Native Hawaiian/Other Pacific Isl.	52.9	51.8	55.2				
White	30.5	29.9	25.5				
Multi-racial							
<b>Male</b>	49.2	48.1	48				
<b>Female</b>	50.8	51.9	52				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09		<input type="checkbox"/> 2009-10	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	79.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

Public School 97 conducts a number of qualitative and quantitative reviews to identify school trends and needs. We continue to analyze Progress Report and Learning Environment data and perform in school reviews against the Quality Review Rubric.

Public School 97 had its last Quality Review in 2008. Since that time we have conducted in-school walkthroughs with the support of our Network Team. Presently we are focused on strengthening the alignment of curriculum, instruction, and organizational decisions to support student learning. In addition, we continue to analyze student data and strengthen professional collaborations in an effort to improve student performance and progress.

On the 2009-2010 Progress Report, PS 97 achieved an A in both School Environment and Student Progress and a C in Student Performance. While we continue to make exemplary gains with high-need students, an in depth analysis of student performance indicates that students who initially scored between 3.14 and 3.69 are not making progress at the same rate.

As student performance standards are raised, school data indicates a need for Public School 97 to improve overall performance in both ELA and Mathematics. In addition, the school must work to improve the progress of students who score in the 3.14 and 3.69 range in both ELA and Mathematics. At the same time, we need to maintain and improve the current structures that have proven effective in supporting our high-needs students.

Public School 97 has a comprehensive plan to align and maximize the effectiveness of fiscal and human resources to support our continued growth.

## 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
<p>By <input type="checkbox"/> June 2011 , Students with Disabilities subgroup will improve their ELA performance by <input type="checkbox"/></p> <p style="padding-left: 40px;">By June 2011, 65% of teaching staff (35 out of 54) will have participated in professional development based on implementing strategies for diverse learners in the general education classroom.</p> <p style="padding-left: 40px;">By June 2011, 70% of all students with special needs (63 out of 91 students), Kindergarten-Grade 5, will have moved 3 reading levels on the DRA-2 (K-2) or WRAP (3-5) indicating that they have made adequate yearly progress.</p> <p>as measured by the DRA Assessments.</p>	<p><input type="checkbox"/></p> <p>We are supported monthly in this work by our Network, Lisa Bonello and Michael Aiden (protocols\ ELA) and RoseMarie Hughes (protocols\Mathematics).</p>
<p>By <input type="checkbox"/> June 2011 , All Students subgroup will improve their Mathematics performance by <input type="checkbox"/></p> <p style="padding-left: 40px;">70% of students in grades 3-5 will make a 7.5 percentage point gain on Parts II and III of the EMAP.</p> <p>as measured by the Other.</p>	<p><input type="checkbox"/></p> <p>Teachers use a combination of Houghton Mifflin Mathematics and Everyday Math to ensure that students are exposed to a balanced mathematics program that meets the various learning needs in each classroom. In addition, math specialists push into classrooms to support small group problem solving and constructivist mathematics. Intervention programs after-school support struggling learners in mathematics.</p>

By June 2011, Limited English Proficient subgroup will improve their ELA performance by June 2011, 70% of all students for whom English is a second language, ELLs, (130 out of 185 students), Kindergarten-Grade 5, will have moved 3 levels according to the DRA-2\WRAP assessment from fall 2010 to spring 2011. as measured by the DRA Assessments.

Teachers are using genre immersion, word and vocabulary work and differentiated instruction to meet the needs of their diverse learners. ESL teachers push into classrooms to ensure students are supported in grade level curriculum and pull out beginners and newcomers to improved English Language skills. In addition, ESL teachers co-plan with general education teachers to ensure that ESL methodologies are considered and techniques applied by general education teachers throughout the school day. PS 97 hosts after-school and Saturday programs to support both ELLs and non-ELLs.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011 , Students with Disabilities subgroup will improve the</p> <p><input type="checkbox"/></p> <p>By June 2011, 65% of teaching staff (35 out of 54) will have completed professional development based on implementing strategies for diverse general education classroom.</p> <p>By June 2011, 70% of all students with special needs (63 out of 90) Kindergarten-Grade 5, will have moved 3 reading levels on the DRA indicating that they have made adequate yearly progress.</p> <p>as measured by the DRA Assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will participate in network professional development. Teachers will complete in-house professional development through participation in professional learning communities, exploring best practices, modifying curriculum, data analysis, lesson study, co-teaching, etc.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>\$28, 824 - Tax Levy Per Diem for coverage of teacher teams. Personnel and Network costs - Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers will regularly monitor student progress. Teachers will complete running record and conference each month to assess student progress.</p>

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By <input type="checkbox"/> June 2011 , All Students subgroup will improve their Mathematics 70% of students in grades 3-5 will make a 7.5 percentage of the EMAP.  as measured by the Other.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will participate in data analysis and planning for one hour continue to modify curriculum to meet students needs. Teachers will to bridge any gaps between curriculum and standards, with an award Standards. Teachers will provide small group differentiated instruction school day, extended day sessions and after-school sessions.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>\$28, 824 - Tax Levy Per Diem for common planning days and professional focused on data analysis and instructional planning. \$97,675 School Reading Teacher \$92,465 TL &amp; Contract for Excellence, Reading Teacher ARRA, Teacher\Professional Development \$6,000 Tax Levy, Per Session Program \$20,000 - Title III, Per Session and Supplies, after school</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Teachers will regularly monitor student performance in mathematics assessments and problem solving practice. Academic Intervention provided as needed.</p>

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By <input type="checkbox"/> June 2011 , Limited English Proficient subgroup will improve t <input type="checkbox"/> By June 2011, 70% of all students for whom English is a second of 185 students), Kindergarten-Grade 5, will have moved 3 levels a 2\WRAP assessment from fall 2010 to spring 2011. as measured b</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will continue providing after-school workshops for parents on a a specific focus on ARIS. Parent coordinator will ensure parents ha</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p>\$4,000 Title III and TL translation, per session \$1,000 Tax Levy Per TL Parent Coordinator</p>

<p><i>action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers will regularly monitor student performance in ELA through conferences and running records. ESL students will have at least two per month, one conducted by the ESL teacher and one conducted by the classroom teacher, which will include a running record and comprehension piece.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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	Se
	# of Students Receiving AIS	# of Students Receiving AIS	# R				
K	10	28	N/A	N/A			
1	29	37	N/A	N/A			
2	29	9	N/A	N/A	2		
3	36	11	N/A	N/A	2		
4	10	38	9	10	2		
5	41	8	8	10	3		
6							
7							
8							
9							
10							
11							
12							

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...
<b>ELA:</b>	<p><input type="checkbox"/> At-risk students are those whose performance is at the lowest levels (1) on standardized tests as well as those showing deficiencies as determined by formal assessments. These students are seen during the school day for services in one of the following ways:</p> <p><b>Teacher/Student</b> Students sit side by side with students when they push-in to class to give them the need individualized instruction AIS support.</p> <p><b>Small Group</b> A push-in/pull-out model is being utilized where AIS providers work with selected students in grades K through 5. In collaboration with the classroom teacher, students are selected based on performance level (scores of a level 1 or 2 on state tests and WRAP).</p> <p><b>ELA Afterschool Program</b> These academic services are offered to grades two through five. These services are remediation after school. The teachers articulate with the classroom teacher on the child's progress. These programs run approximately 2 months for one and one half days a week.</p> <p><b>Summer School</b> This service is provided to students who score a Level 1 and are retained. A remediation program is used which incorporates shared reading, guided reading, silent reading, read aloud, etc. Children are exposed to quality literature. They are assessed during the program. Reports are given to parents. Children are tested at the end of summer. Summer school lasts for 6 weeks.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> At-risk students are those whose performance is at the lowest levels (1) on standardized tests as well as those showing deficiencies as determined by formal assessments. These students are seen during the school day for services in one of the following ways:</p> <p><b>Teacher/Student</b> Students sit side by side with students when they push-in to class to give them the need individualized instruction, AIS support.</p> <p><b>Small Group</b> A push-in/pull-out model is being utilized where AIS providers work with selected students in grades K through 5. In collaboration with the classroom teacher, students are selected based on performance level (scores of a level 1 or 2 on state tests and assessments). <input type="checkbox"/></p> <p><b>Mathematics Afterschool Program</b> These academic services are offered to grades two through five. These services are afterschool remediation. The teachers articulate with the classroom teacher on the child's progress. These programs run approximately 2 months for one and one half days a week.</p> <p><b>Summer School</b> This service is provided to students who score a level 1 and are retained. A remediation mathematics program emphasizing the development of critical thinking and problem-solving skills using investigative activities and manipulative materials is utilized.</p>

<b>Science:</b>	<input type="checkbox"/> Science Afterschool Program These academic services are offered to ELL students in grades two, three, and four. These students receive additional support to the science curriculum using ELA content area instruction, 2 days a week.  AIS Programs A pull out model is being used where the Science teacher works with students who have been targeted in 4 <sup>th</sup> grade to work on hands-on experimental activities during the school day on a weekly basis and in the extended day. <input type="checkbox"/>
<b>Social Studies:</b>	<input type="checkbox"/> AIS Programs A pull out model is being used to target students in the area of social studies. Students in 4 <sup>th</sup> and 5 <sup>th</sup> grade has been targeted for instruction in civics and government on a weekly basis.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> The Guidance Counselor focuses on the social and emotional needs of students. Counseling helps the students to cope in the school setting. The services during the school day 30 minutes a week; individually and/or group.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/>
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The Social Worker is a member of the school assessment team. When referred to the team for an educational evaluation the social worker is responsible for contacting parents to obtain a student's developmental history. This helps to assess the student's needs. Additionally, the social worker provides individual and clinical counseling to deal with issues (behavior, isolation, interactions with peers, teachers, and their scholastic performance. The social worker may intervene during crisis situations and provide community referrals.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> The School Nurse provides the following services to all students. These services allow the nurse to determine and assess the needs of the students. <ul style="list-style-type: none"> <li>• Monitoring the health status of and records of the students.</li> <li>• Administering and supervising students in self administration of medication.</li> <li>• Approving requests for special services for students.</li> <li>• Conferences with parents and teachers about health issues of students.</li> <li>• Teaching open air way classes for students diagnosed with asthma.</li> <li>• Teaching staff members how to administer the epi pen.</li> <li>• Health lessons to students in the classroom.</li> <li>• Emergency and first-aid interventions to students and teachers.</li> <li>• Assisting doctors in medical services and follow up on medical examinations as needed.</li> <li>• Collaborating with the administration, teachers and school assessment team to provide services to students.</li> <li>• Following up and reporting communicable diseases to the appropriate health authorities.</li> <li>• Assisting in school safety and emergency evacuation plans.</li> </ul>

**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 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 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). 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 funding). A new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information.**

**Grade Level(s)**

1-5

**Number of Students to be Served:**

**LEP 100**

**Non-LEP 15**

**Number of Teachers 13**

**Other Staff (Specify) 1 supervisor**

**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.

The goal of PS 97's Title III program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards and increase in the number of ELLs testing out and/or making adequate yearly gains in English on the NYSESLAT.

A review of standardized test scores, including the NYC and State ELA and Math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science and Social Studies exams.

Based on student need, PS 97 will offer an after school supplemental program for ESL students in grades 1-5 that covers a wide range of content area support. The program will be taught by content area specialists with training in ESL methodologies. It will be taught in English, with native language support as necessary, and includes the following topics:

- An 11 week NYSELAT Academy for students in grade 1 - 5. The Academy will meet 3 hours per week from October 12, 2010 through December 23, 2010
- A 15 week ELL Academy (Literacy/Mathematics) for students in grades 2 – 5. The Academy will meet 3 hours per week from January 2, 2011 through April 28, 2011.
- A 5 week Science Academy for students in grades 2 – 5. The Academy will meet 3 hours per week from May 3, 2011 through June 2, 2011.

The program will support the following personnel:

The supervisor will establish the target population, create postings, select staff, and select materials. The supervisor will also be responsible for providing instructional supervision and support to all teachers, as well as monitoring student progress. The supervisor will be available should any incidents arise and to care for students who are not picked up.

There will be five teaching positions. They will use a variety of ESL strategies to differentiate instruction and accommodate various learning styles while supporting students in the content areas.

**Professional Development Program**

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



Professional development, for the ESL Teacher as well as all classroom teachers, continues to be a focus for the school. The ESL teachers have participated in a variety of professional development workshops through BETAC and have begun to successfully implement its theories at the school. The school also offers Catherine Brown's Sheltered Instruction for ELLs, offered by our Network, CFN 409. Teachers of ELLs include instructional approaches in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. We plan to continue to focus on this area.

Teachers receive ELL training during regular scheduled weekly grade meetings. Teachers collaborate about skills and strategies to use with their ELL students. Teachers of classrooms as well as the support teachers for that grade attend the meetings.

**Section III. Title III Budget**

—

**School: PS 97**

**BEDS Code: 332100010097**

<b>Allocation Amount:</b>		
<b>Budget</b>	<b>Budgeted</b>	<b>Explanation of expenditures in this category as it relates to the program narrative</b>

Category	Amount	
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$25027.59	<input type="checkbox"/>  <u>11 week NYSESLAT Academy, 3 hours per week</u> <u>Tuesday, October 12, 2010 through</u> <u>Thursday, December 23, 2010</u> <u>5 Teachers, Grades 1, 2, 3, 4 and 5</u> <u>\$49.89 per hour including fringe x 5 teachers x 33 hours = \$8,231.85</u>  <hr/> <u>15 week ELL Academics Academy (Literacy/Mathematics), 3 hours per week</u> <u>Tuesday, January 4, 2011 through</u> <u>Thursday, April 28, 2011</u> <u>4 Teachers, Grades 2, 3, 4 and 5</u> <u>\$49.89 per hour including fringe x 4 teachers x 45 hours = \$8949.60</u>  <hr/> <u>4 week ELL Science Academy, 3 hours per week</u> <u>Tuesday, May 3, 2011 through</u> <u>Thursday, June 2, 2011</u> <u>4 Teachers, Grades 2, 3, 4 and 5</u> <u>\$49.89 per hour including fringe x 4 teachers x 15 hours = \$2993.40</u>  <hr/> <u>1 Supervisor, 3 hours per week</u> <u>\$52.18 per hour including fringe x 93 hours = 4852.74</u>
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5932.41	<input type="checkbox"/> NYSESLAT materials and general supplies
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A

<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

The Primary language spoken by parents is determined by the Home Language Identification Survey. Our School determines what language the parent requires language assistance in by having them fill in the bottom of home Language Identification Survey.

We use the Adult Preferred Language Report (ATS) is used to determine the needs each individual parent. This information indicates what written or spoken language the parents need to be communicated in. We provide translation for our 153 Chinese/Mandarin and 2 Chinese/Cantonese population on the back of all notices that are sent home. The other languages that are spoken such as (5) Russian/Ukrainian, (36) Spanish, (1) Greek, (3) Albanian, (3) Arabic, Italian, Slovak, and (15) Urdu are sent on an as need basis. we share these findings through the utilization of the ATS at parent conferences, PTA meetings and Parent Involvement events

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

P.S. 97 provides written translation to the needs of all identified above through notices that are sent home to the parents in the language that is identified in the Adult Preferred language Report (ATS). We utilize bilingual personal that help to insure information is translated in a timely way.

Our larger documents are sent to the translation unit to be translated in languages that are needed. Our Parents Bill of Rights is translate in the language given to the parents in the beginning of the school year in packet containing pertinent information.

#### **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.

With the data provided by the Language Breakdown, the school is able to assess the increasing (and decreasing) numbers of specific foreign languages, thus, enabling the E.S.L. teachers to have the appropriate and necessary forms on hand (i.e., HLIS forms, Parent Guide leaflets, and Program Selection/Consent Forms in both English and the various 'covered languages').

The school will provide the following: written translations (i.e., Home Language Identification Surveys, Parent Guides, and Parent Selection Forms) each in 'covered language'. These translation services will be obtained through the NYC Department of Education.

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.

The presence of on site translators will be facilitated by the E.S.L. Department via community outreach efforts, as well as "in house" recruiting). The Parent Orientation Videos will be provided to the school through the New York State Department of Education, in each of the required 'covered languages'.

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>.

Regarding the parent notification requirements for the translation and interpretation services, the school will:

- a. be responsible for providing each parent, (in need of assistance, whose primary language is a 'covered language'),
- b. post in a conspicuous location, at the primary entrance, a sign in each of the 'covered languages' indicating where a copy of such notification can be obtained.
- c. provide that its safety plan contain procedures for ensuring that parents in need of language assistance services, are not hindered from communicating the the school's administrative offices as a result of their inability to read and fluently speak English.

## 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
1. Enter the anticipated Title I Allocation for 2010-11:	\$664,675.00	\$664,675.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,179.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$57,648.00	*
4. Enter the anticipated 10% set-aside for Professional Development:	\$72,723.00	*

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

100%

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

\* Federal waiver granted; additional set-asides 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.

□

**P.S. 97**  
**School-Parent Involvement Policy 2010-2011**

**Purpose:**

The purpose of the P.S. 97 Title I Parent Involvement Program is to encourage the parents of students receiving Title I services to take an active role in the education of their child/children. Results of educational research confirm that student achievement is linked to parent involvement and achievement increases as the level of involvement increases.

**Goals:**

- To inform parents of the criteria for their children in Title I programs and the specific instructional objectives and methods used in Title I program.
- Support the efforts of parents, including training to understand program requirements and to work with their children in the home to attain instructional objectives in the program.
- To train parents, teachers and administrators to collaborate more effectively.
- To provide opportunities for parents to become informed about the program and to consult with parents on an ongoing basis so that they can work the school to achieve the program's objectives.
- To ensure opportunities for the full participation of parents including those with limited English proficient and disabilities.

**The School Will Meet Legislative Mandates By:**

Developing a written policy, after collaboration with all parents, to ensure that parents are involved in the planning, design and implementation of the Title I program. This policy will be made available to parents of participating children no later than December 14, 2010.

Convening an annual meeting on November 18th, to which all eligible parents were invited.

Providing information about the program to parents in a timely way.

- Providing to the fullest extent possible information, programs and activities in a language and form that parents can understand.

**Consultation with Parents:**

The school will establish a Parent-Advisory Council in accordance with Title I requirements.

**PROGRAM ACTIVITIES**

A needs assessment has been done by the school through distribution of a questionnaire to all parents. To meet the needs, activities are conducted under the direction of the District Parent Involvement Coordinator. Activities reflect the multiethnic, cultural and multilingual diversity of the student and parent population. These activities will include but not limited to:

**Implementing Legislative Mandates of the Title I Program** by providing opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district-wide or school by school basis during, before, or after school hours.

**Providing Outreach Services** to eligible parents including those who are not normally involved in school activities, to form a bond between home and school. These activities may provide parent workshops and phone contacts, open houses, Family Fun Nights, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff may provide translations into parent's native languages and assist in other outreach services.

**Training Parents** to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I

and regular school programs, dealing more effectively with schools using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters to improve their self-esteem.

**Developing Instructional Resources** for use by parents and by trainers. These may include handbooks describing Title I programs, skill building materials which include enrichment skills, learning games and homework helper ideas, and school parent resource center.

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PARENT/GUARDIAN SIGNATURE

**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.

**P.S. 97's SCHOOL PARENT COMPACT 2010-2011**

The school and parents cooperatively to provide for the successful education of the children agree:

## PUBLIC SCHOOL 97 AGREES

To convene an annual meeting for parents to inform them of the school programs and their right to be involved.

To offer a flexible number of meetings with parents before, during or after the school day.

To actively involve all parents in planning, implementing, evaluating and improving the school programs and the parental involvement policy (including parents with disabilities and limited English proficient).

To involve parents in the decision-making process through participation on the School Leadership Team.

To provide parents with timely information about all school and/or district programs (instruction, after school, summer).

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction in a supportive learning environment that enables students to meet the performance standards.

To provide opportunities for ongoing communication between teachers and parents through:

- newsletters, letters to parents

- parent teas, parent-teacher conferences

- frequent reports to parents on their children's progress

- reasonable access to staff

- opportunities to volunteer and participate in their child's class

- observation of classroom activities

- conducting a minimum of five parent workshops

To provide training and educational opportunities for parents (i.e., literacy classes, workshops on reading and mathematics strategies, homework help, computer instruction, parent resource center, etc.).

## THE PARENT/GUARDIAN AGREES

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To share the responsibility for increased student achievement by complying with the goals and expectations set forth in the school's mission statement.

To monitor his/her child's/children's:

- attendance/lateness at school

- homework

- television watching

To communicate with his/her child's/children's teachers about their educational needs.

To attend and actively participate in parent-teacher conferences and other parent meetings.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

## **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.

Refer to Needs Assessment: Section IV

2. Schoolwide reform strategies that:

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

Curriculum Mapping - 100% of PS 97's pedagogical staff participates in the creation and modification of curriculum maps that align with state standards.

In addition to providing high quality standards based instruction during the regular school day, PS 97 provides for:

Academic Intervention Services in ELA and Mathematics through highly trained support personnel

Extended Day - Targeted students participate in two 45 minute blocks of small group instruction each week, either academic intervention or enrichment. Teachers participate in professional learning communities for one hour each week, where they analyze student data, create action plans to improve student performance, reflect on best practices and modify curriculum and instruction accordingly.

After-School Academy - Students receive small group instruction in ELA and Mathematics, two times per week over the course of eight weeks. There are at-risk and enrichment groups in the program.

ELL Academy - After-school Program designed specifically to meet the needs of our English Language Learners. The program runs in four cycles over the course of the year; NYSESLAT, ELA, Math, and Science.

Saturday Academy - Students participate in project based learning in the content areas for an hour and a half over the course of twenty Saturdays. This program also includes a parent component.

Project Arts - Students participate in an after-school program in the performing arts. Program develops listening, speaking, reading and writing skills.

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.

- PS 97 Staff members participate in professional learning communities focused around scientifically proven best practices and state standards. Learning is applied to instructional practice throughout the regular school day and during the above listed supplemental programs.

- o Help provide an enriched and accelerated curriculum.

- PS 97 using state standards in the development of curriculum maps. Teachers provide for differentiated instruction and academic rigor through flexible grouping and curriculum modification and adaptation. Presently, PS 97 staff members are working to align mapping with Common Core Standards to further improve student college and career readiness.

- o Meet the educational needs of historically underserved populations.

PS 97 meets the needs of historically underserved populations by providing for a range of at-risk and special education services. Our continuum of services ranges includes; At-Risk, Collaborative Team Teaching, SETSS, and 12:1:1.

PS 97 has made exemplary gains related to students in the lowest third, as well as English Language Learners. PS 97 provides at-risk and enrichment programs designed at meeting the needs of individual students to ensure all students are performing and progressing at high levels.

- 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.

PS 97 has demonstrated exemplary gains in the progress of low achieving students. Students receive support services during the school day and have the opportunity to participate in after-school programs designed to meet their individual needs as well.

PS 97 has partnerships with Community Based Organizations including, Italian American Federation Organization and Chinese Planning Council. These organizations provide a range of supplement services to support the child and family.

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

PS 97 is currently working to align curriculum with the newly adopted Common Core Standards.

3. Instruction by highly qualified staff.

100% of PS 97 staff members are highly qualified.

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.

Teachers participate in professional learning communities one hour per week. Other opportunities for in-house professional development includes mentoring, inter-visitation, common planning, planning days, and workshop model faculty conferences.

PS 97 is also affiliated with Children's First Network 409, which supports the school by offering a range of professional development opportunities for all staff members. CFN 409 staff also provide direct staff support.

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

N/A

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

Family literacy services are offered through a community based organization, Federation of Italian-Americans Organization, with whom we have a long standing relationship. We also have Family Fun Nights during which parents engage in literature based projects with their children. Families receive books at each event.

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.

N/A

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.

Teachers worked together to create a Design Your Own proposal for student assessments which was accepted. The proposal includes both formative and summative assessments. Student progress in grades K-2 is monitored through the use of DRA2, Everyday Math Unit exams, and teacher conferences. Student performance and progress in grades 3-5 is monitored using WRAP, ELAP, EMAP and unit exams.

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.

Student performance and progress is monitored regularly through interim assessments and teacher data analysis. After-school and in-school support programs, listed above, run in cycles. Students have regular opportunity to attend programs or receive support services any time throughout the year.

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.

Students in Temporary Housing are provided with school supplies and any other necessities.

Violence Prevention is done before school through Conflict Resolution. Afterschool program coordinated with inside Broadway.

## **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" <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.

		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			658027	True	1, 2,3
Tax Levy	Local	Yes			\$3,474,615	True	1,2,3
Title II	Federal	Yes			\$117,142	True	1,2,3
Title III	Federal	Yes			\$34,904	True	1,2,3
IDEA	Federal	Yes			\$247, 206	True	1,2,3

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<sup>1</sup>**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.

<sup>2</sup>**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.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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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.)  
P.S. 97 does not currently have any students in Temporary housing in attendance.
2. Please describe the services you are planning to provide to the STH population.  The services that are provided to students in Temporary Housing who attend P.S. 97 are school supplies, clothing and any necessities that the children require.

### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_21K097\_012311-132552.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 <b>CFN 409</b>	District <b>21</b>	School Number <b>097</b>	School Name <b>Highlawn School</b>
Principal <b>Kristine Mustillo</b>		Assistant Principal <b>Miriam Bachman</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Christina Smoudianis</b>		Guidance Counselor	
Teacher/Subject Area <b>Katarina Zajacova</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Amy Lee</b>		Parent Coordinator <b>Louisa Agrusa</b>	
Related Service Provider <b>Linda Goldenberg</b>		Other <b>Christine Wang</b>	
Network Leader <b>Neal Opromalla</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>741</b>	Total Number of ELLs	<b>187</b>	ELLs as Share of Total Student Population (%)	<b>25.24%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. There are translators/staff members available in Spanish, Chinese, Russian, German, Slovakian, Czech, Greek, Arabic and Urdu. The translation unit at the Department of Education has also been utilized. Once home language has been identified, the LAB-R is administered by an ELL teacher, within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those Spanish speaking students determined to be entitled. Continued entitlement is based on the NYSESLAT, administered annually to all entitled ELLs. It measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the requirements for ESL instruction in accordance with CR Part 154 requirements.

2. Once entitlement is determined, and within 10 days of admission to the school, parents/guardians of ELLs are invited to a Parent Orientation Workshop led by the ESL teachers, Ms. Smoudianis, Ms. Lee, Ms. Wang and Ms. Zajacova. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Translators are made available to attend the meetings. Should a parent be unable to attend the first meeting, other meetings will be held to accommodate the parents schedules. Materials are sent home to those parents that are unable to attend the meeting, also the video is available on line in many languages should the parent not be able to come to the school.

3. Parent outreach to ensure that Entitlement Letters and Parent Survey and Program Selection forms are returned include the following steps and timeline: After the initial distribution of materials, the return rate is assessed, with materials redistributed on a weekly basis, as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies securely on file with the ESL teachers.

4. For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, they are placed in ESL until we reach the threshold of 15 students in one grade or two contiguous grades in one language. The school's Parent Coordinator assists parents. Written materials are provided in native languages, and school staff is available to translate as well. If a parent requires translation and there is no staff member who speaks that language, the Translation Unit is contacted for assistance.

5 & 6. A review of Parent Survey Selection forms for the past three years indicate a majority of parents select ESL over Dual Language and Transitional Bilingual Education Programs. Although we offer all three programs that have been approved by the NYC Department of Education (ESL, TBE and Dual Language) the majority of parents select ESL as their program choice. We do keep track of the other selections (TBE and Dual Language). The school will honor parent choice should we reach the threshold of 15 students in one grade or two contiguous grades in one language.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	4	5	4	4	2	4	0	0	0	0	0	0	0	23
<b>Total</b>	4	5	4	4	2	4	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	187	Newcomers (ELLs receiving service 0-3 years)	150	Special Education	32
SIFE	0	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	150	0	18	37	0	14	0	0	0	187
<b>Total</b>	<b>150</b>	<b>0</b>	<b>18</b>	<b>37</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>187</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	9	9	4	5	11	0	0	0	0	0	0	0	44
Chinese	18	18	15	18	12	14	0	0	0	0	0	0	0	95
Russian	2	4	2	0	2	1	0	0	0	0	0	0	0	11
Bengali	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Urdu	1	1	3	1	0	3	0	0	0	0	0	0	0	9
Arabic	3	2	1	2	1	3	0	0	0	0	0	0	0	12
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	2	2	0	2	1	1	0	0	0	0	0	0	0	8
Other	1	3	1	0	0	2	0	0	0	0	0	0	0	7
<b>TOTAL</b>	<b>33</b>	<b>39</b>	<b>31</b>	<b>27</b>	<b>22</b>	<b>35</b>	<b>0</b>	<b>187</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. The school's licensed ESL teachers deliver instruction to English Language Learners through a freestanding ESL program implemented through "push in" model. Students are heterogeneously mixed in all classes. All eligible ELL students in grades K-5 participate in the ESL program, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores).

2. The mandated instructional minutes are provided in the following way: Students scoring at the Beginner or Intermediate level on the

NYSESLAT receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly, as mandated by CR-Part 154. The services are provided by licensed ESL teachers through a push in model. The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.

3. ESL students are grouped by proficiency level. Beginning and Intermediate students are grouped together. Advanced students are also grouped together. The school utilizes the “push in” model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing Sheltered Instruction practices. Whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.

Content area instruction is delivered to ELL students through a collaborative approach. Classroom teachers and ESL teachers work together to ensure content areas instruction in comprehensible to enrich language development for the ELL students through implementation of Sheltered Instruction practices.

4. The school makes use of a data-driven approach to differentiate instruction for all students, including ELLs. They use item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Teachers maintain assessment data at a central location. Ongoing assessments are both formal and informal. For students in grades 3-5, the Writing and Reading Assessment Profile (WRAP) help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. In the lower grades, assessments such as ECLAS2, DRA-2 and informal assessments help teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all students, including ELLs. Teachers also use this assessment data to set both long term and short term goals with their students. Progress towards these goals is monitored regularly and new goals are set as warranted.

A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Currently, there are no SIFE enrolled at the school (Students With Interrupted Formal Education). The instructional plan for SIFE students include a variety of supports. In addition to required ESL services as mandated by CR Part 154, SIFE students will be pulled out by an ESL teacher for individualized intensive instruction. They will also be assigned a "buddy" in class to assist them, preferably one that speaks the same language.

Students just arriving into an English Speaking School System are supported in a variety of ways. “Newcomers” are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks and orients the "newcomer" to familiarize themselves to their new environment. We provide pull-out instruction to "Newcomers" until they develop enough basic skills to participate in their classroom lessons.

In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. Instruction in Literacy, Math, Science and/or Social Studies is differentiated to meet the needs of these students. They are mandated to attend the additional 37.5 minutes of instruction. We also recommend that they attend the After School ELL Academy, funded through our Title III program.

Long Term ELLs, students in an ESL Program for more than six years, (currently 0 students) are targeted for small group instruction to support their individual needs. Further, if adequate progress is not made, students are looked at on an individual basis by the PPT in an attempt to determine if a referral for a special education evaluation is appropriate.

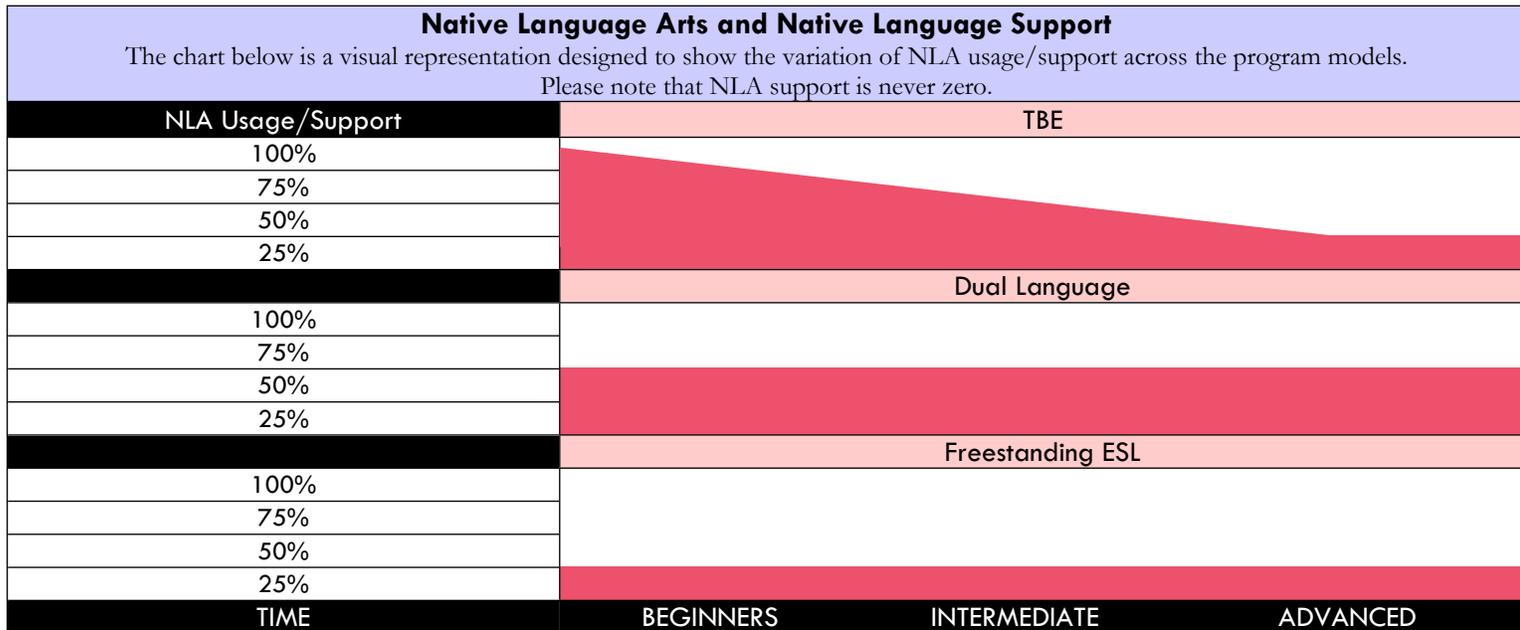
Special Education ELLs, in addition to their IEP mandated services, are also supported at the school. They are mandated to attend the additional 37.5 minutes of instruction. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



**B. Programming and Scheduling Information--Continued**

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

5. Targeted Intervention services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in\pull-out model based on the need of the student. Teachers work together to support student learning.

Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math.
- Academic Intervention Services during the school day.
- 37.5 minutes

6. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

7. The school improved instruction for ELLs by scheduling a "pull-out" model for ELL "newcomers" while maintaining the "push-in" model for all other ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support while working in small groups, retaining content instruction. Also, there is an increased emphasis on setting short and long term goals and objectives.

8. We do not plan on discontinuing any programs for our ELLs.

9. ELLs are afforded equal access to all school programs in the following ways: The school utilizes New York City's Core Curriculum for all subject areas. All students, including ELLs are exposed to the same curriculum and are afforded equal access. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in grades K and 1 and Houghton Mifflin Math for grades two through five. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with BAC, Brooklyn Arts Council, Inside Broadway, and the afterschool program designed specifically to help the ELL population funded by Title III. There are two after school programs supported by a community based organizations in our school. Our ELL students are invited and encouraged to attend and may also attend both the Title III program and the Community Based Organization programs. ELLs are afforded equal access to all school programs and actively participate in all activities.

10. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. ELLs also have access to a wide array of technological tools including laptop computers and SMARTBoards.

11. Native language support is delivered in a variety of ways. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. We pair our students with a "buddy" who speaks their native language in their class. The "buddy" will sit with them in class and help support them throughout the class day until that student is able to be independent.

12. Every student is given required services to support them at their grade level and age appropriate material. The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies

and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.

13. We assist newly enrolled ELL students before the beginning of the school year in the following ways: Before the beginning of the school year, parents of newly enrolled ELLs are provided with information about what community resources are available for both their children and themselves. We encourage parents to avail themselves of these resources. Students are also oriented with the school by visiting classrooms, led by an ESL teacher.

14. N/A

### C. Schools with Dual Language Programs

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

N/A

Paste response to questions 1-5 here

### 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.

1. Professional development for the entire staff, including all teachers (ELL, classroom, special education, cluster, subject area, and support staff) paraprofessionals, guidance counselors, and Assistant Principals, continues to be a focus for the school. The ESL teachers attend a wide variety of professional development workshops through BETAC and implement ELL methodologies at the school. They also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our Network, CFN 409. Teachers of ELLs include instructional approaches and methods (Sheltered English) in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. We also have lead teachers that mentor our teachers. Teachers participate regularly in professional development based on their needs.

2. The staff is supported in transitioning ELLs to middle school. During grade meetings, they discuss the 6<sup>th</sup> grade curriculum as well as the appropriate skills expected in the middle school. Every effort is made to prepare the students for the transition. In addition, we host a "Middle School Night" where children transitioning to middle school as well as their parents attend.

3. All staff that require 7.5 hours of ELL training as per Jose P. are trained during regular scheduled grade meetings. ELL teachers lead the training sessions. Topics covered include Stages of Language Acquisition, Scaffolding Instruction for ELLs, Using Sheltered Instruction in the classroom. Teachers also collaborate about skills and strategies they use with their ELL students. Teachers of classrooms as well as the support teachers for that grade attend the meetings. The ELL teachers, as well as the teachers receiving training, maintain documentation.

### 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?

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school connection as well as to make parents aware of the curriculum in all content areas.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. These partnerships, the Italian American Federation and Chinese American Planning Council (CPC), sponsor after school programs and also assist families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our teachers are in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide a parent survey after many activities, translated in several high incidence languages, that gives parents the opportunity to express their needs. The Parent Coordinator is responsible for overseeing this outreach effort.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that it occurs. Some specific activities include Family Fun Nights, and Science Nights.

## 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)	14	15	8	1	6	8	0	0	0	0	0	0	0	52
Intermediate(I)	3	21	12	14	5	9	0	0	0	0	0	0	0	64
Advanced (A)	16	2	12	12	11	18	0	0	0	0	0	0	0	71
Total	33	38	32	27	22	35	0	0	0	0	0	0	0	187

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	3	0	1	0	4							
	I	6	3	0	1	6	4							
	A	9	16	11	3	10	14							
	P	20	12	18	18	30	10							
READING/ WRITING	B	11	5	2	3	8	6							
	I	22	10	14	3	8	8							
	A	1	9	13	10	15	10							

	P	3	10	0	7	15	8							
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	14	6	0	24
4	8	22	14	0	44
5	8	14	4	0	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	10	2	7	1	5	0	28
4	6	1	18	1	19	0	5	0	50
5	0	1	10	2	6	6	4	4	33
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	3	4	21	0	18	0	48
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	3	4	2	11	4	0	0	27
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

provide ELLs with differentiated, small group instruction based on their individual needs.

2. 2010 NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests. The LAB-R data shows that most students score in the Beginner/Intermediate categories. Further analysis shows that the Reading/Writing subtests are the weaker areas.

3. Our instructional decision to have a writing cluster across the grades will help to benefit our ELL population and strengthen those skills in writing needed for growth in that area.

4.a. A schoolwide analysis of student assessment results by the Data Inquiry Team as well as the ESL teachers demonstrates that for 2010, approximately 75% of our ELLs scored a Level 2 or below in ELA. In Mathematics, 41% of ELLs scored a Level 2 or below. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA. They are scoring below their english speaking peers on the ELA test and the Math test.

SASS analysis demonstrates that the school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science. Our State Accountability status for the 2009-2010 school year is Title 1 School in Good Standing.

4.b & c. Not applicable

5. Not Applicable

6. The success of the ELL program will be evaluated regularly by the Instructional Team, in conjunction with the ESL teachers. Further, the Inquiry Team will conduct a thorough examination of all available data as it becomes available. They will use the NYSESLAT results to evaluate the success of the ELL program. See charts included for relevant data. Instructional decisions will be made based on that data.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 97 The Highlawn					
<b>District:</b>	21	<b>DBN:</b>	21K097	<b>School</b>		332100010097

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	54		95.7	95.6	96.0
Kindergarten	118	121	119				
Grade 1	97	122	126	<b>Student Stability - % of Enrollment:</b>			
Grade 2	109	103	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	136	123	105		94.9	94.0	95.8
Grade 4	130	141	126				
Grade 5	121	132	140	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		57.6	68.6	68.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	15	3
Grade 12	0	0	0				
Ungraded	2	0	4	<b>Recent Immigrants - Total Number:</b>			
Total	767	796	794	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	16	24

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	11	18	Principal Suspensions	1	0	1
# in Collaborative Team Teaching (CTT) Classes	0	59	64	Superintendent Suspensions	0	3	1
Number all others	45	21	24				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	8	0	TBD	Number of Teachers	51	51	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	5
# receiving ESL services only	175	203	TBD				
# ELLs with IEPs	2	40	TBD	Number of Educational Paraprofessionals	3	4	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	84.3	90.2	79.7
				% more than 5 years teaching anywhere	64.7	72.5	76.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	89.8
American Indian or Alaska Native	0.7	0.5	0.4	% core classes taught by "highly qualified" teachers	100.0	98.7	97.1
Black or African American	1.0	1.1	0.9				
Hispanic or Latino	16.6	16.8	17.4				
Asian or Native Hawaiian/Other Pacific	51.8	55.2	55.8				
White	29.9	25.5	25.6				
<b>Male</b>	48.1	48.0	48.2				
<b>Female</b>	51.9	52.0	51.8				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	61.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)