



PS 99]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (21/ K/ 99)
ADDRESS: 1120 EAST 10 STREET
BROOKLYN, NEW YORK 11230
TELEPHONE: 718-338-9201
FAX: 718-951-0418

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 99 **SCHOOL NAME:** The Isaac Asimov School

SCHOOL ADDRESS: 1120 East 10 Street

SCHOOL TELEPHONE: 718-338-9201 **FAX:** 718-951-0418

SCHOOL CONTACT PERSON: Gregory Pirraglia **EMAIL ADDRESS:** gpirrag@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Ciappetta

PRINCIPAL: Gregory Pirraglia

UFT CHAPTER LEADER: Susan Deasy

PARENTS' ASSOCIATION PRESIDENT: Lisa Wadler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: **Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.***

Name	Position and Constituent Group Represented	Signature
Gregory Pirraglia	*Principal or Designee	
Susan Deasy	*UFT Chapter Chairperson or Designee	
Lisa Wadler	*PA/PTA President or Designated Co-President	
Diana Pardilova	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Ciappetta	Member/ Teacher/Chairperson	

Jennifer Impoco	Member/Parent	
Penny Wei	Member/Parent	
Alexandria Rivera	Member/Parent	
Santina Scarlino	Member/Teacher	
Sara Schenker	Member/Teacher	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

We envision our school as a community of learners where all members, students, staff and parents are actively engaged in the educational process. Staff and parents at PS 99 are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible contributing members of society. Students will develop important decision-making, critical thinking, technological skills and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

Mission Statement

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective workers, diligent researchers and technologically savvy. We will create a community of life-long learners through high quality standards- driven instruction, a nurturing environment and the development of civic, social and technological skills.

PS 99, a pre-kindergarten to eighth grade neighborhood school, is a central part of the community to many of the students and their families. We are proud of all of our students, many of whom come from culturally diverse backgrounds whose first language is not English. The home language surveys indicate that our student body comes from homes that speak over 27 different languages. Members of our elementary school population (grades Pre-K to 5) live in our community. English language learners, special needs children as well as high achieving students will all excel in a stimulating and challenging learning environment. Many of our students in grades 6, 7 and 8 did not attend PS 99 for grades K-5 and come from other schools.

PS 99 houses a gifted SIGMA program for exceptional students in grades K-5 with one homogeneous class on each grade. It is our goal to recognize and develop the diverse abilities and talents of each student and to provide an educational program and differentiated curriculum which will improve creativity and higher level thinking skills. Our goal is to enable each student to develop his abilities to the fullest.

The Arts is a special initiative that we are committed to. Our Arts program is aligned with NYC Blueprint for Teaching and Learning in the Arts. A certified art teacher services all learners in grades prek-8.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 99				
District:	21	DBN #:	21K099	School BEDS Code:	332100010099

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	32	42	40		92.2	93.5			
Kindergarten	58	62	68						
Grade 1	68	65	63	Student Stability: % of Enrollment					
Grade 2	84	68	62	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	70	82	73		93.2	92.3			
Grade 4	78	70	78						
Grade 5	72	72	78	Poverty Rate: % of Enrollment					
Grade 6	90	65	72	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	96	88	70		76.2	76.2	85.8		
Grade 8	116	94	94						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					7	3			
Grade 12									
Ungraded	1	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	770	708	698		19	23	34		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	13	10	23						
No. in Collaborative Team Teaching (CTT) Classes	24	15	15	Principal Suspensions	94	82			
Number all others	45	46	65	Superintendent Suspensions	17	7			

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	181	150	147	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	9	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	61	63	
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	10	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	
American Indian or Alaska Native	0.0	0.1	0.1	Percent more than two years teaching in this school	72.1	79.4	
Black or African American	17.3	15.4	12.9	Percent more than five years teaching anywhere	47.5	57.1	
Hispanic or Latino	21.2	23.3	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	37.4	35.7	37.7	Percent Masters Degree or higher	79	84	
White	24.2	25.1	26.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	97.5	
Multi-racial							
Male	49.2	50.6	51.0				
Female	50.8	49.4	49.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	√			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Underdeveloped with Proficient Features
Overall Score	92.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Underdeveloped with Proficient Features
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Underdeveloped with Proficient Features
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Underdeveloped with Proficient Features
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	Underdeveloped with Proficient Features
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Underdeveloped
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

A summary of spring 2010 ECLAS results by grade indicates the need to improve the application of phonemic awareness skills to reading, writing and spelling, and that most K-2 students are having specific difficulty with spelling and vocabulary.

- Kindergarten- 86% of students scored at or above level (Level 2). 1% of the students are approaching a Level 2, and less than 1% of the students are performing below level. 1.7% of all kindergarten students are ELL's. 16% of the ELLs are performing below level.
- Grade 1- 68% of grade 1 students scored at or above level (Level 4). 1.6% of the students are approaching grade level, and 1.5% of the students are performing below level. 2.7% of the grade 1 students are ELL's. 50% of the ELLs are performing below level.
- Grade 2- 65% of grade 2 students scored at or above level (Level 6). 15% of the students are approaching grade level, and less than 1% of the students are performing below level. 2.1% of the grade 2 students are ELL's. 23% of the ELLs are performing below level.
- Grade 3- 74% of grade 3 students scored at or above level (Level 8). 1% of the students are approaching grade level, and 2% of the students are approaching grade level. 3% of the grade 3 students are ELLs. A significant 47% of the ELLs are performing below level.

The large number of ELLs who are new to this country not having had any previous school experience may contribute to the negative results in student performance.

It is difficult to compare The New York State ELA and Math Assessment results over a two-year period because in 2010 the State Education Department redefined "proficiency" and used a new scoring regimen. The state reported test scores using a higher cutoff, so more children fell below the proficiency bar and there was a dramatic plunge in scores. Many of our students who scored a level 3 in 2009 were snared by the new cut score in 2010. Most of those students who made legitimate gains over the last school year were pushed down to a level 2. It is important to note that scale scores did not fall but remained mostly flat.

An analysis of Grade 3-8 ELA Assessment results, over a two-year period from **2009 to 2010**, indicates the following:

- Results for **All tested students** indicate a significant 25% decrease in the number of students performing at Levels 3 & 4. However, 162 students (36%) scored a Level 2 (which would have been a Level 3) because of the new cut score.
- Results for **ELLs** indicate a significant 26% decrease in the number of students performing at or above Level 3.
- Results for **Blacks or African American Americans** students indicate a significant 44% decrease in the number of students performing at or above a Level 3.
- Results for **Hispanic or Latino** students indicate a significant 31% decrease in the number of students performing at or above a Level 3.
- Results for **Special education** students indicate a significant 26.5% decrease in the number of students performing at or above Level 3.

An analysis of **Grades 3-8** Math Assessment results, over a two-year period from **2009 to 2010** indicates the following

- Results for **All tested** students indicate a 28% decrease in the number of students performing at or above Level 3. . However, 151 students (31%) scored a Level 2 (which would have been a Level 3) because of the new cut score.
- Results for **ELLs** indicate a 38% decrease in the number of students performing at or above Level 3.
- Results for **Blacks or African American Americans** students indicate a 45% decrease in the number of students performing at or above a Level 3.
- Results for **Hispanic or Latino** students indicate a 39% decrease in the number of students performing at or above a Level 3.
- Results for **Special education** students indicate a very significant 37.5% decrease in the number of students performing at or above Level 3.

The overall ELA and Math results revealed disturbing patterns for minority students, ELLs and special education students. The overall performance for many students in these subgroups fell even further than the general education students. While many of our higher-needs students have made legitimate gains over the last several years, fewer than half of the above subgroups are considered proficient in reading under the new scoring regimen. Significantly, the academic performance of Students with Disabilities and ELLs in all grades is still of concern as both groups represent a disproportionately high percentage of students performing at the lowest levels.

Many of these students who scored a level 3 in 2009 were snared by the new cut score in 2010. Most of those students who made legitimate gains over the last school year were pushed down to a level 2. Scale scores did not fall but remained mostly flat. It's not that student learning declined but that the standards the students have been tested on were too low.

The performance level for middle school students is even more severe for the same groups. As students move up the grades, achievement declines and the achievement gaps widen. To address this problem, all middle school students are mandated for AIS services. Intensive AIS initiatives are being provided for all students, (including ELL and Special education, and all sub-groups) especially those who are targeted and are "at risk". The intensity of the services provided will vary based on the individual needs of each student.

Further examination of the current implementation of instructional programs for special education and ELL students indicates a need for continued alignment between the instructional programs for general education, ESL, and special education, and the continued use of differentiated instructional strategies and mainstreaming opportunities for special education students in self-contained classes.

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

- PS 99 received an overall score of A on the 2009-2010 Progress Report.
- PS 99 did better than 88% of all K-8 schools citywide.
- PS 99 has shown growth in the number of students making progress in ELA. In measuring growth from 2009-2010, student progress increased as follows for ELA: Relative to Peer Horizon PS 99 scored 76.5% on Median Growth Percentile, and 65.7% on Median Growth Percentile for the School's Lowest Third. Relative to the City Horizon PS 99 scored 81.9% on Median Growth Percentile and 67.9% on Median Growth Percentile for the School's Lowest Third.
- PS 99 has shown growth in the number of students making progress in Math. In measuring growth from 2009-2010, student progress increased as follows for Math: Relative to Peer Horizon PS 99 scored 60.5% on Median Growth Percentile, and 60.3% on Median Growth Percentile for the School's Lowest Third. Relative to the City Horizon PS 99 scored 65.4% on Median Growth Percentile and 62% on Median Growth Percentile for the School's Lowest Third.
- PS 99 is a Title 1 School in good standing.
- PS 99 made Adequate Yearly Progress in English Language Arts, Mathematics and Science in all grades.
- Our students met State Standards in ELA, Math and Science on the Elementary level as well as the Intermediate level.
- An increase in student performance on the 2010 E-CLAS when compared to 2009 results
- In spring 2010, 92.3% of our 8th grade accelerated class passed the Earth Science Regents.
- In spring 2010, 100% of our 8th grade accelerated class passed the Mathematics Regents.
- PS 99 houses a gifted SIGMA program for exceptional students in grades K-5 with one homogeneous class on each grade.

What are the most significant aids to the school's continuous improvement?

- Empowerment School Organization provides us with the flexibility to make academic and budgetary decisions based on school needs.
- AIS Reading and Math teachers.
- Part- time Literacy Coach and part- time Math Coach model and demonstrate best practices.
- Built-in time for teachers to meet for planning, professional development and data interpretation.
- Inquiry Team to analyze data, track student progress regularly, identify trends and make school-wide decisions.
- Identification and monitoring of targeted students in order to provide ongoing support.
- Provide parents with current information regarding attendance, lateness, school events and other important matters.
- Our Parent Coordinator serves as a liaison between the school and the parents.
- We have increased the number of parental involvement opportunities in our effort to improve student performance.
- Mandated AIS for targeted students during 37 1/2 minutes before school, and after school supplemental programs.

What are the most significant barriers to the school's continuous improvement?

- When the cut score was raised by the State for the 2010 ELA and Math exams, it snared many students hovering just over the level 3 line who made legitimate gains over the last school year, pushing them down to a level 2. As a result, even though our students made progress,

the percent of students achieving proficiency on the 2010 ELA and Math exams declined and student performance scores went down.

- Declining enrollment.
- Many students in our large ELL population come to PS 99 without prior schooling.
- The loss of our neighborhood 6th graders to other schools.
- Each year we are faced with a large new middle school population. Our 5th graders leave PS99 to attend other junior high schools. In turn, a large number of our 6th graders are transferred to PS 99 from other schools. Many enter with low academic scores and are in need of Academic Intervention Services.
- Parent involvement, while improving, is still quite limited. The home-school connection is vital to educational success. There is a small core group of dedicated parents that are involved in many of the school's activities. Despite efforts to increase involvement opportunities including distribution of translated versions of meeting notices, providing translators as well as notification to parents in native languages, attendance at PTA meetings continues to remain low.
- Ongoing programs and smaller class size to increase academic achievement for all students is contingent upon funding.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. In an effort to improve student performance there will be an increase in parent involvement as measured by a 15% increase in attendance and participation of school events, by June 2011.

We will make additional efforts to engage family and community by promoting shared responsibility for student learning. We are committed to meaningful parent involvement in our efforts to improve student performance. There will be an increase in communication between parents and the school as well as between parents and teachers to further encourage an increase in parent, student and teacher engagement, student attendance and safety in the school.

2. To increase student performance in literacy (for all students K-8) with the focus on increasing by 5% the number of number of Level 1 and 2 students in grades 3-8 scoring at or above a Level 3 on the 2011 ELA NYS test.

- To increase by 15% the number of students achieving mastery in literacy across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2011.

3. To increase student performance in math (for all students K-8) with the focus on increasing by 5% the number of Level 1 and 2 students in grades 3-8, scoring at or above a level 3 on the 2011 Math NYS test.

- To increase by 15% the number of students achieving mastery in math across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2011.

Attention will focus on accelerating academic achievement for all students in grades Pre-K to grade 8 (including the ELLs, the Special Needs Students and all sub-groups), for setting rigorous academic goals in which The New York Standards drive instruction. School instructional practices will continually be revised, updated, and improved so that they increasingly reflect goals pertaining to student outcomes.

4. By June, 2011, 100% of the teachers will be trained and become familiar with the new Special Education Student Information System (SESIS) to promote IEP students' outcomes.

All teachers will participate in weekly in-house meaningful professional development opportunities to build capacity, gain better content knowledge to enhance the delivery of instruction, and be trained to effectuate data driven instructional practices in order to support students with IEPs.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding will come from Title I, Title111, TL Fair Student Funding, C4E TL Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>There will be a 15% increase in the number of surveys submitted by parents when comparing 2010 to 2011 survey results.</p> <p>There will be a15% increase in the number of parents attending PTA meetings, workshops, school events as measured by attendance sheets.</p> <p>An increase in student performance on classroom benchmarks.</p> <p>Increased participation at workshops, PTA meetings, Family nights and open school visits.</p> <p>There will be 100% attendance at professional development workshops, faculty conferences and grade meetings as evidenced by feedback sheets/surveys.</p>

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or received a 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.

Literacy in all content areas

Subject/Area (where relevant): _____

Annual Goal 2

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

To increase student performance in literacy (for all students K-8) with the focus on increasing by 5% the number of number of Level 1 and 2 students in grades 3-8 scoring at or above a Level 3 on the 2011 ELA NYS test.

- To increase by 15% the number of students achieving mastery in literacy across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2011.

Action Plan

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

Balanced Literacy aligned with state standards for grades pre-K-8, is implemented using Open Court (grades pre-K-6, AMPS(grade 7) Advantage/Great Source (grade 8)

Classroom libraries are integrated into the instructional programs.

The part-time literacy coach, literacy teachers, expert teachers (Reading funded personnel, model classroom teachers, ESL teachers, Special Education teachers and assistant principals and/or any specialist) will model and implement literacy standards-based programs; help teachers unfamiliar with standards based instruction and content.

Professional development will be provided on the implementation of the Common Core State Standards (CCSS), standards based curriculum content, data, differentiated instruction for all students, test prep, ESL strategies, and IDEA mandates at weekly grade conferences.

Teachers regularly analyze data and develop and set goals based on assessment data. Students in greatest need of improvement are identified and targeted for AIS. Progress is monitored on a regular basis and teachers collaborate at weekly grade meetings throughout the year to adjust long and short term student goals.

Our curriculum maps and learning targets will be modified to reflect the new standard. This information will be shared at meetings/workshops.

Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that instructional practices can be revised and updated in order to improve student outcomes for all students (including ELLs, Special Education, male and female, and Black and Hispanic).

The Acuity/Instructional and Inquiry teams will gather and analyze data by identified groups and subgroups to identify trends and focus on specific areas for improvement, during bi-weekly meetings throughout the school year.

We have mandated that AIS services be provided to all targeted students, (including ELLs and Special Education) during the 37 1/2 minutes before school. Additionally, during the school day AIS will be provided to targeted students, (including ELLs and students with disabilities) in a push-in/ pull-out mode. An after school program will provide supplemental services as well.

Students are familiar with rubrics/benchmarks so that they are able to self-assess and set their own goals.

High expectations for student performance based on the standards will be organized into curriculum maps. Teachers incorporate higher order thinking into meaningful academic goals which are regularly reassessed and revised according to hard and soft data.

Periodic formal and informal assessments/ teacher conferencing is ongoing throughout the year.

Writing is infused into all curricular areas.

	<p>Professional Development is ongoing for parents.</p> <p>Parental involvement is ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is provided by Title 1, Title 11 Part A, Title 111, IDEA, TL Fair Student Funds, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal</p> <p>Due to the new scoring regimen and higher state cutoff, 207 students fell below the proficiency bar. Therefore we expect 10 of these students to score a level 3 on the NYS 2011 ELA test.</p> <p>An increase in student performance on the 2011 E-CLAS when compared to the Fall 2010 E-CLAS. 90% of the students will be emergent readers by June 2011.</p> <p>Teacher observations and tracked student reading levels will show growth in reading in all core subjects -fluency, decoding segmenting, listening, comprehension as determined by conferencing, informal and interim assessments throughout the school year.</p> <p>An increase in the number of students passing ELA Acuity Predictives, interim assessments and teacher made tests, as measured by ARIS, portfolios and conferencing.</p> <p>An increase in student performance when comparing the October 2010 Predictive to the June 2011 Predictive.</p> <p>Report cards distributed to parents in November, February and June for the elementary school, and in November, February, April and June for the Middle School, will show a 15% increase in the number of students improving by at least 1 level on classroom benchmarks.</p> <p>Exit projects for grade 8 students in June 2011 will exemplify mastery on classroom goals.</p>

Flexible small groups will change periodically (mid-year, Spring,) and will be data driven.

Work folders and student portfolios will include personal intervention plans which will be updated and revised regularly throughout the school year, developed to target the specific needs of the student, as well as evidence of specific intervention strategies.

To maintain a “Good Standing” Accountability Status as determined by NYS as part of the NCLB for 2010-2011

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 (SINI/SRAP/SURR or received a 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): Math

Annual Goal 3
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To increase student performance in math (for all students K-8) with the focus on increasing by 5% the number of number of Level 1 and 2 students in grades 3-8 scoring at or above a Level 3 on the 2011 Math NYS test.

- To increase by 15% the number of students achieving mastery in math across the curriculum, as evidenced by classroom assessments, interim assessments and school-wide benchmarks by June 2011.

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

Everyday Mathematics implemented for grades pre K-5 and Impact Math implemented for grades 6-8, are standards-based curricula aligned with city and state standards. Professional development will be provided on the implementation of the Common Core State Standards (CCSS).
 The math expert teachers (part-time math coach, math funded personnel, model classroom

teachers, ESL teachers, Special Education teachers and assistant principals and/or any specialist) will model and implement math standards-based programs and help teachers unfamiliar with standards based instruction and content. They will provide professional development in differentiated instruction for all students, test prep, data, ESL strategies, and IDEA mandates to the staff and/or parents at weekly grade conferences.

Teachers regularly analyze data and develop and set goals based on assessment data. Students in greatest need of improvement are identified and targeted for AIS. Progress is monitored on a regular basis and teachers collaborate at weekly grade meetings throughout the year to adjust long and short term student goals.

Our curriculum maps and learning targets will be modified to reflect the new standard. This information will be shared at meetings/workshops.

Scheduling is organized for effective articulation among the staff across the grades both horizontally and vertically so that instructional practices can be revised and updated in order to improve student outcomes for all students (including ELLs, Special Education, male and female, and Black and Hispanic).

The Acuity/Instructional and Inquiry teams will gather and analyze data by identified groups and subgroups to identify trends and focus on specific areas for improvement, during bi-weekly meetings throughout the school year.

We have mandated that AIS services be provided to all targeted students, (including ELLs and Special Education) during the 371/2 minutes before school. Additionally, during the school day AIS will be provided to targeted students, (including ELLs and students with disabilities) in a push-in/ pull-out mode. An after school program will provide supplemental services as well.

Students are familiar with rubrics/benchmarks so that they are able to self-assess and set their own goals.

High expectations for student performance based on the standards will be organized into curriculum maps. Teachers incorporate higher order thinking into meaningful academic goals which are regularly reassessed and revised according to hard and soft data.

Periodic formal and informal assessments/ teacher conferencing is ongoing throughout the year.

Problem solving/Writing is emphasized.

	<p>Professional Development is ongoing for parents.</p> <p>Parental involvement is ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding is provided by Title 1, Title 11 Part A, Title 111, IDEA, TL Fair Student Funds, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal</p> <p>Due to the new scoring regimen and higher state cutoff, 185 students fell below the proficiency bar. Therefore we expect 9 of these students to score a level 3 on the Math 2011 NYS test.</p> <p>Teacher observations and tracked student math progress will show growth in problem solving and computational skills.</p> <p>An increase in the number of students passing Math Acuity Predictives, interim assessments, as well as teacher made tests, as measured by ARIS, portfolios, and conferencing.</p> <p>An increase in student performance when comparing the October 2010 Predictive to the June 2011 Predictive.</p> <p>Report cards distributed to parents in November, February and June for the elementary school, and in November, February, April and June for the Middle School will show a 15% increase in the number of students improving by at least 1 level on classroom benchmarks.</p> <p>Exit projects for grade 8 students in June 2011 will exemplify mastery on classroom goals.</p> <p>Flexible small groups will change periodically (mid-year, Spring,) and will be data driven.</p> <p>Work folders and student portfolios will include personal intervention plans which will be updated and revised regularly throughout the school year, developed to target the specific needs of the student, as well as evidence of specific intervention strategies.</p>

To maintain a “Good Standing” Accountability Status as determined by NYS as part of the NCLB for 2010-2011

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy, Math and All content areas

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, 100% of the teachers will be trained and become familiar with the new Special Education Student Information System (SEGIS) to promote IEP students’ outcomes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly grade conferences and professional development workshops will be provided for teachers to be able to identify trends and focus on specific areas for improvement for IEP students.</p> <p>Teachers are better able to improve IEP students’ outcomes and better review pertinent student data.</p> <p>Develop a survey to understand the interests, needs and strengths of teachers.</p> <p>Professional development will be ongoing on the implementation of the Common Core State Standards (CCSS), standards based curriculum content, data, differentiated instruction for all students, test prep, ESL strategies, and IDEA mandates at weekly grade conferences.</p> <p>Teachers will set professional and performance goals and choose at least one milestone that will be their entry point into CCSS.</p>

	<p>Teachers will be given opportunities for planning, sharing and participating in professional offerings which will increase teacher involvement.</p> <p>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</p> <p>Forums with and by teachers will match their strengths and interests so that they can develop a menu of learning opportunities for each other.</p>
<p>Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)</p>	<p>Funding will come from Title I, Title III, Title IV, Fair Student Funding, C4E TL Parent Coordinator</p> <p>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</p> <p>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</p>
<p>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</p> <p>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</p> <p>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</p>	<p>Use of teacher surveys and the use of survey/reflections and self evaluations for parents and staff members will increase the capacity and content of professional</p>
<p>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</p>	<p>SCHOOLS UNDER REGISTRATION REVIEW (SURR)</p>
<p>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) REQUIREMENT FOR ALL SCHOOLS</p>	<p>Attendance will be monitored during grade meeting, faculty conferences, and optional</p>
<p>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)</p>	<p>The staff will have in place professional goals which will include at least one milestone into CCSS to be updated mid-year and at the end of June 2011.</p>
	<p>Student performance will improve by at least 1 level on classroom benchmarks. Parental involvement is ongoing.</p>

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1	5		
1			N/A	N/A	1	2	1	
2			N/A	N/A	1		2	
3	10	10	N/A	N/A	1	2	3	
4	32	32			1		2	
5	26	26			3	4	1	
6	77	77	8	4	8	6	2	
7	80	80	15	10	9	5	7	
8	84	84	15	8	84			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>37 ½ minutes mandated small group Grades 3-8 Coach Workout- grades 3-8 Skills Tutor- grades 6-8 Chall-Popps Phonics Grades 1,2,3 Small group instruction, one-to-one Before school Monday-Thursday</p> <p>Funded Reading Program (grades 3-8) Soar to Success, Open Court Intervention The Advisory- grades 6-8 Small group instruction, one-to-one, peer tutoring Push-in/pull-out, one period per day</p> <p>After school program ELLs Grades K-5 ELA and Math intervention Saturday Academy ELLs grades 6-8 ELA intervention- emphasis on components of the NYSESLAT exam</p>
Mathematics:	<p>37 1/2 minutes Basic Math grades 1-3 Workout Math grades 3-5 Funded Math Program K-3 Exemplars Small group instruction, one-to- one,</p> <p>Funded math Program (grades 3-8) Exemplars, Quick Start , Ladders to Success Small group instruction, one-to-one, peer tutoring Push-in/pull-out, one period per day After school program Tuesday and Thursday(3:00-5:00 PM)</p>

	<p>ESL (grades K-8) Skills Tutor, Cuisenaire Versatiles Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Saturday Academy ELLs grades 6-8 Math and literacy instruction for ELL students</p> <p>After school program providing math instruction for ELLs (Grades K-5)</p>
Science:	<p>ESL (grades K-8) Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Content area teachers provide ongoing support to any student who may be struggling in their content area.</p>
Social Studies:	<p>ESL (grades K-8) Great American Stories, Travels Use of ESL strategies Small group instruction Push-in/ pull-out, 2 periods per day</p> <p>Content area teachers provide ongoing support to any student who may be struggling in their content area.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Services provided during the day- to identified students (2times per week, 1 time per week) based on their IEP instructions as well as on an “as needed” basis. Services are provided for at-risk and crisis situations as they arise. Issues such as anger management, social skills, impulse control and bereavement might be some topics addressed.</p>
At-risk Services Provided by the School Psychologist:	<p>Services provided during the day to identified students as needed. Services provided for the evaluations process.</p>

At-risk Services Provided by the Social Worker:	Services provided during the day to identified students as needed in a 1 to 1 and small group setting.
At-risk Health-related Services:	All health related services are provided as prescribed by individual student IEP

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) Pre-K-8 _____ Number of Students to be Served: _____ **166** LEP _____ Non-LEP _____

Number of Teachers 3 _____ Other Staff (Specify) _____ **per session** _____

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 ESL Program in P.S.99 comprises approximately 20 classes from grades K-8, providing remedial language instruction to pupils in a push-in/pull-out setting. The teacher plays a key role in making instruction comprehensible, lowering the “affective filter” in classrooms to create an environment that is risk free and conducive to language learning. Several effective instructional practices and strategies utilized by teachers in the ESL program are scaffolding, mind mirrors, jigsaw, project matrix, round robin, collaborative posters, think-pair-share, bridging using anticipatory guides, contextualization, schema building using a compare and contrast matrix, metacognition, text re-presentation through poetry, narratives, playwriting and skits, reading aloud in four voices, journal entries or double entry journals and creating postcards from literacy readings. Teacher will use realia or real-world examples, pictures and models to exemplify contextual references, using gestures, cues, and non-verbal language to emphasize or clarify meaning.

Attention is given to a student’s background knowledge and cultural experiences.

Tapping into the student’s prior knowledge and experience is a highly effective way of developing understanding, and therefore, better language development. Teachers present material in many ways utilizing graphic organizers, preview-review format, synonyms, paraphrasing, and summarizing strategies. Periodic comprehension checks and several interim assessments are additional tools utilized by the ESL teachers to verify student’s progress. The ESL program in the school is taught in the English language only.

During the Literacy block in the classroom, English Language Learners will participate in the “Open Court” reading program, a program which involves phonics, reading, writing, and comprehension. The “Open Court” reading program provides an instructional scaffold for English Language Learners in vocabulary, language structures, and comprehension strategies so that students can learn to read while progressing with language acquisition.

The “Every Day Mathematics” program will provide ELL’s with the necessary mathematical concepts and skills needed to progress and achieve on the New York State Math Assessments.

English Language Learners are provided with AIS services focusing on phonics and basic math skills for the lower grades, reading, reading comprehension strategies, writing process, mathematical concepts and strategies, and advisory for the upper grades.

A Title III Saturday Academy will be providing math and literacy instruction for ELL students and NYSESLAT practice and review in grades 6,7,8.

A Title III After School program will be providing math and literacy for ELL students for grades K-5

Parent/Community Involvement:

On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. These workshops inform parents of the ESL programs in the school. Videos are shown, parent guides, informational letters, and memos are distributed in the languages that are understood by the parents. Workshops will also inform parents of the school’s identification process of LEP students according to the home

language survey, and testing procedures.

Project Jump Start (Programs and activities to assist newly enrolled LEP students):

The Parent Coordinator and Family Assistant meet with family members of newly enrolled LEP students to assist them in the transition into the new school by providing necessary services and support.

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.

Training and teaching strategies will be provided by a Certified ESL teacher and Regional Staff. Educational consultants will be hired for ongoing Professional Development Workshops for all teachers in the school to introduce new strategies and materials. Below you will find a sheet of Staff Development Workshops, tentative dates, and topics.

<u>WORKSHOP#</u>	<u>WORKSHOP DATE</u>	<u>TOPIC</u>
I	October 2010	“Description of ESL Program, Identification of ELL’s and Testing Procedures
II and III	November 2010	“Working with ESL Students in the Mainstream Classroom” - Turnkey Training Workshop – Catherine Brown’s Intensive Institute For English Language Learners.
IV	December 2010	“Stress-Free Homework”
V	January 2011	“Hands On Approach to English Language Learning”
VI	February 2011	“Using Graphic Organizers to Assist English Language Learners with Reading Comprehension”
VII and VIII	March 2011	“Strategies to Assist LEP Students Develop Thinking Skills (using scaffolding devices, schema building, think-pair-share, bridging, and text re-representation)”
IX	April 2011	“Test Taking Strategies for the NYSESLAT Test”

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$24,680.00	After school program -70 hours of per session for 6 teachers to support ELL students: = \$17,943.00 Saturday program -45 hours per session for 3 teachers to support ELL students: = \$6,737.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1100.00	Instructional materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$25,780.00	

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.

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.

To assess our school's written translation and interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand, we surveyed the parents at the ESL Parent Orientation Meeting that is held within 10 days for the new incoming students. We surveyed the needs and capabilities of the parents at PTA meetings and parent workshops held at the school. We also review the home language survey from questions 5-8 which asks: What language is spoken at home most of the time? And What language does the child speak with parent's most of the time? We also interpret data in the language breakdown of ESL students and when analyzing the school's report card, we focus on the school's percentage of ethnicity, recent immigrants, (students enrolled as of October 31, 2010 who immigrated to the U.S. within the last three years), and recent immigrants place of birth. We also examine the students emergency blue cards which indicates the language that is spoken at home.

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.

After detailed analysis of the number of ELL's by grade in each language group in our English as a Second Language Program, it was noted that the highest language group spoken in the school was Urdu, followed by Spanish and Russian. The highest percent of enrollment of recent immigrant's place of birth for 2010 was Pakistan, Russian, the Ukraine, and Mexico. Therefore, the greatest demand for translation services needed in the school were for Urdu, Spanish, and Russian. The findings of our school's written translation and oral interpretation needs were reported to the school community through parent workshops and PTA Meetings.

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.

The proposed written translation services the school plans to provide will be the availability of a teacher after school, and Saturdays. Also the availability of a school aide, one paraprofessional, and one secretary on Saturdays. To meet the identified needs for written translation services for parents, important notes, bulletins, and PTA notices will be translated by a teacher, school aide and secretary, and the on-line translator services accessed through the Board 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 proposed oral interpretation services the school will provide will be the availability of a teacher, school aide, paraprofessional, and secretary after school and Saturdays. The teacher will be available for oral interpretation of Spanish.

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>.

Upon a new student's enrollment the parent's language will be written on the student's blue emergency card, and maintained on the ATS system. Parents needs for oral and written translations will be reviewed, and a teacher will be available to fulfill Section VII of Chancellor's Regulations A-663, during workshops, meetings, and for parental notices. A written notification of parent's rights regarding translation and interpretation services in the appropriate covered languages, and on how to obtain these services will be distributed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	571,799	166,002	737,801
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,717	1,660	7,377
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,589	*	
4. Enter the anticipated 10% set-aside for Professional Development:	57,179	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Instructional Team, the School Leadership Team, the Inquiry team, PTA and faculty conduct meetings/conferences on an ongoing basis to collect and organize hard and soft data that result in the identification of priorities for addressing student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. Interviews, questionnaires and surveys are administered to teachers, administrators, SAT team, parents, support staff, and students. Achievement data including Interim Assessments (summative and formative data), standardized test scores, classroom tests, conference notes, ECLAS, student work folders/ portfolios and attendance reports are used to review and analyze student achievement. School-wide data, disaggregated by grade, class, student level and sub-groups are considered. The Progress Report, the Quality Review and the previous CEP are the tools used as a springboard for school improvement planning and goal setting.

Meetings are scheduled to then analyze the information and report the results. Clear goals set well within the format of the CEP are established. The school leadership team meets bi-weekly to discuss review, and adjust school improvement planning and goal setting, as it serves as the vehicle for meaningful consultation with parent and staff representatives. The CEP reflects this spirit of collaboration and shared responsibility with the common goal of continuous improvement of education practices and student achievement.

Whole school goals are shared with the entire school community through PTA meetings and Faculty Conferences. In addition, students are made aware of school goals through the school mission statement visible in every classroom, student-friendly rubrics displayed in classrooms and our school's bottom lines and clear expectations.

The administration and faculty set measurable goals for individual students as well as for groups of students (including ELLs, Special Education, Black and Hispanic, overage and male and female). Interim goals/benchmarks are revised periodically to target effective differentiated instruction.

This 2010-2011 CEP will reflect an effort to address the continued professional growth of pedagogues and the achievement of all students, with a special emphasis on the low academic achievement of our at-risk special education and ELL populations.

2. Schoolwide reform strategies that:

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

The top priorities for improvement for the 2010-11 school year are as follows:

- The implementation of a school wide program designed to upgrade the entire educational program with the goal of improving student performance for all students K-8 (including ELLS, students with disabilities, Blacks, Hispanics, overage and males and females) in literacy across the content areas and in math. PS 99 will take a continuous data-driven approach to improve performance and to demonstrate proficiency and advanced levels of achievement. Multiple measures will be used to address student weaknesses/strengths and target areas for growth.

- The implementation of an effective academic intervention program for all students K-8 to address the large number of students lacking basic skills in both reading and mathematics. There will be continuous emphasis on improving instruction for all students (including ELLs Black and Hispanic, overage, male, female and Special Education students). These academic intervention services are provided to targeted students in small groups before the school day, during the school day, after school and in a Saturday academy. Students in greatest need of improvement are identified as follows: students who scored in the bottom third on the NYS ELA and/or Math exam, students who showed a significant drop on their standardized tests from last year to this year and teachers may recommend students for services based on classroom performance. Intensive guidance and support services are provided to assist students who are experiencing effective-domain issues that are impacting on their ability to achieve academically.
- PS 99 will construct a professional development plan whereby all staff will: become familiar with the content and knowledge of the new CCSS, standards-based instructional practices, infuse technology into 100% of classroom instruction by analyzing and interpreting data for all students including sub-groups, differentiate instruction and become familiar with ESL strategies and IEP mandates. Weekly professional development will be ongoing. All staff will be trained in the use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.
- Focusing on a school wide effort to strengthen home-school relationships and increased parent and community involvement in an effort to improve student performance.
- The continuation of integrating the arts and technology aligned with the NYC Blueprint for Teaching and Learning in the Arts into the instructional program for all students.

3. Instruction by highly qualified staff.

To assure instruction by highly qualified teachers, we will provide professional development in all subject areas at our weekly grade meetings. Ninety two percent of our core classes are taught by “highly qualified” teachers. One hundred percent of our teachers are fully licensed and permanently assigned to PS 99. Seventy-nine percent hold a Masters Degree or higher. We will encourage our faculty to pursue their graduate credentials in CORE areas of need.

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.

Weekly professional development will be ongoing. All staff will be trained in the new Common Core State Standards (CCSS), use of technology, gathering, disseminating and interpreting data, looking at student work, the use of rubrics and self-assessing, setting and revising goals, ESL strategies and following IEP mandates for Special Education, differentiated learning strategies and standards-based curricula content.

- The Inquiry Team in collaboration with the Instructional Team, the Administrative Cabinet, The PPT, will provide professional development to all faculty and staff, and focus on the collection, analyzing, and interpreting of data during weekly grade conferences and workshops.
- Teachers will have opportunities for intervisitations and study groups, visit model classrooms, and take responsibility for their own personal reflections.
- Throughout the school year, coaches and model teachers will work with teachers to build internal capacity and raise the level of a teacher's instruction through modeling, planning and sharing best practices.
- Intensive meaningful professional development will be provided to support teachers in their understanding of academically rigorous instructional programs and in understanding of specialized strategies to meet the needs of special populations. The result will be the improvement of reading, math, and writing skills for all students.
- Empower teachers to make professional decisions based on need.
- Professional development is ongoing and is provided to teachers, parents on an individual basis as identified by the Administration through conversations, etc.
- Building internal capacity through the expertise of specialized teachers and staff.
- Ongoing workshops are provided to parents.

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

We offer a rigorous and enriched curriculum, participate in job fairs, align with the DOE recruitment center, develop relationships with institutions that offer high quality education programs, promote and advertise a positive school culture and create an environment that promotes high standards.

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

- Parent Workshops – All Title I Personnel, ESL teachers and the literacy and math coaches offer workshops during the school year. These workshops demonstrate ways that parents can help their children at home to become proficient readers. Materials are demonstrated and families are provided with activities and strategies that promote literacy and problem solving skills. Outside resources (library, UFT Homework Hotline) are explained. Guest speakers (nurse, district personnel, and publishers) are invited. Promotion polices are reviewed. Intervention strategies and test taking tips and personnel are introduced.
- Parent representation in our school's Leadership Team ensures parental input in important academic decisions.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, in order to ensure and strengthen the home-school connection.
- Parent involvement in setting student goals.
- Student of the month and citizen of the month recognition.

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.

Currently there is one full day and two half-day pre-k classes. The pre-k program facilitates the students' transition to elementary school through highly structured developmentally appropriate informal "play" activities. The curriculum includes Everyday Math and the components of balanced literacy. It utilizes an interdisciplinary approach to develop critical thinking and pre-literacy skills in all curriculum areas. It also fosters social and emotional development by nurturing socialization skills, independence, and responsibility and awareness of the school environment, so that the children are better prepared for a positive kindergarten experience. Two paraprofessionals assist the two teachers daily. A social worker will work with parents one day a week. Workshops are provided to inform parents about their child's education by a Parent Coordinator.

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.

The open-door policy and strong leadership of the principal and assistant principals, help to create an atmosphere that ensures that PS 99 is a school community of learners whereby all members, students, staff and parents, are actively engaged in the educational process. The principal uses school resources and budget to promote student learning. All members share accountability for creating a positive and educational environment for improving and achieving success for all students. The working relationship of all members of the school community fosters a consensus building learning community with a commitment to continuous review and improvement. The team is sufficiently diverse to represent the school's key stakeholders. This group has the credibility it needs to gain widespread support for any plans or decisions. Discussion is key to making decisions.

The Instructional team which meets bi-weekly and the Inquiry Team which meets weekly meet regularly to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials and on assessing teachers' needs for professional development. These teams focus on providing staff with professional development to strengthen their knowledge base in all content areas and to reflect and refine school –based practices.

The School Leadership Team (principal, coaches, UFT chapter leader, special Education liaison, teachers and parents) are the participants and decision makers in the operation of the school. They meet bi-weekly to plan for comprehensive long term improvement, share information on conducting comprehensive needs assessment of the entire school based on the performance of the students in relation to the State academic standards and develop the comprehensive education plan.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Pupil Personnel Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who are experiencing effective-domain issues that are impacting on their ability to achieve academically.

The school has developed the following Academic Intervention Service programs:

- After-school literacy and math programs
- 37 1/2 minutes of small group AIS Monday through Thursday
- A Saturday instructional program
- Funded Programs Supplemental Services (Reading, Math and ESL)
- Small group instruction– Intensive work is provided in reading, math and writing. The skilled teachers work in small group settings to help incorporate reading into all curriculum areas.
- Teacher/Student Individual Conferencing
- Push-In and pull-out AIS initiative by funded personnel to work with targeted students to better focus on differentiated specific skills.
- The Great Leaps/ Great Source programs are infused in literacy and math instruction as a focused intervention.
- Our speech impaired students will be placed in a 12:1 setting with additional support from the speech teacher. All educational support services will be provided in accordance with each student's I.E.P. Specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students include intensive AIS.
- School Based Support Team – Services are provided to students after teacher recommendation. The team observes children in the classroom setting, counsels the students when necessary, tutors, and makes parent contacts. If further services are needed, proper referrals are made.
- Staff development in child psychology and learning styles is provided by School Support Services (Psychologist, Guidance Counselor, Dean, Special Education Support Services (SETSS Teachers)
- The Pupil Personnel Team made up of teachers, administrators and the SBST Team, meets bi-weekly to discuss students at risk.

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.

PS 99 receives allocations for Federal, State, and Local programs as follows: Tax Levy, Title 1, Title 11, Title 111, IDEA, C4E and Project Arts. As a Schoolwide Programs school, we are able to commingle our funds to support our instructional program for the benefit of all students Pre-K-8, including ELL, students with disabilities, and all sub-groups.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

Program Nam	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			571,799	✓	15,19,20,24,26,27,29,30,32,33,41,42,43,44
Title I, Part A (ARRA)	Federal	✓			166,002	✓	15,19,20,23,24,26,27,29, 33,42,44
Title II, Part A	Federal	✓			11,128	✓	
Title III, Part A	Federal	✓			25,780	✓	15,19,21,24,26,27,29,31,32,44
Title IV	Federal						
IDEA	Federal	✓			36,738	✓	15,19,21,23,24,26,27,29,31,32,33,42,44
Tax Levy	Local	✓			3,230,637	✓	15,19,21,23,24,26,27,29, 33,42,44

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
 - PS 99 will not deny students admission due to lack of documentation.
 - Ensure that all students meet immunization requirements and document the results in ATS.
 - Display informational materials at the school to encourage the students and families to report homeless status.
 - Family assistant and attendance teacher with the parent coordinator will act as a liaison to ensure timely registration and attendance.
 - Provide educational services comparable to those provided to other students in the school.
 - Provide transportation services comparable to those provided to other students in the school.
 - Staff members will meet with the families of the students to inform them of their rights and familiarize them with all services provided, such as after school tutorial and after school and summer enrichment programs.
 - Workshops for parent and other family members.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL-PARENT COMPACT

PS99_____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

PS 99 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Current strategies for improving instruction and student performance are the use of a high quality standards-based curriculum in a nurturing environment.
 - Workshop model for math and literacy
 - Academic Intervention Services
 - Enrichment through the Arts
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held: in November and March during both afternoon and evening hours.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - School Leadership meetings, PTA meetings, Parent workshops, Parent-teacher conferences are ongoing throughout the year
 - Progress reports will be reviewed at Parent/Teacher Conferences.
 - Parents will be instructed on how to access their children's Interim Assessments on-line.
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- Provide opportunities for conferences, workshops, telecommunication, written communication and or regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
 - The school will respond to any such suggestions as soon as practicably possible.
 - Principal, Assistant Principals, and Parent Coordinator are available to meet with parents on a daily basis
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
1. Learning leaders, volunteer, fairs, open- school sessions, workshops, class trips/events
 2. Family outings from Urban Advantage Program

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The PS 99 Isaac Asimov School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, PS 99 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

The Isaac Asimov School For Science and Literature agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of

parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement, is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:
 1. *that parents will play an integral role in assisting their child's learning.*
 2. *that parents will be encouraged through outreach programs; actively involving themselves in their child's education at school.*
 3. *that parents through the decision making advisory committee will be full partners in their child's education.*
 4. *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

1. The Isaac Asimov School for Science and Literature will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
Plan will be discussed at PTA meetings
Plan will be discussed at Title 1 parents' meetings
2. The Isaac Asimov School for Science and Literature will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
School review and improvement issues will be discussed regularly at PTA meetings
School review and improvement issues will be discussed regularly at SLT meetings
A needs assessment survey will be administered to all parents
School review and improvement issues will be discussed at the annual Title 1 parents' meeting

3. The Isaac Asimov School for Science and Literature will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with training in the following other programs: Pre-K Superstart, AIS services, Family Math and Literacy workshops, Voyager, Great Leaps, READ 180, Technology, Wilson, The Balanced Literacy Program, Every Day Math, Impact Math, Homework Without Tears and Building Stamina.

4. The Isaac Asimov School for Science and Literature will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Provide opportunities for parents to assist in revisions of the Parental Involvement plan.
- Provide the opportunity for parents to give input through a year-end survey. The School Leadership will review the findings and report the data to the advisory counsel.
- The teacher liaison in conjunction with the School Leadership Team, advisory counsel and PTA will be articulating.
- Parents will be involved in tabulating the results and addressing the needs for the following school year at the required annual review to take place in May of each year.

5. The Isaac Asimov School for Science and Literature will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as New York City and New York State Standards, and standardized tests.
- In an attempt to join the school community the staff will provide workshops for parents/families explaining State Standards, achievement goals, assessments, and

the Promotional Standards, as well as how to support their child's learning at home.

- The advisory counsel will review requirements of Title I Programs in following the State guidelines.
- Another important aspect to their child's success is reviewing progress and use of data as means of instruction.
- Offer reimbursement for college level courses for teachers. Teachers will turnkey information to parents and staff.
- Parents and staff will review ARIS.
- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing resources in a "lending library"
The Family Assistant will monitor the materials and provide workshops for their use.
 - Outreach provided by the Parent Coordinator.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Making connections with CBO's.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language which parents can understand:

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY
COMPONENTS**

Other activities may include:

- involving parents in the development of training for teachers, principals, and other education to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request

This PS 99 Parental Involvement Plan has been developed jointly with, and agreed on with, parents of the children participating in the Title I program. The required annual review for the 2010-2011 school year took place on May 25, 2010. This annual review is scheduled for May of each school year.

The Parental Involvement Plan will be in effect for the period of the 2010-2011 school year. At the PTA meeting in December 2010, the principal will provide an overview of The Parental Involvement Plan, and it will be back-packed by each child, and thus made available to the community on that date.

**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 N 409 type here	District 21	School Number 99	School Name Isaac Asimov
Principal Gregory Pirraglia		Assistant Principal Leah Diamond	
Coach Denise Ciappetta		Coach Sylvia Kirschner	
Teacher/Subject Area Sheryl Schiffman/ESL		Guidance Counselor Dr. James Donnelly	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Lanie Juceum	
Related Service Provider Mr. Henry Linden/SETTS		Other type here	
Network Leader Mr. Neal Opromalla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	729	Total Number of ELLs	166	ELLs as Share of Total Student Population (%)	22.77%
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Part II: ELL Identification Process

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

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

When parents first enroll their child in school it is the responsibility of the ESL teachers who are trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English Language support services. This process is completed through a Home Language Identification Survey (HLIS) translated in nine (9) languages that parents complete to show what language the child speaks at home. Once an ELL teacher collects the Home Language survey from the parent and determines that a language other than English is spoken in the child's home an oral interview is given to the parent by a licensed ESL pedagogue with translators available on the school site to evaluate the needs of the parents. During the orientation, the videos shown in the native languages describes the three programs available for students. Certified ESL teachers and translators reiterate to parents that at P.S. 99 the ESL program is available, but, if a parent is interested in another program they will look within the school network for the appropriate program the parents are requesting.

If the parent is unable to attend the orientation where the parent selection form is completed and returned, a certified ESL teacher along with a translator will call the parent to assist them in completing the parent selection forms.

Then the child is given a LAB-R by a certified ELL teacher, which is a test that establishes English proficiency level. Students going below proficiency according to their grade become eligible for mandated ELL services. P.S. 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's program for choice for their child. P.S. 99 provides parents of newly enrolled ELLs within 10 days of enrollment with a parent orientation with information on the ELL program that is available at the school, so that ELL's are placed in the appropriate program within the 10 days of enrollment and the appropriate parent selection forms are received. P.S. 99 uses translated materials such as memos, notices, brochures, parent selection forms and DVDs given by the Office of ELLs and services offered by the Translation and interpretation unit, including document translation and interpretation services P.S. 99 plans to provide availability of a teacher and a paraprofessional during after-school, and Saturdays to meet the identified needs for the parent selection forms. These parent selection forms will be monitored throughout the year in a main location with easy accessibility. School staff

members such as teachers, paraprofessionals and parent coordinator may conduct an informal interview in the family's native language. In the Spring, each ELL is administered the NYSESLAT by a certified ELL teacher to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. According to the response on the Parent Selection forms and the analysis of them in the past few years, the trend in program choices at P.S. 99 is for the ESL program. P.S. 99 parents have requested 100% for the ESL program in the school. The ESL program implemented in our school is aligned with parent's requests on the parent Survey Section Forms for supplementary services to in case English Language Proficiency and academic achievement under the Title Iii of the "No Child Left Behind Act". Certified ESL teachers focus on listening, speaking, reading, and writing skills. LAB-R and NYSESLAT testing results target and identify the children in need of instruction. ESL teachers have a push-in/pull-out program and work with the small groups; ESL teachers provide staff development to instruct teachers in ways to help the ELL parent. Parent workshops are scheduled.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	119	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	6

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian			1	1	1									3
Other	2	1		1	2	3		1	1					11
TOTAL	18	18	17	15	18	22	21	16	21	0	0	0	0	166

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.

P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154. ELL's who are targeted to receive 360 minutes per week receive instruction in the pull-out and push-in modes in heterogeneous groups. Those ELL's who are targeted to receive 180 minutes per week receive instruction in the pull-out and push-in modes according to their grade level. Small group instruction enables the funded teacher to focus on specific skills, and to help the struggling students. Lessons are modeled for the classroom teacher. Test taking skills are worked on. Articulation occurs between the ESL teachers and classroom teachers. ESL professional development is ongoing. All students are taught in English, using ESL techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. In order to develop the phonemic awareness of students who are ELL's the teachers include lessons in oral language development. The four skills of listening, speaking, reading, and writing are included every day. Content area teachers working with ELL's have received 7 1/2 hours of staff development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the push-in classrooms. The program specifically addresses the Chancellor's Recommendations on aligning instructional programs for ELL's to the Comprehensive Core Curriculum in Literacy and Mathematics. All English Language Learners (ELL students) in Grades K-8 receive literacy enriched instructional programs and are provided with equal access to programs designed for the entire school population. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, music, art, literature, and mathematics using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form a basis for language acquisition. The classroom teacher provides AIS for ELL students in activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's

education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need to become active participants in the school community.

Based upon the BESIS Data Collection, there were zero ELLs identified as Students with Interrupted Formal Education for this year. For any future SIFE students, emphasis will be on understanding phoneme connected to print-phonemic awareness, being able to decode unfamiliar words, attaining background knowledge and vocabulary to increase reading comprehension, developing strategies to construct meaning from print-comprehension, and developing and maintain motivation to read. The instructional program for SIFE students will focus on understanding of math concepts, strategies and skills that are connected to everyday life, attaining background knowledge to foster math ability.

The following academic intervention services will be utilized for those ELL students recommended for the BESIS Extension of Services. These intervention services will incorporate various ESL methodologies and strategies in the improvement of and for meeting the performance goals in writing which these students lacked as indicated by their NYSESLAT scores. In order to assist ESL students who are having difficulty writing in English, we plan to have the students: engage in collaborative writing activities by placing them in groups to create and respond to literature, work in small groups and in writing process groups, writing using the conventions and features of American English which include appropriate grammar, vocabulary, correct spelling, punctuation and capitalization, children will develop their writing skills further with the use of graphic organizers and visual aids, such as charts, Venn diagrams, semantic webs, and story maps, children will develop additional spelling skills to aid in their written communication, children will develop skills in the composing process by writing for a variety of purposes and audiences such as personal journals, reports, personal narratives, responses and reactions to literature, and creating new endings and beginnings to stories. In addition, intervention services for those ELL students recommended for the BESIS Extension of Services for meeting the performance goals in Listening, we plan to have: students participate in practice test-taking skills from past state exams, children will develop these skills further by listening to reading comprehension passages orally, and responding to various questions pertaining to the readings, students will further develop their listening skills by completing note-taking exercises from various reading sources, in addition students will summarize various genres from literary cassettes at listening centers. Finally, Academic Intervention Services being implemented to assist ESL students with reading capabilities will include: the use of the "SIPPS" program which is a three level program that develops the word recognition strategies and skills that enable students to become independent and confident readers and writers. Students will develop their reading comprehension skills in AIS by completing "Finish Line Reading" and "Ladders to Success". Reading comprehension based upon different reading skills. Students will gain practice in each skill, and better understanding of test questions. Mastery of these skills will help students with a better understanding of what they read. The Open Court Reading Program's Intervention strand will provide the extra help students need to develop fluency in comprehension, language arts and phonemic awareness. The intervention strand provides students with instructional support of critical skills and strategies in decoding, comprehension, and language arts. The Imagine Learning English computer program engages students in vocabulary, phonics and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary which will be utilized for struggling ELL student's academic achievement on state exams. The Santillana Intensive English is a standards based English Language Development program for the Title III after-school, designed to help students acquire social and academic language skills through content-based instruction. The program stresses phonemic awareness, phonics, reading and language arts in a thematic framework, and also promotes acquisition of academic language in content areas- social studies, science, and math, while developing reading and writing skills. "Language for Learning" and "Just Right Reading" are resource activity guides utilized in the ESL Saturday Academy Title III program, to build content area and academic vocabulary through reading comprehension. The books promote reading skills and strategies through various graphic organizers and other word skill exercise, comprehension questions, and writing activities.

The Parent Coordinator meets with family members of newly enrolled LEP students to assist them in the transition into the new school, providing necessary services and support, as specified in the Chancellor's Children's First Initiative. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. these workshops inform parents of the ESL program in the school. Videos are shown, parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will inform parents of the school's identification process of LEP students, according to the Home Language Survey, and testing procedures.

Students achieving a Proficient Level according to their NYSESLAT scores are placed from grades 3 and above in a Funded Reading Program. Teacher referrals are required for students reaching Proficiency in grades K,1, and 2 for the Funded Reading Program. Former ELL students who have achieved the proficiency level as required on the NYSESLAT, are permitted to have testing accommodations of time

and one half on all exams for up to 2 years after testing out.

Implications for the Instructional Program for ELL's on content area instruction include the following: continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL. The continued provision of Intensive Academic Intervention services to all students who are not meeting the standards including Great Success, Read 180, and Open Court. Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations including ELL's. All teachers will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. The literacy coach will provide professional development, it will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for the teachers to plan collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards. Teachers will use data from the ARIS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce literacy strategies and ESL strategies during content area instruction. Intensive AIS initiatives will be provided to all middle grade students, including ELL and Special Education, who require additional assistance to meet the State Standards in ELA. The intensity of the services provided will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. The anticipated AIS services for 2010-2011 are as follows: Title III After School Program for students in K,1,2,3,4,5 which will assist students in literacy, math, and homework, Title III Saturday Academy for grades 6,7,8 which will assist students in literacy and NYSESLAT practice.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs outside of the school building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials used for 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?

Thpastete response to questions 5-14 here

Based on our analysis of the data, and all relevant findings, the following are implications for our Math Instructional Program for Grade 5 students: continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of

of a 75-90 minute math block, the continuation of a school-wide math program with parallel instruction in all classes including self-contained Special Education and ELL's, continued provision of Intensive Academic Services to all students who are not meeting City and State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations, all teachers will become familiar with and use the math strategies that are based on scientifically based research 1) understanding math concepts and skills that are connected to everyday life 2) focus on math skills and strategies 3) attaining background knowledge and vocabulary to foster math ability 4) develop appropriate strategies and different algorithms for problem solving 5) developing and maintaining motivation to succeed in math. The math coach will provide professional development. It will include the framework of teacher knowledge, teacher skills, and professional development experiences in content-based math. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student's needs to meet the standards. This will be done during grade conferences. Teachers will use data from ARIS reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students. Teacher will reinforce differentiated strategies during math instruction. Based on our analysis of the data, and relevant findings the following implications for our science instructional program for grades K-8 students: continuation of FOSS Science Program which includes laboratory experimentation and reporting, to ensure that all students will have a better understanding of the scientific method and critical thinking skills, implement instructional strategies that have contributed to overall achievement, implement science program with parallel instruction in all classes, including self-contained Special Education and ESL, continued provision of Intensive Academic Intervention Services to all students who are not meeting State Standards, intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations. For our ESL students, content areas are delivered in the English language. These students are placed with other native speakers of their language who are proficient in English to assist with content area vocabulary and skills being taught.

This year, ELL's are being offered various language electives such as Spanish, Italian, and Russian.

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 supported for instruction (time, subject, teacher, theme)?
4. Enter the number of language models used (side-by-side, contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

A. Assessment Breakdown

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)	3	10	4	1	3	7	7	5	13					53
Intermediate(I)	0	6	7	4	3	6	4	4	2					36
Advanced (A)	Professional Development and Support for School Staff													6
Total	18	18	17	15	18	22	21	16	21	0	0	0	0	166

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

5. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. ...

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

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?

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	8	7	0	17
4	1	6	6	0	13
5	5	10	1	0	16
6	7	6	0	0	13
7	3	6	1	0	10
8	7	9	1	0	17
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	1		9		7		2		19
4									

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		7		8		3		22
6	1		12		0		1		14
7	6		4		6		3		19
8	3		12		10		2		27
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	8		4		7		4		23
8	13		12		2		0		27
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	9		1		9		0		19
8	24		1		1		0		26
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 Lan
Comprehensive English				
Math <u>A</u>	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

The assessments tool that the school uses to assess early literacy skills for the ELLs is ECLAS-2, and the Wrap Kit. Our students are having difficulty with segmenting, blending, and sound recognition. While students in K-3 are having difficulty with reading words, reading accuracy, oral expression, spelling, vocabulary, writing development and writing expression. With

Analyzing the results of content tests taken with the use of students' native language alongside the English exam did not really reveal significant movement of higher levels for these students.

Interim Assessments and Predictives in math and reading administered several times will allow the ELL teachers the opportunity to analyze and focus on each student's weaknesses, and to target their lessons accordingly based upon the four modalities of reading, writing, speaking, and listening.

School Leadership and teachers are using the results of the Periodic Assessments for ELL's by reviewing the item analysis from the ALE reports during lunch and learn meetings and gearing lessons for those items that the students scored a low percentage.

After evaluating ELL student's results on the ELA Periodic Assessments it has been noted that ELL students in elementary schools have difficulties with "identifying text that best describes or supports a passage element, "identifying a detail setting explicit making predications- what will happen next based upon a sequence of events.

Intermediate school periodic assessments in ELA indicated that most ELL students had difficulty in drawing conclusion from passage details, using a glossary to determine the meaning of unknown words, evaluating the usefulness of information for specific purposes, determining if or why information is irrelevant to a specific purpose, using context clues to determine the meaning of a use of figurative language. Teachers will gear their lessons to these skills during differentiated instruction in order that ELL students comprehend and excel with these skills.

The results of the Math Periodic Assessments for ELL's in elementary and intermediate indicated that student's had difficulties in problem solving. Most ELL students are scoring a level 1 on content area tests such as science and social studies.

After analyzing LAB-R raw scores results it was noted that student fared better in listening/speaking then in reading.

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

School Name:	P.S. 099 Isaac Asimov					
District:	21	DBN:	21K099	School		332100010099

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	42	40	40		92.2	93.5	92.6
Kindergarten	62	68	71				
Grade 1	65	63	80	Student Stability - % of Enrollment:			
Grade 2	68	62	66	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	82	73	73		93.2	92.3	88.6
Grade 4	70	78	75	Poverty Rate - % of Enrollment:			
Grade 5	72	78	89	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	65	72	77		76.2	85.8	85.8
Grade 7	88	70	83	Students in Temporary Housing - Total Number:			
Grade 8	94	94	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		7	3	8
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		19	23	34
Ungraded	0	0	2				
Total	708	698	737				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	23	20	Principal Suspensions	94	82	62
# in Collaborative Team Teaching (CTT) Classes	15	15	24	Superintendent Suspensions	17	7	5
Number all others	46	65	86				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	61	63	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	9
# receiving ESL services only	150	147	TBD				
# ELLs with IEPs	9	30	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	3	4

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	4	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	72.1	79.4	100.0
				% more than 5 years teaching anywhere	47.5	57.1	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	84.0	96.3
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	92.2	97.5	98.6
Black or African American	15.4	12.9	12.6				
Hispanic or Latino	23.3	22.1	20.1				
Asian or Native Hawaiian/Other Pacific	35.7	37.7	38.8				
White	25.1	26.6	27.7				
Male	50.6	51.0	50.5				
Female	49.4	49.0	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/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
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	66.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	40		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.8		

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster N 409 type here	District 21	School Number 99	School Name Isaac Asimov
Principal Gregory Pirraglia		Assistant Principal Leah Diamond	
Coach Denise Ciappetta		Coach Sylvia Kirschner	
Teacher/Subject Area Sheryl Schiffman/ESL		Guidance Counselor Dr. James Donnelly	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Lanie Juceum	
Related Service Provider Mr. Henry Linden/SETTS		Other type here	
Network Leader Mr. Neal Opromalla		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	729	Total Number of ELLs	166	ELLs as Share of Total Student Population (%)	22.77%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the

New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When parents first enroll their child in school it is the responsibility of the ESL teachers who are trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English Language support services. This process is completed through a Home Language Identification Survey (HLIS) translated in nine (9) languages that parents complete to show what language the child speaks at home. Once an ELL teacher collects the Home Language survey from the parent and determines that a language other than English is spoken in the child's home an oral interview is given to the parent by a licensed ESL pedagogue with translators available on the school site to evaluate the needs of the parents. During the orientation, the videos shown in the native languages describes the three programs available for students. Certified ESL teachers and translators reiterate to parents that at P.S. 99 the ESL program is available, but, if a parent is interested in another program they will look within the school network for the appropriate program the parents are requesting.

If the parent is unable to attend the orientation where the parent selection form is completed and returned, a certified ESL teacher along with a translator will call the parent to assist them in completing the parent selection forms.

Then the child is given a LAB-R by a certified ELL teacher, which is a test that establishes English proficiency level. Students going below proficiency according to their grade become eligible for mandated ELL services. P.S. 99 makes every effort to stay in close association with ELL parents from distributing the Home Language Survey to telling them of their child's eligibility for ELL services, to the collection of the appropriate forms that indicate the parent's program for choice for their child. P.S. 99 provides parents of newly enrolled ELLs within 10 days of enrollment with a parent orientation with information on the ELL program that is available at the school, so that ELL's are placed in the appropriate program within the 10 days of enrollment and the appropriate parent selection forms are received. P.S. 99 uses translated materials such as memos, notices, brochures, parent selection forms and DVDs given by the Office of ELLs and services offered by the Translation and interpretation unit, including document translation and interpretation services P.S. 99 plans to provide availability of a teacher and a paraprofessional during after-school, and Saturdays to meet the identified needs for the parent selection forms. These parent selection forms will be monitored throughout the year in a main location with easy accessibility. School staff members such as teachers, paraprofessionals and parent coordinator may conduct an informal interview in the family's native language. In the Spring, each ELL is administered the NYSESLAT by a certified ELL teacher to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. According to the response on the Parent Selection forms and the analysis of them in the past few years, the trend in program choices at P.S. 99 is for the ESL program. P.S. 99 parents have requested 100% for the ESL program in the school. The ESL program implemented in our school is aligned with parent's requests on the parent Survey Section Forms for supplementary services to in case English Language Proficiency and academic achievement under the Title Iii of the "No Child Left Behind Act". Certified ESL teachers focus on listening, speaking, reading, and writing skills. LAB-R and NYSESLAT testing results target and identify the children in need of instruction. ESL teachers have a push-in/pull-out program and work with the small groups; ESL teachers provide staff development to instruct teachers in ways to help the ELL

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	6	5	7	3	5	4	4	3					44
Chinese		1	2		2	1	2	1	2					11
Russian	2	3	2	1	2	4	3	2	5					24
Bengali					3	1								4
Urdu	7	6	5	3	4	6	11	7	8					57
Arabic			1	1										2
Haitian		1	1	1		2	1		1					7
French														0
Korean														0
Punjabi					1			1	1					3
Polish														0
Albanian			1	1	1									3
Other	2	1		1	2	3		1	1					11
TOTAL	18	18	17	15	18	22	21	16	21	0	0	0	0	166

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.

P.S. 99 provides instruction for academic language development to English Language Learners (ELL's) in accordance with CR Part 154. ELL's who are targeted to receive 360 minutes per week receive instruction in the pull-out and push-in modes in heterogeneous groups. Those ELL's who are targeted to receive 180 minutes per week receive instruction in the pull-out and push-in modes according to their grade level. Small group instruction enables the funded teacher to focus on specific skills, and to help the struggling students. Lessons are modeled for the classroom teacher. Test taking skills are worked on. Articulation occurs between the ESL teachers and classroom teachers. ESL professional development is ongoing. All students are taught in English, using ESL techniques and strategies, such as extensive use of visuals and repetition to promote oral language development. In order to develop the phonemic awareness of students who are ELL's the teachers include lessons in oral language development. The four skills of listening, speaking, reading, and writing are included every day. Content area teachers working with ELL's have received 7 1/2 hours of staff development on integrated ESL teaching. Team teaching between subject areas and ESL teachers is employed in the push-in classrooms. The program specifically addresses the Chancellor's Recommendations on aligning instructional programs for ELL's to the Comprehensive Core Curriculum in Literacy and Mathematics. All English Language Learners (ELL students) in Grades K-8 receive literacy enriched instructional programs and are provided with equal access to programs designed for the entire school population. ESL teachers organize and design language instruction around the content area subjects of reading, writing, social studies, music, art, literature, and mathematics using a whole language, thematic approach. Emphasis is placed on utilizing student's prior knowledge, learning styles and cultural backgrounds as building blocks of instruction. concepts, literacy skills, and critical thinking strategies continue to be developed in all areas to form a basis for language acquisition. The classroom teacher provides AIS for ELL students in activities specifically designed, in collaboration with the ESL teacher, to maximize higher levels of academic achievement in literacy and math. This ensures that school goals and expectations are met by all students. At parent workshops, teachers instruct parents in literacy skills and parents have the opportunity to network with other parents and feel a sense of ownership in their child's education to acquire the English proficiency and the academic, cognitive and cultural knowledge they need to become active participants in the school community.

Based upon the BESIS Data Collection, there were zero ELLs identified as Students with Interrupted Formal Education for this year. For any future SIFE students, emphasis will be on understanding phoneme connected to print-phonemic awareness, being able to decode unfamiliar words, attaining background knowledge and vocabulary to increase reading comprehension, developing strategies to construct meaning from print-comprehension, and developing and maintain motivation to read. The instructional program for SIFE students will focus on understanding of math concepts, strategies and skills that are connected to everyday life, attaining background knowledge to foster math ability.

The following academic intervention services will be utilized for those ELL students recommended for the BESIS Extension of Services. These intervention services will incorporate various ESL methodologies and strategies in the improvement of and for meeting the performance goals in writing which these students lacked as indicated by their NYSESLAT scores. In order to assist ESL students who are having difficulty writing in English, we plan to have the students: engage in collaborative writing activities by placing them in groups to create and respond

to literature, work in small groups and in writing process groups, writing using the conventions and features of American English which include appropriate grammar, vocabulary, correct spelling, punctuation and capitalization, children will develop their writing skills further with the use of graphic organizers and visual aids, such as charts, Venn diagrams, semantic webs, and story maps, children will develop additional spelling skills to aid in their written communication, children will develop skills in the composing process by writing for a variety of purposes and audiences such as personal journals, reports, personal narratives, responses and reactions to literature, and creating new endings and beginnings to stories. In addition, intervention services for those ELL students recommended for the BESIS Extension of Services for meeting the performance goals in Listening, we plan to have: students participate in practice test-taking skills from past state exams, children will develop these skills further by listening to reading comprehension passages orally, and responding to various questions pertaining to the readings, students will further develop their listening skills by completing note-taking exercises from various reading sources, in addition students will summarize various genres from literary cassettes at listening centers. Finally, Academic Intervention Services being implemented to assist ESL students with reading capabilities will include: the use of the "SIPPS" program which is a three level program that develops the word recognition strategies and skills that enable students to become independent and confident readers and writers. Students will develop their reading comprehension skills in AIS by completing "Finish Line Reading" and "Ladders to Success". Reading comprehension based upon different reading skills. Students will gain practice in each skill, and better understanding of test questions. Mastery of these skills will help students with a better understanding of what they read. The Open Court Reading Program's Intervention strand will provide the extra help students need to develop fluency in comprehension, language arts and phonemic awareness. The intervention strand provides students with instructional support of critical skills and strategies in decoding, comprehension, and language arts. The Imagine Learning English computer program engages students in vocabulary, phonics and phonemic awareness, letter recognition, listening comprehension, reading fluency, reading comprehension and academic vocabulary which will be utilized for struggling ELL student's academic achievement on state exams. The Santillana Intensive English is a standards based English Language Development program for the Title III after-school, designed to help students acquire social and academic language skills through content-based instruction. The program stresses phonemic awareness, phonics, reading and language arts in a thematic framework, and also promotes acquisition of academic language in content areas- social studies, science, and math, while developing reading and writing skills. "Language for Learning" and "Just Right Reading" are resource activity guides utilized in the ESL Saturday Academy Title III program, to build content area and academic vocabulary through reading comprehension. The books promote reading skills and strategies through various graphic organizers and other word skill exercise, comprehension questions, and writing activities.

The Parent Coordinator meets with family members of newly enrolled LEP students to assist them in the transition into the new school, providing necessary services and support, as specified in the Chancellor's Children's First Initiative. On-going orientation workshops for parents of newly arrived LEP students are presented within 10 days of arrival. these workshops inform parents of the ESL program in the school. Videos are shown, parent guides, informational letters and memos are distributed in the languages that are understood by the parents. Workshops will inform parents of the school's identification process of LEP students, according to the Home Language Survey, and testing procedures.

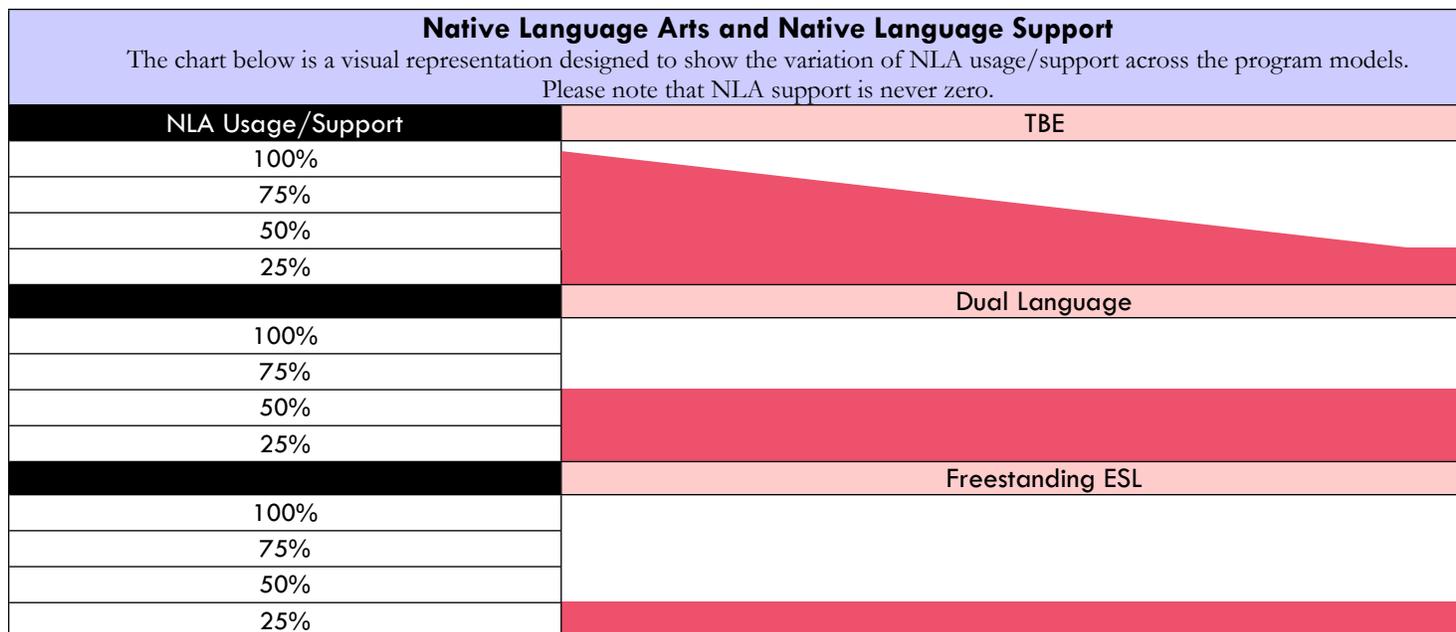
Students achieving a Proficient Level according to their NYSESLAT scores are placed from grades 3 and above in a Funded Reading Program. Teacher referrals are required for students reaching Proficiency in grades K,1, and 2 for the Funded Reading Program. Former ELL students who have achieved the proficiency level as required on the NYSESLAT, are permitted to have testing accommodations of time and one half on all exams for up to 2 years after testing out.

Implications for the Instructional Program for ELL's on content area instruction include the following: continuation of instructional strategies including the 90 minute literacy block and daily writing activities with parallel instruction in all classes including ESL. The continued provision of Intensive Academic Intervention services to all students who are not meeting the standards including Great Success, Read 180, and Open Court. Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations including ELL's. All teachers will become familiar with and use the reading strategies that are scientifically based research in the six dimensions of reading 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3)being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. The literacy coach will provide professional development, it will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading. Pacing calendars will be developed for each grade level; opportunities at grade conferences will be provided for the teachers to plan

collaboratively; align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards. Teachers will use data from the ARIS Reports and Interim Assessments and benchmarks/rubrics to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students. Teachers will reinforce literacy strategies and ESL strategies during content area instruction. Intensive AIS initiatives will be provided to all middle grade students, including ELL and Special Education, who require additional assistance to meet the State Standards in ELA. The intensity of the services provided will vary based on the individual needs of each student. All students deemed "at risk" will receive appropriate targeted services. The anticipated AIS services for 2010-2011 are as follows: Title III After School Program for students in K,1,2,3,4,5 which will assist students in literacy, math, and homework, Title III Saturday Academy for grades 6,7,8 which will assist students in literacy and NYSESLAT practice.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



TIME

BEGINNERS

INTERMEDIATE

ADVANCED