



[P. S. 107]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 15K107

ADDRESS: 1301 EIGHTH AVENUE

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K107 **SCHOOL NAME:** John W. Kimball

SCHOOL ADDRESS: 1301 Eighth Avenue

SCHOOL TELEPHONE: 718-499-2054 **FAX:** 718-499-4019

SCHOOL CONTACT PERSON: Cynthia Holton **EMAIL ADDRESS:** chollton@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Cynthia Holton

UFT CHAPTER LEADER: Kim Landman/Shirley Wooh

PARENTS' ASSOCIATION PRESIDENT: Mary Vines

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Anita Skop

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
Cynthia Holton	*Principal or Designee	
Kim Landman/Shirley Wooh	*UFT Chapter Chairperson or Designee	
Mary Vines	*PA/PTA President or Designated Co-President	
	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	
Yolanda Nappi	Member/Teacher	
Echo Kruckenber	Member/Teacher	
Marissa Bateman	Member/Teacher	
Susan Hawke	Member/Parent	
Michele Jazlow	Member/Parent	
Lisa Mann	Member/Parent	
Juliette Collingwood	Member/Parent	

(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.

P. S. 107 is a very unique and highly respected school in the Park Slope community. The administration, staff and parents are dedicated to working together to create a well-rounded and well-balanced school for children. The students exhibit a sense of community and ownership of the school. The students feel a connection to staff and administration, fostering a positive relationship and a love of learning throughout the school. The years they spend at P. S. 107 are crucial time in helping to shape a solid foundation for their future.

School Mission Statement

P. S. 107 is a neighborhood school that strives to develop responsible, independent and enthusiastic thinkers who enjoy the process of learning and a genuine respect for diversity. Our curriculum is centered on the workshop model for balanced literacy and mathematics, which encourages students to think creatively and take responsibility for their own learning. Our students work cooperatively in heterogeneous classrooms, supported by an individualized approach to teaching and learning. In every grade, students publish their own written work and develop projects in math, science and social studies that demonstrate their understanding of the world around them. The arts are integrated into this curriculum, both as distinct disciplines of study and as vehicles for nurturing students' observation and communication skills. P. S. 107 is strongly committed to involving parents as educational partners and to serving as a resource to our larger community.

Our school community emphasizes short and long term goals that drive instruction and helps our students improve academically. These goals are reached by informal teachers' observations, standard based assessments, student portfolios, and state and city assessments. After reviewing the data from these assessments, teachers strive to differentiate instruction to meet individual needs.

All teachers, including special education teachers, as well as the ELL teacher, meet on grade level on a weekly basis to review their grade and classroom goals. It is at this time; teachers plan, revise and reflect on the needs of the children. In addition to this, our support services, OT, PT and Speech, SETSS meet with the classroom teachers in order to implement their small group programs. In this way, the goals of our special needs children are also met and achieved through the school year. We schedule conferences between teachers and our support staff in order to give the teachers opportunity to discuss the progress of their students. During these conferences, feedback is encouraged by both the general education teacher and the support staff to come up with solutions that help the students. This process encourages communication between all members of the staff where success of the student is our main priority.

The first Friday of the month alternate between Parents As Reading Partners where parents come into classrooms and read to a group of children in their child's classroom and Parents As Math Partners where parents play math games with their children. Early in September teachers provide curriculum meetings for parents that provide opportunity for parents to learn about the year's work and also provides opportunity for parents to ask curricula questions. Other events include Family Math Night, Remarkable Readers Clubs for grades 3 through 5, second grade architecture bridge building project and Ms Susie's Music Program for prekindergarten and kindergarten students.

Family Involvement

P. S. 107 is proud to have an active and vital Parent Teacher Association and School Leadership Team. Parent involvement is encouraged, needed and expected in the school. The PTA and SLT have organized various

committees that have become integrally involved in the school's life. These committees challenge our curriculum, provide support for instruction and help the school meet our mission statement. These committees include Arts, Remarkable Readers, Class Parents, Eco-Science, Math and Social Studies. The school created a Sunshine Garden and a partnership with Wellness in the School (WITS) that has enabled us to improve our school lunch program and to educate our students about the nutritional value of fresh produce.

Two committees were formed that serve not only our school community, but the neighborhood and the international community. Community Outreach fosters relations between the P. S. 107 and neighborhood organizations which encourage students' volunteer and civic responsibility. This committee fosters a partnership with a sister school in Zimbabwe, Africa. To date we have donated books for children, teacher resources, school supplies and sports equipment. The Green Committee plans events to make the school operate in a more environmentally-conscious fashion and to teach the children about environmental issues.

The school has a well-developed AfterSchool Program that is coordinated by a Parent Advisory Committee and staffed by teachers and school aides. The program runs from 3:10 to 6:10 each day and offers homework help and lots of extra curricula activities like piano, book making, play writing, karate, soccer, theater, foreign language instruction, chess and sports activities.

Finally, the PTA has organized many more events for the enrichment of our students. This distinguishes us from surrounding schools because the exposure of the activities provides the child with a worldly sense of their selves and the community that surrounds them. Activities include ballroom dancing, performing Shakespeare, Story Pirates, which takes the children's original stories and produces them into theater, visits from popular authors, such as Mo Willems and Judith Horowitz, celebrating Heritage Day, and Saturday programs that encompass art and science.

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.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 107 John W. Kimball								
District:	15	DBN:	15K107	School BEDS Code:	331500010107				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	18	19		95.0	95.3	TBD		
Kindergarten	80	81	92	Student Stability - % of Enrollment :					
Grade 1	84	83	82	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	61	79	85		97.0	96.2	TBD		
Grade 3	62	61	75	Poverty Rate - % of Enrollment :					
Grade 4	80	64	60	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	63	84	59		23.6	20.3	24.5		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	0	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	0		
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number :					
Ungraded	4	1	6	(As of June 30)	2007-08	2008-09	2009-10		
Total	470	471	478		0	0	TBD		
Special Education Enrollment:					Special High School Programs - Total Number :				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	6	10	5	CTE Program Participants	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	8	27	Early College HS Program Participants	0	0	0		
Number all others	33	36	26	Number of Staff - Includes all full-time staff:					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					Number of Teachers				
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10		31	34	TBD		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	8	10	7						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	2	Number of Administrators and Other Professionals	5	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	96.8	97.1	TBD
				% more than 2 years teaching in this school	74.2	64.7	TBD
				% more than 5 years teaching anywhere	58.1	47.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	84.0	85.0	TBD
American Indian or Alaska Native	0.2	0.4	0.4		100.0	79.2	TBD
Black or African American	8.9	9.6	7.7				
Hispanic or Latino	29.6	26.8	19.0				
Asian or Native Hawaiian/Other Pacific Isl.	7.0	5.5	6.5				
White	54.3	57.3	63.6				
Male	50.2	48.8	51.0				
Female	49.8	51.2	49.0				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	68.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.9						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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/nvc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

	Performance Trends	Accomplishments	Significant aids or barriers to continuous improvement
09/10 Progress Report	<ul style="list-style-type: none"> ○ Attendance rate improved from 95.3 to 95.5 ○ Special education students continue to make exemplary proficiency gains ○ Continue to gain extra credit for moving lowest third in ELA and Math ○ Student progress in ELA improved ○ Due to change in cut scores, student performance decreased resulting in fewer students meeting standards in ELA and Math ○ Scored an "A" three years in a row 	<ul style="list-style-type: none"> ○ Our school performed better than 82% of all Elementary schools citywide ○ Closing the achievement gap with lowest third in ELA and Math ○ Scored an "A" ○ 57.9% of CTT/SETSS students are at proficiency. ○ 36.8 of CTT/SETSS students are at proficiency in Math ○ Exemplary gains were made in moving the lowest third in ELA and Math resulting in extra credit. 	<ul style="list-style-type: none"> ○ Inquiry teams will work on structuring differentiated math instruction to meet the needs of all students ○ Partnership with Teachers College to provide professional development in ELA ○ Common Core PD Team will support teachers in reading curriculum aligned to the Common Core Standards ○ Core Inquiry Team will focus on students in grade 4 that scored between 3.50 and 4.50 on the math exam.
2009-2010 NYS Testing Data	<p>ELA (Due to changes in cut scores)</p> <ul style="list-style-type: none"> ○ There was a decrease in the number of student at levels 3 and 4 due to the cut scores. ○ Performance of special education students increased overall due to the performance of students in the third grade ○ Number of general education students scoring proficiency decreased by 10% ○ Overall female students score better than male students. <p>Math (Due to changes in cut scores)</p> <ul style="list-style-type: none"> ○ There was a decrease of students meeting and exceeding standards due to changes in cut scores ○ Special education students decreased by more than 50% from grade 3 to 4 ○ Females scored better than male students in grades 3 and four. 	<p>ELA</p> <ul style="list-style-type: none"> ○ A larger percentage of students made progress in ELA from grade 4 to grade 5 as compared to previous years ○ School received an A in Student Progress in ELA <p>Math</p> <ul style="list-style-type: none"> ○ A larger percentage of students made progress in mathematics from grade 4 to grade 5 as compared to previous years. ○ School received an A in Student Progress in Math 	<ul style="list-style-type: none"> ○ Continued use of item analysis from Acuity ○ Continue support of words their way program in grades 1-5 ○ The continuation of a test prep program to meet students needs at all levels ○ AIS program embedded in the day with 90 minutes a week target to small group instruction based on individual student assessment
	<ul style="list-style-type: none"> ○ All teachers regularly assess student work and collect data using a wide range of tools ○ Formative assessment information is consistently documented and student progress is tracked by teachers ○ Student progress is shared between teachers and service providers ○ Teachers assess the students in 	<ul style="list-style-type: none"> ○ Teachers are using formative data to plan instruction ○ Teachers are using data to create small flexible groups for instruction in all subjects ○ Teachers are collaboratively creating end unit math assessments for continuity across the grades ○ Overall the school has a good understanding of each and 	<ul style="list-style-type: none"> ○ Teachers are developing unit Math tests collaboratively for more consistency in evaluating students and teaching ○ Analyzing data remains to be a struggle for teachers ○ Inquiry team work will support action research in differentiated math instruction. ○ PD is consistent and on-going and

	<p>reading using Teachers College Assessment Pro 3x a year.</p> <ul style="list-style-type: none"> ○ Teachers implement on demand writing 3X per year ○ Teachers use TERC assessment software to produce multiple choice tests and constructed responses. ○ Tracking student progress in math cross grades needs to be developed ○ 	every child and their needs.	includes all members of our community
Observable Data	<ul style="list-style-type: none"> ○ Teachers are maintaining data binders on their students to better assist in assessing and to create small groups. ○ Teachers are recognizing the importance of word study and are noticing a difference in spelling and vocabulary as students move through the grades. ○ Informal observations are a means to gather information about instruction and plan for PD. 	<ul style="list-style-type: none"> ○ Teachers are planning for small groups based on goals ○ Teachers are using goals of students to plan units of study effectively ○ CTT classes are modifying skills, but not content 	<ul style="list-style-type: none"> ○ PD supports the continued use and interpretation of assessments ○ Vertical planning will inform instruction and support the roll out of the common core standards. ○ Friday Early Release for Teacher Teams to meet. ○ AIS in three cycles - Literacy, Math and Enrichment.
'10 Learning Environment Survey	<ul style="list-style-type: none"> ○ Parent survey results had little change but our score compared to our peer horizon resulted in our School Environment score going from an A to a B. ○ Teacher and parent response rate decreased. 	<ul style="list-style-type: none"> ○ Parent response decreased by 8% but was still 36% points above the city average. ○ Teacher response decreased by 38% and was below the city average by 23%. ○ 97% of parents were satisfied or very satisfied with their child's education ○ 98% of parents feel the school communicates well with them ○ 97% of parents feel there are opportunities to be involved in their child's education ○ 91% of teachers feel the school leaders have clear expectations for staff 	<ul style="list-style-type: none"> ○ Monthly Newsletters to parents ○ Bi Monthly Specialty Newsletters ○ Curriculum Meetings ○ Parent Workshops ○ Bi-Monthly attendance and lateness letters to inform parents of attendance ○ School website for increased communication and sharing ○ Weekly PTA Blasts to inform parents ○ CTT PD to support special education and general education teachers

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.

Goal - Teachers will work collaboratively to align the Literacy Curriculum with the Common Core Standards.

Measurable Objective - By June 2011, 65% of classroom teachers K through 5 will have revised curriculum calendars to reflect 25% of the grade level Core Standards.

Goal - To develop inclusive classrooms where structures and supports serve all learners.

Measurable Objective - By June 2011, 65% of general education teachers will participate in professional development focused on techniques to provide students with special needs access to the general education curriculum while attending their community based school.

Goal -Classroom teachers will work in inquiry teams to develop differentiated math instruction for TERC Units of Study to address the range of student abilities.

Measurable Objective - By June 2011, 75% of classroom teachers, grades 1-5 will have planned differentiated instruction for three TERC Investigation Math Units aligned to the Common Core Standards.

SECTION VI: ACTION PLAN

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal - Teachers will work collaboratively to align the Literacy Curriculum with the Common Core Standards. Measurable Objective - By June 2011, 65% of classroom teachers K through 5 will have revised curriculum calendars to reflect 25% of the grade level Core Standards.</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>	<ul style="list-style-type: none"> • Teachers college staff developers provide 21 days of staff development for all classroom teachers grades K-5. • Teachers attend 35 Calendar Days at Teachers College with a focus on implementing the Common Core Standards. • Principal attends monthly Principal Calendar Days focused on implementing the Common Core Standards. • Teachers share information with teachers on the grade during common planning time and grade meetings. • Classroom teachers and staff developers view planned Units of Study through the lens of Common Core Standards to revise these units. • June Staff Development Day is focused on developing curriculum calendars for 2010-2011 school year aligned to Common Core Standards. • Network Professional Development focused on implementing the Common Core Standards. Summer 201 one teacher from each grade and an administrator attend 3 days of staff development. • Network Professional Development by Stephanie Harvey focused on improving non-fiction instruction - 3 teachers for 3 days.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Contract for Staff Development with The Reading and Writing Project at Teachers College - Contract for Excellence - \$21,697 and \$5,000 CFN • 100 Per Diem Days - \$15,000 FSF.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Revised curriculum maps to reflect alignment with Common Core Standards. • Team agendas and sign in sheets. • Workshop certificates and notes.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal - To develop inclusive classrooms where structures and supports serve all learners.</p> <p>Measurable Objective - By June 2011, 65% of general education teachers will participate in professional development focused on techniques to provide students with special needs access to the general education curriculum while attending their community based school</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>	<ul style="list-style-type: none"> • Child Study team meets once per week to discuss and plan for student needs, monitor student progress toward IEP goals, and to serve as a liaison between classroom teacher and team. • Child Study team members plan and implement grade specific professional development that supports teachers and students with special needs. • All staff members (classroom/specialty teachers, para professionals and special education support staff) will study <i>The Inclusion- Classroom Problem Solver - Structures and Supports To Serve All Learners</i> by Constance McGrath as we add more children with IEP's to each classroom. • All staff members will also continue to study <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> by Carol Ann Tomlinson. • Phase 1 Team that includes classroom teachers and support staff meet bi-monthly focused on meeting the educational and social-emotional needs of all students in the inclusive classroom. • Phase 1 Team members attend network professional development around Phase I reform. • Participation in TC spotlight professional development sessions focused on flexible services. • Team Teaching Teachers have bi-monthly meetings for professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>PSH -TL FSF - \$4,200 PD - 20 days \$3,000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Professional development plan documented • Meeting agendas • Sign in sheets • Evidence of differentiation and specific techniques to support special needs students during formal and informal observations

SECTION VI: ACTION PLAN

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal -Classroom teachers will work in inquiry teams to develop differentiated math instruction for TERC Units of Study to address the range of student abilities. Measurable Objective - By June 2011, 75% of classroom teachers grades 1-5 will have planned differentiated instruction for three TERC Investigation Math Units aligned to the Common Core Standards.</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>	<ul style="list-style-type: none"> • Teams of teachers will meet for 50 minutes each Friday (SBO for early release) to study to the objectives of each unit of TERC Investigation. • Teachers will plan for differentiated math instruction for high achieving students, grade level students and struggling students. • Lead Math teachers will provide demonstration lessons for teachers on the grade. • Teachers will gather and study student work to assess how well the lessons met the needs of targeted students. • Teachers will research and plan to use technology to support math instruction for targeted students. • Teachers will begin to align math instruction with the Core Standards. • Core Inquiry Team will gather data on the work of the teacher teams and provide feedback at team meetings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Inquiry Team Allocation - 15 Per Diem Days - \$2250 TL Data specialist - \$2,518 TL CFInquiry \$4,744 -Per Session</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Formal and informal observations of use of differentiation during the math block in classrooms. • Collection of targeted students' work. • Agendas • Teacher and student reflection

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		1		
1	100	100	N/A	N/A		1		
2	86	86	N/A	N/A				
3	91	91	N/A	N/A				
4	77	77			2			
5	59	59						
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	13 Targeted students in grades 2 receive literacy instruction 4x a week from a reading teacher using Fountas and Pinnell Intervention. Targeted enrichment students in grades 3, 4 and 5 meet 1x a week in book clubs facilitated by parent volunteers. All students in grades 1-5 engage in a small group literacy intervention/enrichment cycle for 90 minutes a week for 16 weeks.
Mathematics:	Classroom teachers work with targeted children to provide scaffolded instruction in mathematics. All students in grades 1-5 engaged in a small group mathematics intervention/enrichment cycle for 90 minutes for 15 weeks.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Guidance Counselor meets once a week with targeted students to address issue. The guidance counselor transitions the students to and at need basis.
At-risk Services Provided by the School Psychologist:	The school psychologist is available to create Behavioral Plans for students.
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:	
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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) PreK -5 _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL		

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. Home Language Survey Information is entered into ATS. At registration, parents/guardians are asked if they need translation. Data collected is shared with School Leadership Team and the PTA.
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. Although our parents/guardians speak their native language at home for their children to retain their native language, the majority of our parents are bilingual and receive information in English. This information was shared at PTA and SLT 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 survey of our community does not present a need for translated documents for our parents except for a small group of parents that need translation to Spanish. The school reaches out to the few parents that might need assistance and staff or parents provide translation for them. All documents translated by the DOE are also made available to them.
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. School staff members or parents provide translation when necessary.

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>.

Staff members provide translation services. We print all DOE notification letters/forms in Spanish. Outreach is made to these parents regarding notices. The school now has all families but 10 on email so most notices are sent via email. Class parent ensure that parents not on email receive notices.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 107 John W. Kimball					
District:	15	DBN:	15K107	School		331500010107

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	19	18		95.0	95.3	95.5
Kindergarten	81	92	89				
Grade 1	83	82	102	Student Stability - % of Enrollment:			
Grade 2	79	85	86	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	61	75	91		97.0	96.2	96.8
Grade 4	64	60	74				
Grade 5	84	59	59	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		23.6	24.5	20.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	3
Grade 12	0	0	0				
Ungraded	1	6	0	Recent Immigrants - Total Number:			
Total	471	478	519	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	5	8	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	8	27	29	Superintendent Suspensions	0	0	0
Number all others	36	26	38				

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	31	34	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	4
# receiving ESL services only	10	7	TBD				
# ELLs with IEPs	3	2	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.8	97.1	97.3
				% more than 2 years teaching in this school	74.2	64.7	73.0
				% more than 5 years teaching anywhere	58.1	47.1	59.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	86.5
American Indian or Alaska Native	0.4	0.4	0.8	% core classes taught by "highly qualified" teachers	100.0	79.2	92.6
Black or African American	9.6	7.7	7.7				
Hispanic or Latino	26.8	19.0	18.9				
Asian or Native Hawaiian/Other Pacific	5.5	6.5	5.2				
White	57.3	63.6	65.9				
Male	48.8	51.0	49.9				
Female	51.2	49.0	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	<u>Phase</u>			<u>Category</u>		
	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	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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 CFN 409	District 15	School Number 107	School Name John W. Kimball
Principal Cynthia Holton		Assistant Principal Yolanda Nappi, Staff Developer	
Coach N/A		Coach N/A	
Teacher/Subject Area Margaret Galella, ESL Teacher		Guidance Counselor Alice Ott	
Teacher/Subject Area Mary Ann Cruz, Reading Teacher		Parent Mary Vines, PTA President	
Teacher/Subject Area		Parent Coordinator Pat Mannino	
Related Service Provider Gail Bohary		Other Janet Fink, OT	
Network Leader Neil Oppenmeyer		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	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	521	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	1.15%
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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.

Paste response to questions 1-6 here

1. When parents come to enter their children into our school, they immediately are asked by our school secretary and by our staff developer to produce paperwork that proves their address: bills, letter from landlord. Once this is established, this team also asks the parents for birth certificate and immune records. The parent also fills out the Home language Identification Survey. If the parent is having a difficult time understanding what is requested of them, we seek out a translator to conduct the interview. All paperwork is then given to the parent in their home language.

During this informal interview with the parent, it is determined which language they could possibly be dominated in. If the parent writes down that the child speaks, reads and writes in another language, the person conducting the interview will assign a language OTELE code on the HLIS form that is not NO (which means English only). If the OTELE code is something other than NO, the LAB-R is administered to the student by the ESL Teacher within the first 10 days of school. The ESL teacher runs a report on the ATS to determine which students have a home language other than English.

In our school, we have 2 professionals that are qualified bilingual teachers that speak both English and Spanish. The following people are qualified to conduct these interviews:

Yolanda Nappi, Staff Developer

Mary Ann Cruz, Reading Teacher

We also have teachers speak and read the following languages in case other translations are needed:

Italian: Lisa Gioia; Tagalog: Sharon Rauceo; Korean: Shirley Wooh; Jennifer Tirado: Spanish

The ESL Teacher, Margaret Galella, annually generates a report from the ATS system that gives a breakdown of the NYSESLAT scores for the current ELL students. This breakdown of the scores really aids the ESL Teacher in pinpointing the area of need for these students.

2. The ESL Teacher plans two meetings (called Parent Orientation Meeting for English Language Learners) with parents in the first 2 weeks of school, right after drop off. The Teacher carefully explains the process of identifying children through the HLIS forms. The teacher also presents a DVD from the Dept. of Ed that is in either English or their home language. If a translator is needed to explain the different options to the parents, at least one of the following teachers, Ms. Nappi, Ms. Vasquez or Ms. Cruz, attends the Parent Orientation Meeting. The Parent Coordinator is also a part of the Parent Orientation Meeting.

If the parent speaks another language other than Spanish, the ESL Teacher will contact the appropriate translator for this meeting. After this meeting, the parents are welcome to take home the CD for their perusal and return at their leisure to the ESL Teacher. The parents also have an opportunity to ask any questions about the free standing ESL program we have at our school.

The ESL Teacher also answers questions about the programs the Dept. of Ed offers: Transitional Bilingual and Dual Language. The ESL teacher will also find appropriate schools for the parents if they wish to send their child to a school with a Bilingual or Dual Language program.

Lastly, the ESL Teacher also gives information to the parents for adult ESL classes in the area, including adult education facilities and local libraries.

3. The ESL Teacher personally hands the letters to all entitled students' families. Because we have a small ELL population, the ESL Teacher seeks out the parents to ensure delivery of the letters. The ESL Teacher will hand the letters to the parents either at drop off in the morning or pick up in the afternoon.

4. The ESL Teacher interviews the ELL parents about the ELL's education in their home country. Together with this information and the score of the LAB-R, the ESL Teacher will place the ELL students according to their language ability and age into small groups.

5. The trend at our school is for ELL students to remain in our community and attend our school. Parents do not choose other programs at other schools and they choose to have their children stay at our school.

6. Parents from our school choose to have their children stay at our school and participate in the ESL program.

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	2	1	2										7
Push-In														0
Total	2	2	1	2	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. a. Instruction is delivered either through a pull-out program.

1. b. For our Kindergarten/First Grade ESL program, we follow a heterogeneous mix of proficiency levels. For our Second/Third Grade ESL program, we follow a homogenous model where the students are on the same proficiency level.

2. The ESL Teacher compiles a schedule for all ELL students that ensures that they all get the mandated minutes of ESL instruction per week. This schedule is distributed to classroom teachers, the principal, the staff developer, the SETSS teacher, and other service providers such as OT and PT teachers.
2. a. All beginner and intermediate English Language Learners receive 360 minutes a week of ESL instruction. Our advanced learners receive 180 minutes of instruction.
3. The ESL teacher conducts similar mini-lessons during their reading periods. The ESL teacher also includes reading of non-fiction materials such as science and social studies as part of the ESL curriculum. The ESL teacher continues to conduct lessons in math (usually as a warm-up lesson) within the allotted mandated minutes for the ELLs.
4. The ESL teacher often has to differentiate instruction within the ELL subgroups. The teacher often does partner work, partnering a newcomer with an advanced level ELL.
- a. The ESL teacher will confer with the SETSS teacher to plan according lessons with SIFE students.
- b. The ESL teacher spends the first few weeks with newcomers reviewing survival and safety skills. This helps the students feel comfortable and establish a personal and trusting relationship with the ESL teacher. After the students feel comfortable with daily routines, the ESL teacher starts to align their language development with ELA lessons. These lessons resemble what is being taught in the general classroom, with more emphasis on vocabulary work.
- c. The ESL Teacher usually puts these students into a push-in program so that the student does not lose instructional time from the general classroom. At this point of service, the student needs to remain in the classroom but also needs the extra support that the ESL teacher gives, like explaining idioms, grammar points, etc.
- d. Students that have been receiving ESL services for more than 6 years are generally not in our school.
- e. The ESL teacher confers with the SETSS teacher and the Special Education teacher to help ELL students with special needs. These teachers meet once a week and give each other strategies that will help these students.

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.

NLA Usage/Support	TBE
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. At our school the ELL students are a part of several intervention programs. The students are a part of our AIS program; all of our teachers that deliver this program during two periods a week. During this AIS, the entire school is a part of a literacy AIS program. Each teacher in our building works with a small group of students (about 9 students in the group) additional instruction in both Math and ELA. The ELLs are also a part of this AIS program. The Reading Teacher also services the ELLs at least twice a week. The ELLs also have access to the library at least three times a week; once during their allotted library class time and two other times during Open Access. Open Access is a time when students can return books and borrow new books from our school library. The school also has a very successful afterschool program that

offers homework help and lots of other enrichment programs: chess, karate, piano, writing plays, dance. An afterschool scholarship program is available for families who qualify.

6. After a student has reached language proficiency, the ESL teacher conducts book groups with these targeted population. We also give these ELLs time and half on all standardized testing. These students are also invited to our afterschool program that offers homework help. The Reading Teacher also pulls out the proficient ELLs during the school's Academic Intervention Service, which occurs twice a week.

7. Our afterschool program has many new programs offered this year, including chorus, theater and yoga.

8. Currently we have no plans to discontinue any of our ELL programs.

9. Our PTA generously provides scholarship funds to our ELL students for the afterschool program. Most of our ELL families take advantage of this scholarship fund. If a family does not take part in the scholarship fund, the ESL teacher will seek out the family to ensure that they understand the scholarship fund and afterschool program. Classroom teachers also seek out the PTA to help these families (if they qualify) to support enrichment programs such as 5th Grade overnight trip to Poconos Educational Environmental Trip, 4th Grade Ballroom Dancing competitions, and various theater acts for all grades held at New Victory Theater in Times Square.

10. The ESL teacher uses the computer and the internet to enhance ESL instruction. The ESL Teacher uses a Rigby Guided Reading program that has various reading genres included (fiction, nonfiction, science, and social studies). For our Kindergarten/First Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing several internet programs like Brain Pop and Starfall) to promote reading. For our Second/Third Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing internet programs like Professor Garfield (reading comprehension and sequencing) and Brain Pop 2 (for math).

11. Our ESL program provides instruction in English. The ESL teacher celebrates the students home languages by often asking for translations of the vocabulary words in their first language and then providing the same vocabulary word in English. The ESL teacher uses cognates from both languages to assure literacy comprehension and inclusion of the Native Language. Our school library provides several native language books in Spanish, German, French, Dutch, Chinese and Bengali for continued literacy of the Native Language at home. The ESL teacher also organizes peer buddy system that pairs up students learning English with students who speak fluent English and share their native language.

12. Yes, all support services and resources correspond to all of our ELLs ages and grade levels. The SETSS teacher supports all children with special needs from grades 1 to, the OT and PT and Speech Providers support all children with special needs from grades Kindergarten to 5th. Our Reading Teacher also teaches the ELLs in an AIS period (two times a week) where the Quick Reads program is taught.

13. We currently do not have a program at our school for newly enrolled ELL students before the beginning of the school year. If we know that a child will be entering our school, the ESL teacher has researched other surrounding schools and their programs to see if they would consider taking our newly enrolled children into their summer program. Many times, the other schools will accommodate such scenarios.

14. Our school does not offer language electives to ELLs. But the ESL teacher does have information for families who wish for their child to continue formal Native Language education after the school day ends. For example, the ESL Teacher has information about which schools in the city or neighborhood offer instruction in Dutch, Spanish, Chinese and Polish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ESL Teacher receives at least 4 to 6 professional training days throughout the school year.
2. The ESL teacher researches surrounding middle schools to see which schools will accommodate our ELL population. The suggestions are then given to the classroom teachers as well as to the parents of the ELLs. The ESL teacher has also arranged tours for prospective ELL parents to various participating middle schools.
3. During professional development days, such as Election day or Brooklyn/Queens Day, the ESL Teacher will hold training for staff on such topics as TESOL Methodologies to be used in the general classroom.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. We have a high parent involvement in our school. The parents contribute in many ways to our school. We have First Friday reading, where parents come in and read to the children in their children's classrooms. We encourage our ELL parents to also read to their children in their native tongue in their children's classrooms. Parents also organize many school/community building events such as harvest fairs, International Day, Valentine's Day dance, movie night (where children watch a movie at the school, leaving the parents to have a free night). The parents also have book groups with children, organize a math super star program and are very active in the afterschool program. The PTA also has a newsletter that is printed in English and one in Spanish. All of our ELL parents are equally involved and invited to all events.
2. The ESL teacher communicates regularly with several agencies in the neighborhood that gives free adult ESL classes. This information is conveyed to our ELL parents in the beginning of the school year. The ESL Teacher also has a good relationship with neighboring public libraries, where free adult ESL classes are also held. This information is also disseminated to the ELL parents.
3. The ESL teacher has an open door policy where any ELL parent can visit her during the hours of 8:20 –9:10 every morning, Monday through Friday. During these informal parent-teacher conferences, the ESL teacher interviews the parents to see if their needs and their needs of their children are being met. The communication between the ELL parents and the ESL teacher is very open and very responsive.
4. Many of our parents need to be involved in their children's academic life. We have a School Leadership Team that consists of 6 parents, 2 teachers, union reps, the principal and the staff developer. During these meetings, the needs of parents and children are discussed openly. If there is a discussion about the ELL students, the principal communicates the issue to the ESL Teacher. The union reps also write minutes on the meetings and these minutes are distributed to all teachers in the building. It is from these meetings that involvement activities are designed, with the needs of children foremost in our minds.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1
Intermediate(I)		2		1										3

Advanced (A)			1	1										2
Total	1	2	1	2	0	0	0	0	0	0	0	0	0	6

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		1		0		1
8									0

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

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

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

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

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

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

Paste response to questions 1-6 here

1. We utilize TCRWP, the DRA and the WRAP for all assessments of early literacy skills for our ELLs. We also utilize teacher made assessments. For grades 3, 4 and 5, we incorporate results from the Acuity Predictives to help us modify our teaching to the ELLs. This is given in the fall, winter, spring and end of the school year. Our Reading Teacher also sees the children and uses

We have found that our ELLs make great progress throughout the year, based on these assessments. This information helps our teachers to stay focused for the language achievement of the ELLs. It also provides teachers with areas of need for the ELLs so that targeted instruction can take place.

2. Data patterns in proficiency levels on the LAB-R show that most of the children who take the LAB-R score out of the assessment. This means that most of our children entering our school are already bilingual. The portions of children who do not score out of the LAB-R have a low intermediate level of English.

Data patterns in proficiency levels on the NYSESLAT show that most of our children score out of the ESL program within 3 to 4 years. The pattern suggests that each year the ELL students progress one level in their language level. Most children are in need of more instruction in writing, reading and listening. Most children are competent in the speaking modality on the NYSESLAT.

3. When the results of the NYSESLAT enter the school in the early fall, the ESL Teacher uses this data to guide the classroom teacher in areas of strengths as well as areas of weakness. The data of each ELL student is given to all the classroom teachers, with the ESL teacher guiding the teacher as how to read the scores.

Because the patterns of our ELLs tend to have weaknesses in the areas of reading and writing, the ESL teacher coordinates with the reading teacher so that the reading teacher will include the ELLs in her intervention program.

4. a. The patterns across proficiencies show that our ELL students are strong in the speaking and reading modalities. Our ELL students are not quite as strong in the writing and listening modalities but after 2 to 3 years of service they tend to score out of the ESL program. The ELL students do not take native language tests in our school.

b. School leadership and teachers use the results of the NYSESLAT and ELL periodic assessments to develop an intervention plan for the ELLs that make sense. If the an ELL student needs intervention in ELA, the classroom teacher works with the ESL teacher and the Reading teacher to create a sound reading and writing program for the ELL student.

c. ELL periodic assessments have shown that our ELL population is making progress. We follow the periodic assessments to ensure that the amount of progress is significant. The ESL teacher also conducts informal assessments on an everyday basis, which is then used to further instruction. These informal evaluations are also shared amongst the staff. Native language is used for newly arrived students so they can assimilate into the culture of the school and the community. Our library also has various native language books that children can borrow.

6. The ESL and other various programs for ELLs is very successful. The majority of our ELLs score out of the ESL program within 2 to 3 years of service. After they score out of the program, the ELLs score a 3 or 4 on the ELA standardized state and city tests. Our ELL population is successful in attaining their second language.

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.

N/A

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		