



**P.S. 253**  
**THE EZRA JACK KEATS MAGNET SCHOOL OF**  
**MULTICULTURAL HUMANITIES**

**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 21K253**  
**ADDRESS: 601 OCEANVIEW AVENUE, BROOKLYN, NY 11235**  
**TELEPHONE: 718-332-3331**

**FAX: 718-743-7194**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 253      **SCHOOL NAME:** The Ezra Jack Keats Magnet School of Multicultural Humanities

**SCHOOL ADDRESS:** 601 Oceanview Avenue, Brooklyn, New York 11235

**SCHOOL TELEPHONE:** 718-332-3331      **FAX:** 718-743-7194

**SCHOOL CONTACT PERSON:** Lisa Speroni      **EMAIL ADDRESS:** lsperon@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Melissa Musman

**PRINCIPAL:** Lisa Speroni

**UFT CHAPTER LEADER:** Melissa Musman

**PARENTS' ASSOCIATION PRESIDENT:** Claudia Escoto

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** 605

**NETWORK LEADER:** Wendy Karp

**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
Lisa Speroni	*Principal or Designee	
Melissa Musman	*UFT Chapter Chairperson or Designee	
Claudia Escoto	*PA/PTA President or Designated Co-President	
Laura Calixto	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	
Esther Kahana	Member/Teacher	
Lesa Schwartz	Member/Teacher	
Denise Romero	Member/Teacher	
Iram Jabar	Member/Parent	
Elizabeth Ruiz	Member/Parent	
Helen Varshavsky	Member/Parent	
	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.

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### **□ PART II: NARRATIVE DESCRIPTION OF THE SCHOOL**

Mission – To be courageous as we set and put into action student and teacher goals connected to research based principals and are own professional conscience. Throughout the course of this year we will build on this courage and set increasingly rigorous and challenging goals. This will enable us to achieve positive results evidenced by measurable student achievement.

P.S. 253 is located in the Brighton Beach section of Brooklyn. This is a low income, ethnically diverse community. As of October 2010 our school's population, currently 704 students in grades PreK – 5, reflects this diversity with Hispanic 45.73%, either new immigrants or first generation Americans from the Caribbean, Central, South and North America. In addition 37.21% are Asian Pacific Islander, .28% are Afro-American, and 15.76% are non-Latino Caucasian and .71% multiracial.

Our main building is fully utilized including a transportable unit housing 2 classrooms. The current breakdown of classes is as follows: 2 full day Pre-K classes, 6 Kindergarten classes, 6 First Grade classes, 5 Second Grade classes, 4 Third Grade Classes, 3 Fourth Grade Classes and 3 Fifth Grade Classes. Currently there are 2 self-contained multi-graded Special Education classes servicing Grades 3, 4, 5, 1 self-contained class servicing Grade 2, 2 CTT classes in Grades 1 and 2, and one SETSS teacher who services grades K-5. We have 7 cluster positions including Music, Art, Dance, Humanities (Integration of Social Studies and Recreational Sports) 2 Science, (upper and lower grades), and Library.

A pedagogical staff of 50 permanently assigned and fully licensed teachers supports the student population.

Our Special Education Department presently consists of 5 Special Ed, 1 SETSS teacher, 1 Trilingual Psychologist, 1 Bilingual Social Worker, 1 IEP/Save Room teacher, 1 part time Guidance Counselor and 1 full time Speech teacher as well as 1 Assistant Principal. Our Pupil Personnel Team proactively collaborates with teachers to maximize student's academic and social supports prior to the referral process.

As a Title I SWP school we will be "conceptually consolidating" funding sources which enable us to commingle to support a standards based education designed to enable all students to attain and/or exceed promotional standards. Services are provided and/or supervised by licensed teachers. Parents are provided with quarterly student updates as well as workshops to assist the parents in meeting their children's needs. P.S. 253 has undergone a complete transformation over the past 8 years. We are and continue to be a grade A school since the 2007-2008 school year. Our students' performance and progress scores are a testament to our commitment to ensure all students meet and/or exceed grade appropriate performance targets. This year our State Report Card evidences that we are currently in Good Standing with all demographic groups (ELL, Special Ed, General Ed, Gender) and further our efforts to have met AYP and/or grade level performance targets in the areas of ELA, Math and Science.

Our school is progressing toward an instructional program centering on research-based instructional practices. In the early childhood grades, the six dimensions of reading identified by the National Reading Panel are stressed as a means to create a strong foundation for our K-2 students. A Comprehensive Literacy approached coupled with Foundation phonics, independent/paired reading/shared reading/guided reading instruction and writer's workshop across the curriculum are integrated on all grade levels. The program is implemented during a 120-minute literacy block for grades K-2 and a 90- 120 minute literacy block for grades 3-5. Classroom libraries, small class sizes, and academic support personnel, as well as a full time reading coach will further support literacy instruction. In addition to the above

we are in the process of selecting a supplemental reading series which will enhance our current Balanced Literacy program. Based on teacher input we have purchased the McMillan/McGraw Hill “Treasure” series, which is aligned to the Common Core Standards for the 2010-2011 school year. Treasures will provide a seamless integration of spelling, phonics, grammar and technology. This will support our efforts to strengthen our skill development, writing initiatives and promote the use of smart boards within the classrooms (currently purchased for grades 3-5).

According to the National Council of Supervisors of Math teaching children how to use math to solve problems is the principal reason to teach math. For the 2010-2011 school year, we will continue to implement Harcourt for grades PreK-5. These programs center on problem solving strategies such as, posing questions, analyzing situations, translating and illustrating results. Math and task oriented activities offer students opportunities for small group exploration and instruction. Portfolios and diagnostic assessments (Acuity) drive instruction to monitor student progress.

We have decided to provide 2 science laboratory clusters whose focus will be to offer students opportunities to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. In order to align our program with state and city standards we are using FOSS Hands On Science Kits as well as Harcourt Brace and Scott Foresman science series in grades Pre-K – 5.

We will continue to follow the N.Y.S. Core Curriculum for Social Studies. As part of our former magnet initiative we will continue to work to infuse social studies throughout all areas of the curriculum.

Research shows that literacy and oral language instruction should be integrated from the earliest language learning experiences. Research has also identified the fact that it takes ELL learners an average of 5 to 7 years to catch up to their native speaking peers. Our goal this year is to teach our students to speak English while they are learning to read and while they are acquiring content area knowledge and writing skills.

We will continue to use Rigby’s On Our Way to English (K – 3) and Hampton Brown’s Introductory English Station D and E, Grades 4-5 with our ELL students. These programs are designed specifically to address the needs of the ELL student as well as leveled content area materials. We will continue to use Reader’s Theater on all grade levels. Additionally, using Title III funds we will continue to expand our after school programs to include Math, Literacy and Science for the ELL learner (grades 3-5 pending funding).

In order to further integrate technology into the classrooms we have purchased smart boards in grades 3-5. Throughout the 2010-2011 school year Highly Qualified monies will be used to provide professional development to teachers in order to maximize the utilization of the smart boards during the instructional day. We will continue to purchase smart boards in order to reach our technical goal of smart board instruction in all classrooms.

In an effort to further target the needs of our students we will be adding to our already robust curriculum by infusing Bloom’s Taxonomies into the tasks, lesson plans and differentiated activities addressed during the school day. Professional Development will provide the vehicle with which we will ensure teacher clarity and transition into this “add on” to the curriculum. Parents will be provided with ongoing information regarding the above via SLT, PTA, Parent Coordinator workshops, and monthly parent letters. We believe that by incorporating this philosophy into our current work with the Core Curriculum Standards will increase our efforts to address the needs of all students. We will assess these additions to our instructional program throughout the school year and make revisions as needed.

In an effort to increase our support of the Level 3 and 4 learner we will continue to provide opportunities in multi-sensory experiences we are providing opportunities for enrichment activities to students in grades K-5 (Fridays period 7/8, 2x per month grades 4/5). We are expanding our Character Development initiatives to include a Senior Volunteer Program to be completed by our fifth graders by June of 2011, i.e. senior citizen pen pals and related activities. Our Grades K-4 students will participate in “Penny Harvest” in order to raise money for a student selected charity.

We have a fully functioning P.T.A. with the exception of fund raising. This will allow us to continue to move forward in our quest to strengthen the home/school link.

Our School Leadership Team has become a uniformed, focused decision-making body that has focused its sights on reviewing student data in order to ensure the most appropriate instructional tools.

Our Parent Coordinator works closely with parents, and staff in order to create a welcoming, pro-active parent support system within the school. Evidence of these accomplishments are demonstrated via online school website.

co-edited newsletter and school created web site as well as increased attendance at Parent Meetings, trainings and workshops as well as links which provide additional social and academic resources to parents.

Currently our school has partnered with outside organizations such as Legal Lives, Lincoln High School, Junior Achievement (Grady High School), Kingsborough Community College, Brooklyn Botanical Gardens and Shorefront Senior Center in order to encourage community outreach as well as maximize student potential through the arts, through service, and through competitive academic initiatives.

**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				
<b>School Name:</b>	PS253			
<b>District:</b>	21	<b>DBN #:</b>		<b>School BEDS Code:</b> 332100010253

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		95	95.5	95		
Kindergarten	123	143	144						
Grade 1	85	97	98	<b>Student Stability: % of Enrollment</b>					
Grade 2	89	100	101	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	88	84	85						
Grade 4	79	89	92						
Grade 5	88	73	75	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					90+	90+	90+		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	2	0		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			631		45	50	45		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	36	33	32	Principal Suspensions	16	14	20		
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions	4	0	0		
Number all others			663						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS										
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10				
# in Trans. Bilingual Classes				CTE Program Participants						
# in Dual Lang. Programs				Early College HS Participants						
# receiving ESL services only	150	170	178	<b>Number of Staff: Includes all full-time staff</b>						
# ELLs with IEPs	23			(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	55	49	51			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	2	2			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	8	9			
				<b>Teacher Qualifications:</b>						
<b>Ethnicity and Gender: % of Enrollment</b>				(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	91	100	100			
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	82	90	90			
Black or African American	.66	.076	.45	Percent more than five years teaching anywhere	65	78	84			
Hispanic or Latino	48.5	45.41	45.35							
Asian or Native Hawaiian/Other Pacific Isl.	36.25	36.69	36.37	Percent Masters Degree or higher	65	96	98			
White	11.75	15.9	16.59	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100			
Multi-racial	1.82	.030	.91							
<b>Male</b>	50.66	49.38								
<b>Female</b>	49.33	50.61								

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 checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)		<b>DATA NOT YET AVAILABLE</b>		
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

P.S. 253's SLT used a variety of methods to review school's current program and student achievements. The needs assessment included but not limited to a review of the following measures and indicators:

- |   |   |
|---|---|
| -ECLAS 2  | -Early childhood Literacy Assessment System   |
| -School Walkthrough   | -Annual School Report Card                    |
| -State assessment results,<br>including items skills assessment | -ITA's  |
| -DAA School Profile Reports                                     | -ARIS   |
| -SASS & Title I Annual Analysis                                 | -Student Profiles                             |
| - Monitoring for Results  | -Teacher made assessments                     |
| - Grade 3 & 5 Holdover Portfolios                               | - K – 5 Expandable Portfolios                 |
| - Pre-K ESIR  | - Quality Review                              |
|   | - Progress Report/Learning Environment Survey |
|   | - Collaborative Inquiry Teams                 |

Parents were notified of needs assessment findings, individual student/school data (School Report Card) during an informational day/evening parent meeting (SLT meeting). The discussion included a review of all the data and its implications as well as all the steps being taken by the school in order to improve and ensure that AYP targets will be met by the entire school population including students with Special needs, ELL students and our General Ed students.

Teachers were provided an informational staff development meeting to review and examine all grade and individual student data. Using an array of student data including but not limited to the above, teachers along with administrators, coaches and funded personnel were able to identify specific instructional needs of individual students and establish preliminary groups for AIS. Each group recorded their findings and the staff conference ended with a result sharing exercise.

**Spring ECLAS-2 Data Collection  
2010**

**Reading Accuracy and Comprehension**

<b>Grade</b>	<b>Below Level</b>	<b>On Level</b>	<b>Above Level</b>
Kindergarten	26 students 18%	59 students 42%	53 students 37%
First	37 students 33%	26 students 23%	48 students 43%
Second	17 students 16%	41 students 39%	46 students 43%
Third	24 students 28%	61 students 72%	-----

**Listening Comprehension**

<b>Grade</b>	<b>Below Level</b>	<b>On Level</b>
Kindergarten	65 students 46%	79 students 56%
First	35 students 32%	75 students 68%
Second	23 students 22%	83 students 78%
Third	23 students 27%	62 students 73%

**Writing Development**

<b>Grade</b>	<b>Below Level</b>	<b>On Level</b>
Kindergarten	17 students 12%	125 students 88%
First	9 students 8%	100 students 90%
Second	17 students 16%	89 students 84%
Third	25 students 29%	60 students 71%

The results of First Grade Spring 2010 ECLAS-2 Reading Accuracy and Comprehension data support our need for referrals on that grade. This suggests we need to focus on the Reading Accuracy and Comprehension Strand as evidenced by 33% of Grade One (37 students) scoring below level. A review of student data folios, ECLAS-2 and PPT minutes suggested a need for the opening of CTT classes in grades one and two. This year's concentration will work on meeting the needs of these children.

**NYS ELA 2009-2010**

<u>YEAR</u>	<u>STUDENTS TESTED</u> Grades 3-4-5	<u>PERFORMANCE LEVEL</u>			
		1	2	3	4
<u>2007-2008</u>	<u>All Tested (240)</u>	8%	40%	50%	3%
	<u>English Proficient (172)</u>	5%	33%	59%	4%
	<u>English Language Learner (68)</u>	15%	59%	27%	-
<u>2008-2009</u>	<u>All Tested (250)</u>	4%	27%	65%	5%
	<u>English Proficient (196)</u>	21%	20%	73%	6%
	<u>English Language Learner (54)</u>	11%	52%	35%	2%
<u>2009- 2010</u>	<u>All Tested (257)</u>	12%	37%	41%	9%
	<u>English Proficient (196)</u>	4.4%	36%	48.3%	11.3%
	<u>English Language Learner (54)</u>	40.4%	44.2%	15.4%	-

An analysis of NYS ELA results over a three year period from Winter 2008 to Spring 2010 indicates a 3 percentage point decrease from 53% in 2008 to 50% in 2010 in students meeting or exceeding the standard. Students exceeding the standard show positive movement with a 6 percentage point increase from 3% in 2008 to 9% in 2010. Students scoring below proficiency indicate a 1 percentage point increase from 48% in 2008 to 49% in 2010. Disaggregate

data indicates that the ELL population has decreased from 28% in 2008 to 20% in 2010. ELL students meeting the standard indicate an 11.6 percentage point decrease from 27% in 2008 to 15.4% in 2010. ELL students scoring below proficiency indicates a 10.6 percentage point increase from 74% in 2008 to 84.6% in 2010. Identified focus will be on targeting the needs of the ELL population.

**NYS MATHEMATICS 2009-2010**

YEAR	STUDENTS TESTED	PERFORMANCE LEVEL			
		1	2	3	4
	Grades 3-4-5				
2007-2008	All Tested (250)	4%	10%	66%	21%
	General Education (214)	2%	7%	68%	23%
	Students with Disabilities (36)	14%	25%	53%	8%
2008-2009	All Tested (263)	0%	4%	53%	43%
	General Education (214)	0%	2%	50%	48%
	Students with Disabilities (36)	3%	17%	72%	8%
2009-2010	All Tested (268)	4%	30%	44%	23%
	General Education (238)	3.8%	29%	43.3%	23.9%
	Students with Disabilities (28)	3.6%	35.7%	46.4%	14.3%

An analysis of NYS Mathematics results over a three year period from 2008 – 2009 indicates a 20 percentage point decrease from 87% in 2008 to 67% in 2010 in students meeting or exceeding the standard. Students exceeding the standard show positive movement with a 2 percentage point increase from 21% in 2008 to 23% in 2010. Students scoring below proficiency indicate a 20 percentage point increase from 14% in 2008 to 34% in 2010. Disaggregate data indicates that the population of Students with Disabilities has decreased from 14% in 2008 to 10% in 2010. Students with Disabilities meeting or exceeding the standard indicate a 0.3 percentage point decrease from 61% in 2008 to 60.7% in 2010. Students with Disabilities that have exceeded the standard shows positive movement with a 6.3 percentage point increase from 8% in 2008 to 14.3% in 2010. Students with Disabilities scoring below proficiency indicate a 0.3 percentage point increase from 39% in 2008 to 39.3% in 2010.

**NYS GRADE 4 SCIENCE SPRING 2008- SPRING 2010**

YEAR		PERFORMANCE LEVEL			
		1	2	3	4
2007-2008	(78)	29%	63%	6%	-
2008-2009	(84)	2%	8%	29%	61%
2009-2010	(96)	5%	3%	29%	62%

An analysis of Grade 4 NYS Science results over a three year period from Spring 2008 to Spring 2010 shows a positive movement with an 85 percentage point increase in students meeting or exceeding the standards, from 6% in 2008 to 91% in 2010. Students scoring below proficiency declined by 84 percentage points from 92% in 2008 to 8% in 2010.

**NYS GRADE 5 SOCIAL STUDIES FALL 2009**

<u>YEAR</u>		<u>PERFORMANCE LEVEL</u>			
		1	2	3	4
<u>2007-2008</u>	<u>(84)</u>	<u>20%</u>	<u>11%</u>	<u>44%</u>	<u>2%</u>
<u>2008-2009</u>	<u>(81)</u>	<u>20%</u>	<u>5%</u>	<u>59%</u>	<u>6%</u>
<u>2009-2010</u>	<u>(82)</u>	<u>7%</u>	<u>2%</u>	<u>65%</u>	<u>26%</u>

Results of the Grade 5 NYS Social Studies examination from Fall 2007 to Fall 2009 shows positive movement with a 45 percentage point increase in students meeting or exceeding the standards, from 46% in 2007 to 71% in 2009. Students scoring below proficiency declined by 22 percentage points from 31% in 2007 to 9% in 2010.



## 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.

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1. By June of 2011 there will be a 57% increase (4:7 students) in the number of Grade 2 Special Education CTT Students demonstrating movement toward proficiency in the sub strand of accuracy and comprehension as evidenced by a comparison of Fall 2010 and Spring 2011 ECLAS 2 results and /or comparable IEP annual literacy goals.
  
2. By June of 2011 100% of all General Education, Special Education teachers and AIS teachers will be involved in Collaborative Inquiry. This will be evidenced by an increase in the number of students meeting and/or exceeding AYP performance targets in ELA, ITA's, predictives, portfolios.
  
3. By June 2011 there will be a 10% increase 173 (128+45) out of 450 families attending major school wide parent involvement activities, inclusive of Parent Teacher Conferences, parent workshops, and the utilization of technological resources (ARIS and new school website [www.PS253.org](http://www.PS253.org))

**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):** Early Grade Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL #1:</u> By June of 2011 there will be a 57% increase (4:7 students) in the number of Grade 2 Special Education CTT Students demonstrating movement toward proficiency in the sub strand of accuracy and comprehension as evidenced by a comparison of Fall 2010 and Spring 2011 ECLAS 2 results and /or comparable IEP annual literacy goals.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 120 minute Balanced Literacy Block</li> <li>• Foundations Wilson Language Basics</li> <li>• Wilson Reading Program (SETTS and At-Risk Intervention)</li> <li>• Integration of technology in all classrooms together with our leveled classroom libraries to assist our teachers in developing individualized phonics instruction.</li> <li>• ELL personnel push in-pull out weekly to assist teachers with their at-risk students.</li> <li>• Early Grade supplemental personnel to provide AIS to identified students in literacy and writing.</li> <li>• A variety of genres will be the focus throughout the school year with emphasis on the Teacher’s College Model.</li> <li>• Early Grade ECLAS-2 will provide the opportunity for differentiated instruction.</li> <li>• Literacy facilitator, Principal and Assistant Principal will continue to provide teachers with ongoing professional development activities to utilize ECLAS-2 in order to support the following initiatives:             <ul style="list-style-type: none"> <li>a) differentiated instruction</li> <li>b) formulation of guided reading and writing groups</li> </ul> </li> <li>• Utilize Writing and Reading Assessment Profile (WRAP) as an assessment tool to measure fluency rate as an indicator of increased student ability to decode.</li> <li>• Common planning time will allow for ongoing articulation between the classroom teachers and the academic intervention service providers in order to provide continuity of instruction in literacy based on student data (ECLAS, WRAP).</li> </ul>

	<ul style="list-style-type: none"> <li>• Treasures Reading Series</li> <li>• The Parent Coordinator, along with supplemental personnel and curriculum specialists, will provide early intervention workshops and ECLAS-2 workshops to provide parents the opportunity to assist their children at home with the grade performance standards.</li> <li>• Metacognition will be a focus for instruction by utilizing the strategy of visualization while reading.</li> <li>• Think alouds will continue to be developed with students in order to provide the models that develop both decoding and comprehension skills.</li> <li>• Early grade teachers will provide parents monthly newsletters (September- June) which discuss related curriculum assessments and goal related objectives for the students.</li> <li>• Grade Meetings will focus on student work reflective of goal oriented results, data driven instruction which will be derived from the collaborative inquiry work the teachers will be participating in from September to June.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>School Administrator: School Administrator: (1) 100%– Tax Levy  (1)– 50% Tax Levy, 50% Title1SWP  Teacher (7) – Tax Levy, Title IIA, School Support Supplement  Literacy Coach (1) 100% – Title I AARA SWP  ESL Teachers 100% Tax Levy  Parent Coordinator (1) 100%– Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• NYSESLAT levels increasing from Beginner to Intermediate (June 2011)</li> <li>• WRAP comprehension/decoding</li> <li>• Diagnostic folders</li> <li>• Conference notes</li> <li>• Teacher made tests</li> <li>• Project based activities</li> <li>• Informal and formal observations, walkthroughs and student observations evidencing the utilization of differentiated instructional techniques, varying instructional guided group conferences and individual activities.</li> <li>• Parent surveys and feedback sheets (May 2011)</li> <li>• ECLAS-2 comparative data evidencing a 50% (73 students) increase in performance mastery in the sub strand of decoding (June 2011)</li> <li>• ATS (Decrease in the number of Promotion in Doubt notices)</li> <li>• Collaborative Inquiry Work</li> <li>• IEP Goals (Meeting and/or Exceeding)</li> </ul>

Subject/Area (where relevant): Collaborative Inquiry

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL #2:</u> By June of 2011 100% of all General Education, Special Education teachers and AIS teachers will be involved in Collaborative Inquiry. This will be evidenced by an increase in the number of students meeting and/or exceeding AYP performance targets in ELA, Acuity results, student portfolios, conference notes, lesson plans.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional Development using ARIS as a source of Data Collection, parent outreach and support, differentiated instruction, collegial interfacing (November 2010, January 2011, June 2011).</li> <li>• Monthly Data Specialist driven Grade Meetings (Circular 6R) provided by Data Specialist to meet the needs of each unique grade and/or teacher (September 2010-June 2011).</li> <li>• Monthly Administrative driven Grade Meetings dedicated to the process of inquiry and goal oriented instruction for student and teacher inclusive of but not limited to: reviews of student work, case study, share out sessions, instructional planning, identification of trends among student sub-groups and related support, opportunities for teacher sharing of best practice, clarification or opportunities for reflection (September 2010-June 2011).</li> <li>• Parent Teacher Conferences (November 2010, March 2011) which will focus on both soft and hard data (Utilization of ARIS and student portfolios).</li> <li>• Parent training sessions provided to parents via Parent Coordinator and Data Specialist in order to encourage the utilization of ARIS and other inquiry links.</li> <li>• Year long student case studies which if selected by staff, satisfy the Component A criteria for teacher performance reviews (June 2011).</li> <li>• Utilizing data assessment tools inclusive of: Interventions Data Forms, Conference Notes, Running Records, Low Inference Observations and related student work (September 10–June 11).</li> <li>• To utilize the process of Collaborative Inquiry to create grade specific professional learning communities (September 2010-May 2011).</li> <li>• To upload “Best Practice” instructional lessons to the ARIS Parent Link and the DOE Inquiry Space with target lessons in the areas of Math/Literacy.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>School Administrator: (1) 100%– Tax Levy  (1)– 50% Tax Levy, 50% Title1SWP  Teacher (35) - Tax Levy, Title 1SWP, Title IIA, School Support Supplement, PreKTitle I, UPK  Literacy Coach (1) 100% – Title I AARA SWP  ESL Teachers 100% Tax Levy  Parent Coordinator (1) 100%– Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Satisfactory rating on submitted Component A and/or observational assessment performance review.</li> <li>• Feedback sheets submitted by teachers evidencing successful professional development sessions in the areas of data driven instruction, assessments and the utilization of ARIS, Sharepoint, etc.</li> <li>• Evidence of data driven instruction and planning via Administrative review of lesson plans, classroom lessons and conversations with students and teachers.</li> <li>• School Leadership Meetings, Parent Teacher Association Meetings, and conversations with Parent Coordinator reflecting the benefits of using data as a means to increase student engagement and achievement (ARIS).</li> <li>• Teacher made collections of student data inclusive of:  Data binders (Acuity Results, Wrap Results, Formative and Summative Data, ECLAS 2 spreadsheets, ELA/Math Scores).  Running Records, Conference Notes, Anecdotal, PPT Referrals and teacher assessments.</li> </ul>

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**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>GOAL #3:</u>          By June 2011 there will be a 10% increase 173 (128+45) out of 450 families attending major school wide parent involvement activities, inclusive of Parent Teacher Conferences, parent workshops, and the utilization of technological resources (ARIS and new school website <a href="http://www.PS253.org">www.PS253.org</a>)</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Parent Coordinator, Funded Personnel ( supplemental literacy, math, and ESL providers) SAT staff (psychologist, bilingual social worker, IEP teacher, Occupational Therapist) and curriculum specialist will provide parents with ongoing bi-monthly workshops (September 2010-June 2011) in the areas of:             <ul style="list-style-type: none"> <li>A) Literacy</li> <li>B) Mathematics</li> <li>C) Science</li> <li>D) Social Studies</li> <li>E) Acuity Opportunities For Parents (student performance scores)</li> <li>F) Social and Emotional Development</li> <li>G) Health/Safety Related Issues</li> <li>H) Technology (ARIS, parent support website <a href="http://www.PS253.org">www. PS253. org</a>)</li> </ul> </li> <li>These workshops will enable and empower parents to best meet the needs of their children.</li> <li>• Staffing a full time guidance counselor will enable us to provide outreach to parents or at-risk students who are in need of mandated and non-mandated counseling.</li> <li>• We will endeavor to develop a <i>Learning Leaders Program</i> within our school to assist students and teachers with classroom activities, trips, and other school related functions (November 2010).</li> <li>• Availability of translators and/or translating devices at all parent meetings (September 2010-June 2011).</li> <li>• The creation of our own school website via “E-Chalk” which will provide parents in their native languages access to all DOE portals, support organization, individual class teacher’s emails etc (September 2010-June 2011).</li> <li>• Parent Teas (September) to provide parents with an opportunity to meet the teachers, ask questions and be made aware of grade appropriate performance standards and expectations (September 2010).</li> <li>• Hosting CEC/Presidents meetings at P.S. 253 in an effort to provide parents access to the support of the District, School Liaisons and PTA venues (TBD by President’s Council).</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>School Administrator (1) 100% Tax Levy  (1) 50% Tax Levy, 50% Title I SWP  Parent Coordinator (1) 100% - Tax Levy  <u>Support Personnel:</u>  Guidance Counselor (1) 67.25% Title I SWP, 11.26% IDEA Mandated Counseling, 21.49%-T/L Mandated Counseling  Supplies 100% Tax Levy  Translators - \$1595 – 100% Title I Translation, \$682- 100% TL Translation  Translating Devices - \$5500 – Title I (purchased out of 07-08 budget funds)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 10% increase in parent attendance at Parent Teacher Conferences (November 2010, March 2011), school performances and parent workshops.</li> <li>• Trip logs and classroom event sheets evidencing an increase in parent participation within classrooms and school related activities (September 2010-June 2011). <ul style="list-style-type: none"> <li>A) Author’s Day Attendance (January 2011 – May 2011)</li> <li>B) Multicultural Feasts (January 2011-May 2011)</li> <li>C) Parent Teas (September 2010)</li> <li>D) School Concerts (February 2011-May 2011)</li> <li>E) School Website (“Hits” from the number of times the site is accessed by the school community) September 2010-June 2011</li> </ul> </li> <li>• OORS (a decrease in student incidents)</li> <li>• ATS (an increase in student attendance, a decrease in student lateness) September 2010-June 2011</li> </ul>



## **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	1	1	N/A	N/A		1		OT 3 PT 0
1	3	3	N/A	N/A	8	1		OT 5 PT 3
2	10	12	N/A	N/A	2	1	1	OT 3 PT 0
3	32	18	N/A	N/A	1		1	OT 0 PT 0
4	52	58	33	0	3	1	1	OT 2 PT 1
5	10	15	30		2			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><u>Supplemental Reading/Writing</u> - at-risk students are provided with remediation in literacy (reading &amp; writing) via a push in/pull out model of instruction. Services are provided 3 to 5 times a week during school hours. The teacher provides a variety of activities, which are differentiated in order to address the needs of all students.</p> <p>On going articulation between funded and classroom teachers answers the alignment of the educational program and curriculum. Funded reading/writing teachers bolster the home/school link by providing monthly workshops, which provides activities for parents to use with their children in order to increase student achievement levels (October 2010-June 2011). An after school ELA program provides students in grades 4 and 4 differentiated instruction in the area of skill/strategy building and writing. This program incorporates all content areas with a focus on Social Studies/Science specifically. Program hours – Tuesday/Wednesday/Thursday, 1.5 hours per session.</p>
<b>Mathematics:</b>	<p><u>Supplemental Math</u> – at-risk students are provided remediation mathematics via push in/pull out model of instruction. Services will be provided 3-5 times per week. Students are provided with intensive skills-based instruction in grades 2-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the education program and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops, which provide them with activities to use with their children in order to ensure student progress (October 2010-June 2011). An after school math program will be provided to students in grades 3/4. The program focus will include computation and problem solving exploration.</p>
<b>Science:</b>	<p><u>Science</u> - the science cluster teacher who has identified students in danger of not meeting State and/or grade appropriate performance targets provides individual and/or small group instruction. Science standards and student individual needs are targeted via hands on exploration and content based literature, which is used to ensure student success (January 2011-June 2011).</p>
<b>Social Studies:</b>	<p><u>Social Studies</u> - classroom teachers, during their tutorial periods, target students who are in danger of not meeting state or grade appropriate performance targets. Teachers provide individual and small group instruction. Students are provided with content-based literature and a variety of graphic organizers, Data Based Questioning strategies and map skills review to students in need, in order that they can experience success in the curriculum area of Social Studies (September 2010-June 2011).</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance - works with students targeted by teachers, SAT team and parents who are in need of these services. The counselor also provides service to at-risk students who are having difficulty adjusting to their educational programs and special education children whose IEPs mandate guidance services (September 2010-June 2011)
<b>At-risk Services Provided by the School Psychologist:</b>	Psychologist provides at-risk counseling to students in order to focus on issues of the socio-emotional domain that impedes the academic progress of students (September 2010-June 2011).
<b>At-risk Services Provided by the Social Worker:</b>	Social worker provides at risk-counseling and community outreach to families of AT-risk students as well as families in crisis (September 2010-June 2011).
<b>At-risk Health-related Services:</b>	Vision and hearing screenings are provided to students by the Department of Education as well as family assistants within the school (October 2010-June 2011).
<b>Dean/Intervention</b>	Dean will input all behavior information or suspense onto the OORS system on a daily basis. She will meet with parents and provide an opportunity for students to be referred to the guidance counselor for at-risk counseling. Additionally parents will be provided an opportunity to meet with our SAT team on in house mental health clinic.

**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.

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

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

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

**Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be Served:    177    LEP 524    Non-LEP

Number of Teachers 3                      Other Staff (Specify) Administrator

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**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.

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P.S. 253 is located in the Brighton Beach section of Brooklyn. This is a low income, ethnically diverse community. As of October 2010 our school's population, currently 657 students in grades Pre-K – 5, reflects this diversity with Hispanic 45.73%, either new immigrants or first generation Americans from the Caribbean, Central, South and North America. In addition 37.21% are Asian Pacific Islander, .28% are Afro-American, and 15.76% are non-Latino Caucasian and .71% multiracial.

As the population of ELL learners rises steadily in our school, teachers are faced with a complex challenge. Research shows that literacy and oral language instruction should be integrated from the earliest language learning experiences. Research has also identified the fact that it takes ELL learners an average of 5 to 7 years to catch up to their native speaking peers in the content areas. To this end, and in an effort to close the gap between themselves and their native speaking peers. Our goal this year is to teach our students to speak English while they are learning to read and while they are acquiring content area knowledge and writing skills.

Many of our ELL students enter our school lacking for the basic math, literacy skills usually associated with their chronological age; however, we have found that many of the youngsters, due to transient living conditions, have not had consistent formalized schooling. It is, therefore, necessary to provide not only ELL support, but also math, reading and writing skills in conjunction with ESL.

Many of our ELL students are in need of additional support services in order for them to meet the state academic achievement standards on the state exams.

Our Language Instruction Program implements ESL strategies in a small group setting; ELL personnel work within the general education class and special education class during content area instruction to work with targeted ESL students. This provides the ELL's with enriched instruction in the classroom.

Also, small group instruction is provided in the areas of math and literacy (for targeted ELL's) in a small-group setting by funded personnel and again during designated AIS (Academic Intervention Services) periods.

We continue to use Rigby's On Our Way to English. This program is designed specifically to address needs of the ELL student. On Our Way to English focuses on whole-class instruction in the content areas, themes, charts, songs, language learning games, hands on center activities and shared reading texts. Also, a writing resource component with comprehensive and detailed lesson plans is provided for the ESL specialist to ensure that the children's needs are provided by multiple intelligence teaching skills and strategies. Mini lessons include samples, modeling, think-alouds, skills, strategies and options for activities especially tailored to the five stages of language acquisition.

The Rigby series can be implemented in the mainstream ESL pull-out/push-in programs and self-contained classrooms. This versatility will allow us to provide flexible instructional arrangements on an as need basis. This year will continue using Rigby's On Our Way to English (K-3), Hampton Brown's Introductory English Station D and E, Reader's Theater and content specific literature on all grade levels. This program is designed specifically to address needs of the ELL student.

Certified ESL teachers provide ESL instruction both in a pull-out and push-in model. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while Advanced students receive 180 minutes of ELA instruction per week. Children attaining proficiency are given support services by our licensed Reading teachers for at least 2 years after attaining language proficiency to bring them to grade level in reading.

We strive to implement a proactive approach to instructional improvement. Teachers work collaboratively with ESL support staff to utilize the components of a Balanced Literacy Program to best meet the needs of the students. Certified ESL teachers use ESL techniques and strategies to teach English in the Content Areas.

### The ESL Specialist in a Pull-out/Push-in Model

In a smaller group setting, the ESL teacher may work with children within the classroom or on a pull-out basis. Communication regarding instructional objectives and articulation of the progress of children with the classroom teacher is vital for achieving academic success for ELLs.

In addition we incorporate technology into our ESL program via computer assisted instruction. Our English Language Learners are actively engaged in a standard-based academic curriculum to reflect our shared commitment to educate and motivate our students.

Our responsibility under the No Child Left Behind Act is to plan data driven scientifically-based differentiated instruction which is designed to develop real world problem solving and critical thinking skills. In addition to providing the above, we will incorporate technology into our ESL Program via computer assisted instruction (Leap Frog). Our English Language Learners are actively engaged in a standard-based academic curriculum to reflect our shared commitment to educate and motivate our students. The additional services provided focus on test data, and classroom teacher input to differentiate instruction by grouping the students by language proficiency and academic levels.

- Professional development will include Language Acquisition techniques and ESL strategies. The NYS ESL standards will be addressed. Training will be provided by ESL teachers currently using Leapfrog in order to assist teachers in utilizing Leapfrog and Rigby to best meet the needs of their students. Additional professional development will be provided by Literacy Facilitator and senior ESL teachers in order to provide content area instruction to ELL teachers, service providers during prep periods where needed.

Assessment to determine student success will include but not be limited to; Rigby student assessment, Leapfrog, ECLAS, student portfolios, acuity, data and NYSESLAT results

In P.S. 253 we have a free standing – ESL program that services 177 children, (of which 29 of those are Special Ed, Speech 10, SETTS 0). Our program fully complies with Part 154 of the Commissioner’s Regulation.

P.S. 253 will provide an after-school ESL program for our Grade 3 – 5 ELL students and those who recently tested out of ESL. The students will meet two times per week, 1 ½ hours per session from 3:00 – 4:30 approximately two session classes beginning October 2010 through May of 2011. Approximately 75 students will be served in this program. These students are most in need of English language developments. Instruction will be provided in English by certified teachers. This program will target the students in the skill areas of listening, reading, and writing. The Title III program will supplement the regular mandated ESL instruction received by students during the school day that are multi-sensory, interactive, and scientifically based. Systematic and reliable information about students’ performance in each area of the three major parts of the program: Thematic Units, Guided Reading Collection, and Phonics will be monitored by the teacher. In addition, there are tools for assessing overall student performance for the program. In addition, ELL Assessment portfolios to monitor students’ progress. There will be one ESL teacher working cooperatively with five content area teachers. The ESL teacher will push in to each class/group as needed to provide assistance. Since this will be the only running after school program in the building a supervisor will be hired for this program.

In addition to the ELA, students will be provided supplemental Math Instructions. This focus will be utilizing ELL strategies to assist students with mathematical word problems. Vocabulary, key words, and syntactical arrangements will be the focus of the instruction.

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Parent Support – Our Parent Coordinator in collaboration with ESL and non ESL teachers will provide bi-monthly Parent Support workshops. Topics will include but not limited to: “How to work with your child at home to best develop English proficiency skills” and “Creating a family love of literacy”. ESL teachers and Lead Literacy Facilitator/Data Person of P.S. 253 will conduct parent workshops. Parents will have all information about their child disseminated in their native language (via School Messenger and Department of Education Translation Services). All informational sessions will be held during P.T.A. Meetings, Funded Meetings, School Leadership Meetings, as well as individual parent meetings when necessary.

Assessments to determine student success will include but not be limited to, work samples, Student Work Portfolios, and NYSESLAT results.

**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.

Additional Professional Development will be provided by Literacy Facilitator and senior ESL teachers (at no cost to the program) in order to provide content area instruction to ELL teachers as follows:

- Professional Development using ARIS as a source of Data Collection, parent outreach and support, differentiated instruction, collegial interfacing is part of our professional development as well. September 10<sup>th</sup>.
- Monthly Data Specialist driven Grade Meetings (Circular 6R) provided by Data Specialist to meet the needs of each unique grade and/or teacher. November, December, January, February, March, April.
- Monthly Administrative driven Grade Meetings dedicated to the process of inquiry and goal oriented instruction for student and teacher inclusive of but not limited to: reviews of student work, case study, share out sessions, instructional planning, identification of trends among student sub-groups and related support, opportunities for teacher sharing of best practice, clarification or opportunities for reflection.
- Every teacher on staff has received eight hours of ELL training which included but was not limited to strategies working with the ELL students in a general education classroom setting, using multiple data results in order to implement differentiated instruction, as well as the introduction of new instructional materials which support the teachers in the area of techniques that are content and language based in order to better address the needs of the ELL students.
- Stages of Language Acquisition BICS/CALPS
- Content area instruction scaffold for the English Language Learner – September/October
- Rubrics for ELL students that are reflective of language acquisition skills - November
  - Leap Frog/Rigby - November
  - Differentiated Instruction to meet the needs of all students – September/December
  - ELL Learners with special needs - December

**Section III. Title III Budget**

School: PS 253 BEDS Code: 332100010253

<b>Allocation Amount:</b> \$27,880		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem		Tuesday/Wednesday After School ESL Program which will focus on enrichment/remediation activities to enhance and reinforce the literacy/math skills taught during the day Grades 3-5. 5 Teachers- \$27,880.00

<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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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.

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

#### **Part B: Strategies and Activities**

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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.

In addition to our previously purchased translation software, Systran, we will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. It is our belief that this will bolster the home/school link and parent participation within the school. Our school website [www.253.org](http://www.253.org) translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We have purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school. Finally, in order to continue our efforts to bolster the home-school link we have purchased "School Messenger". This system will allow parents to receive communications in their native language on topics such as attendance, school news, upcoming school closures and parent meetings.

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>.

Posters are posted in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator.



**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:	\$633,031.00	\$145,252.00	\$778,828.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,330.00	\$ 1452.52	\$ 7,782.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 31,651.55	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 63,303.00	*	

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

6. If the percentage of high quality teachers during 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.

Public School 253 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 that 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

**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.

Public School 253 will:

- 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:
- We will continue to provide on-going high quality professional development for staff. Convene regularly scheduled workshops for teachers that focus on developing supportive and effective learning environments that enable the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Orientation meeting – Ongoing during the month of October  
Funded parent meeting – December, January, February, April, May

- The school will convene meetings for Title I parents to inform them of their children's progress - through the services they are provided. At those sessions portfolios of children's work will be shared with parents with a focus on individual progress and information about how parents can help at home. Teachers will also provide regular written reports to parents citing student progress.
- Staff will be available for consultation with parents during school orientation days, leadership team meetings sessions where applicable, and during official Open School Week activities. In addition parents are free to ask for meetings with teachers during preparation periods.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents will be encouraged to volunteer on a daily basis in our school and encouraged to deepen their school relationships. Our Parent Coordinator will endeavor to maintain a formal program for parent volunteers in our school. All parents will be informed through written and oral correspondence and regular SWP funded program meeting. Finally all parents are encouraged to participate in Open School Week where they may observe classroom activities in order to best assist their child/children at home.

Public School 253 will:

- Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- 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 and will encourage them to attend.
- 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 practical, in a language that parents can understand.
- 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.
- At 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.
- Provide to parents a student progress report about the performance of their child on the State assessment in English language arts and mathematics and related content areas.
- 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 Regulation (67 Fed. Reg. 71710, December 2, 2002).

### **Parent Responsibilities**

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

(Describe the ways in which parents will support their children's learning, such as):

- Supporting my child's learning by making education a priority in our home by
- Making sure my child is on time and prepared everyday for school
- Monitoring attendance
- Talking with my child about his/her school activities every day
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom (pending training)
- Collaborating with classroom teachers in an effort to assist their children during the school day
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement or achievement
- Utilizing the DOE and school website in order to access individual information about my child

**STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:  
 (Describe the ways in which students will support their academic achievement, such as:

- Come to school ready to do our best and be the best
- Continue to learn new ways to respect myself
- Expect to succeed in school
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Make my education a priority
- Participate in class discussions and activities
- Respect the school as a community of learners
- Be honest and respect the rights of others
- Respect the cultural differences of others
- Follow the school’s/class’ rules of conduct
- Ask for help when we don’t understand
- Do our homework every day and ask for help when we need to
- Study for test and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with our parents/guardians
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day

<b>21K253</b>		
SCHOOL	PARENT(S)	STUDENT
<b>10/21/10</b>		
DATE	DATE	DATE

*(Please note that signatures are not required)*

## **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.

**LITERACY:** We need to continue to narrow the gap between our General Ed, ELL students and Special Needs students' scores on standardized tests as shown in our analysis of Student Achievement section, to ensure that all students in Grade 4 subgroups continue to meet their AYP targets in ELA. We need to provide our L 2 students with flexible grouping and differentiated instruction to enable them to advance into Levels 3 & 4. We will continue to enhance classroom leveled libraries to ensure that each teacher has a variety of genres and authors from which to draw from during the lesson. There is also need for additional focus on writing in the areas of mechanics (grammar, spelling, editing). The students need to be provided with opportunity to increase writing stamina and a broader range of writing experiences in the content area. We need to increase use of writing rubrics on all grades so that students are better versed in the standards mandates and how their writing compares to that standard.

We need to continue to provide cyclical and scaffolding opportunities for students in order to increase opportunities for success. As indicated by our student achievement data we need to provide AIS services to those students at-risk of not meeting grade appropriate performance targets.

We need to provide teachers with more professional development opportunities in the area of flexible grouping and differentiated instruction that our students need in order to narrow the gap and increase student achievement levels.

We need to provide opportunities to work with teachers to train them in new strategies and techniques to reinforce the six dimensions of reading using scientific evidence based research and inquiry results.

We need to integrate technology via smart board facilitated instruction.

**MATH:** We need to continue to narrow the gap between our general ed and our ELL learners on standardized test scores, to ensure that all students in Grade 4 subgroups continue to meet or exceed their AYP target in Math.

There is a need to continue the use of manipulatives in all grades. We will continue to provide hands-on math activities for our funded students by our Funded Math and classroom teachers.

We need to provide AIS in the area of math for those not meeting grade appropriate performance students.

We need to provide increased opportunities for student math exploration in order for students to understand the need and relevance of math in their daily life.

We need to integrate technology in math through the purchasing of smart boards and instructional software.

**SOCIAL STUDIES:** There is a need to provide grade appropriate curriculum that will help students recognize their link to the school, community, state and country within which they live.

There is a need for students to further continue integrating writing and reading in the area of Social Studies.

There is a need to continue to expanding classroom libraries to include literature in the content area of Social Studies.

There is a need to increase the usage of graphic organizers, map skills studies, geography and the use of primary source materials in grades 1-5 in order to ensure that students meet grade appropriate performance targets.

**SCIENCE:** As we continue to meet and exceed our performance targets we will continue to use our newly purchased FOSS Kits in order to provide our students hands-on science exploration opportunities.

There is a need to continue programming additional science periods into grades 3 & 4 in order to ensure that students in all sub groups in grade 4 will continue to meet their performance targets in science as well as to provide additional science opportunities in Grades K-2. A lower grade (Pre-K – 2) Science Cluster has been added to meet this need.

There is a need to provide teachers with professional development opportunities in the areas of hands-on science exploration during class time. This will be a focus on all grades during the 2010-2011 school year.

There is a need to continue to add additional literature books in the content area of science to classroom libraries.

**ELL:** We need to narrow the gap between ELL and General Ed students. We need to provide ELL students additional funded math and reading scaffolds in order for them to meet performance targets on State assessments and the NYSELAT exam. We need to intensify and differentiate instruction in order to move students from intermediate to advanced levels on the NYSELAT exam.

**PROFESSIONAL DEVELOPMENT:** There is a need to provide teachers with on going training opportunities in all curriculum areas with special emphasis on the new Core Standards. The specific focus will include the integration of these core standards throughout all curriculum areas.

There is a need to provide teachers with opportunities to attend professional development conferences in the areas including but not limited to differentiated instruction.

There is a need for a Literacy Facilitator to provide model lessons in the newly mandated standards and assessment techniques in order to provide students with the best instructional strategies. We need to continue to foster an environment of collaboration empowerment among staff, educational assistants and funded personnel.

**PARENT INVOLVEMENT:** There is a need to continue providing opportunities to increase the home-school link.

Parents need to be provided with workshops that provide them with take-home activities they can use with their child in order to increase the opportunities for student success. We need to continue providing ELL parents with language acquisition and communication classes so that they can be active participants in their child's education. Our SLT needs to continue to collaborate with parents to develop the projects and activities necessary to meet our goals for student achievement (ARIS training, data review). Our Parent Coordinator must continue to reach out and provide a variety of daily living skills workshops to parents in the areas of healthy nutrition, positive reinforcement strategies and literature workshops, so that parents feel better prepared to meet the daily challenges of life.

## 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:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

Our school's curriculum programs are based on scientifically based research and align with State Standards. Students will be provided with high interest activities that will be delivered through the differentiated instruction model. This will ensure that all children's needs and learning styles will be addressed. Activities will include hands-on project based learning experiences, collaborative exploration and the utilization of technology in order to enhance instruction and expand the borders of the classroom. As a Schoolwide Program school resources are used to support a standards based education design to enable all students to attain promotion standards. In order to provide "at risk students," (students in academic subject identified as those performing at Levels 1 & 2 on Standardized Tests, as well as those demonstrating major deficiencies as evidenced by ARIS Information/Parent and Teacher Portal, Items Skills analysis, Performance Indicators, ECLAS 2 data with additional academic support in all curriculum areas. These services are provided during and after the school day.

We must provide additional enrichment services to the students in Levels 3 and 4, in order that we maximize their fullest potential. Initiatives which will provide a course of study that includes the hands-on study of science, utilizing laboratory study and collaborations with outside agencies (NY Aquarium, Brooklyn Children's Museum), in school activities inclusive of Art Club, Chorus, Chess, Athletics and Dance. This will not only allow students to expand the boundaries of their classroom, but provide opportunities for academic growth and exposure.

It is our goal to create an academic program that focuses on an integrated curriculum infused with intensified strategies in the areas of literary science, social studies and integrated technology. We will continue using the "Making Connection" model to foster an appreciation of literature, science, social studies and math in all our students.

### 3. Instruction by highly qualified staff.

All instructional staff members are highly qualified as evidenced by the BEDS survey.

### 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.

Professional Development will be provided to teachers prior to the opening of school. The focus will be Core Standards. In an effort to begin professional development immediately upon teachers arrival, we will conduct a teacher need survey and program assessment. Teacher needs will be base-lined and prioritized in order to best meet their needs throughout the school year. A calendar of professional development workshops will be provided to teachers in order that they are better able to prepare the necessary student work samples which will be discussed as it pertains to topic. In addition to mandated professional development sessions, after school and weekend professional development will be made available to those teachers who are interested. An on site Literacy Facilitator will be available throughout the school year in order to provide model lessons to teachers in the utilization of the new curriculum manipulatives and curriculum rollout.

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

As we continue to attract high quality teachers, it is our responsibility to provide the support necessary to maintain an exemplary staff. We will continue to add to our teacher resource center in order for teachers to begin to plan collaboratively and work together with the coaches to meet the challenging needs of their students. The teachers are welcomed to visit the Teacher Resource Center (TRC) and select materials to review with his/her class. The coach provides on-site assistance, as well as meets with teachers to assist in planning and provide opportunities for model lessons to teachers who wish to gain a mastery of the new State mandates. The resource center also offers the teachers a wide variety of professional literature for them to sign out and read during their non- instructional periods. This resource has proven to be most successful in providing teachers with the additional support they need.

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

Our Parent Coordinator is working closely with the parents and staff in order to create a welcoming, pro-active parent support system within the school. Her training will focus in on but not be limited to providing workshops to ELL parents as our needs assessments suggested. Through monthly parent workshops our goal is to provide training opportunities and activities in the areas of ELA, Math and ELL technology so that they may be able to assist their children at home. Educating the family will increase the academic success of our students.

This year we will continue to provide workshops to our parents that include, but are not limited to the following:

- |                                  |                               |  |
|----------------------------------|-------------------------------|--|
| -Balanced Literacy Pre-K-5       | -Asthma and Health            | -School Report Card  |
| - Mathematics                    | -Nutrition and the family     | -How to Prepare for a Parent Teacher Conference                |
| -Progressed based learning       | -Hands-On Science Exploration | - ARIS Parent Portal (Biographical and Assessment Information) |
| - Strategies for student success | - ACS                         |  |

Additionally, according to our parent poll, parents are asking for communication skills training so that they can begin to support their children at home. Activities provided to parents will include but not be limited to parent ESL classes, family literacy instruction and computer assisted language instruction. These during and after school activities will not only support parents and students, but will increase the school's outreach within the community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We currently provide 2 full day Pre-K programs housed within our school. In addition, we have established an instructional program centering on researched based instructional practices. In early grades we will continue to stress the six dimensions of reading identified by the National Reading Panel. This explicit, systematic instruction in phonics, fluency, vocabulary, comprehension and a motivation to read will ensure that our pre-school students will be provided with a seamless transition into the primary grades. Pre-K will be utilizing the Letter People Cross Curriculum Literacy Program. Literacy activities will continue to include independent reading, shared reading, guided reading, read aloud, and word study. Pre-K implements the making connection model in order to maximize the use of fiction and non-fiction leveled libraries and Harcourt Math. Cluster programs enrich the arts and technology. The Book of the Month Curriculum focuses on character education and helps to foster inter-personal relationships. In addition, parents will continue to be provided with monthly workshops by the social worker and Parent Coordinator to support at home instruction. In the spring the Pre-K children and their parents spend a morning with Kindergarten in order to provide them an opportunity to view life as early grade students; this affords parents and children a seamless transition in the fall.

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.

Throughout the year teachers are providing professional development that allows them to access, discuss and provide feedback to administration/data team requiring on line assessments such as ARIS, Acuity, Share Point, etc. In addition training is provided via grade conferences, full day professional developments and outside agency workshop discussing the use of data to drive instruction. The data person in collaboration with the UFT provides voluntary training sessions to all staff who have expressed interest in digging deeper into the data. In addition the PPT/Intervention Team meets at minimum bi-monthly to assess student progress, make necessary changes, articulate with classroom teachers and set benchmarks to monitor progress toward meeting academic standards. Classroom teachers are an integral component in the decision process. They identify students with academic and/or behavior problems. The PPT/Intervention Team Data Form is submitted to the team. Teachers are invited to the meeting to discuss student's academic/emotional strengths and weaknesses.

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.

Students 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. At the PPT Meeting all team members review all student data and discuss the academic needs of each student presented. At this time the following is discussed: modifications to in-classroom teaching strategies, modifications to service provider teaching strategies, recommendation for additional services that include both academic and counseling services, recommendations for CSE referrals if all available services are not meeting the student's needs.

Teachers are responsible for continually assessing student progress. Student's progress must be quantifiable with documentation provided by the teacher and service provider. Progress is based on grade appropriate standards. If a student is not progressing with the current services it is the responsibility of the teacher and service provider to complete the 6-week update form so that services can be modified or a CSE referral can be generated. Final decisions regarding services, referrals, and placements will be conducted by administration in collaboration with the SAT.

### AIS SERVICES

- **Supplemental Reading/Writing** - at-risk students are provided with remediation in literacy (reading & writing) via a push in/pull out model of instruction. Services are provided 3 to 5 times a week during school hours. The teacher provides a variety of activities, which are differentiated in order to address the needs of all students. On going articulation between funded and classroom teachers ensure alignment of the educational program and curriculum. Funded reading/writing teachers bolster the home/school link by providing monthly workshops, which provide activities for parents to use with their children in order to increase student achievement levels.
- **Supplemental Math** – at-risk students are provided remediation mathematics via push in/pull out model of instruction. Services will be provided 3-5 times per week. Students are provided with intensive skills-based instruction in grades 3-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the education program and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops which provide them with activities to use with their children in order to ensure student progress.
- **ESL** - students, in addition to receiving CR Part 154 requirements, are provided with additional instructional services in literacy, math and language acquisition skills. Students are targeted based on NCE services and NYSELAT tests. All students who fall below the mandated performance levels are provided with an additional period of ESL instruction by a licensed ESL teacher. Beginner students are provided 2 periods daily. Intermediate and advanced students are provided 1 period daily.
- **Reduced Class Size** - by creating reduced register classes in grades K-2, the student/teacher ratio is reduced thus allowing for additional individualized student instruction in all curriculum areas.
- **Technology** - during the school day, Computer Assisted Instruction, research via the Internet, utilizing technology tools in an effort to equip all students with the necessary skills to achieve academic success. Additional CAI provides students an opportunity to learn at their own pace with immediate reinforcement, remediation and self-correcting strategies.
- **P.P.T. Committee** - the PPT committee meets on a bi-monthly basis. The focus of the committee is to ensure an appropriate learning environment for all students. The teachers present their concerns for students who meet with difficulty in achieving their goals. Together the committee develops plans to provide alternatives to Special Ed.
- **SAT Team** - provides social support services to students who have been referred by classroom teachers and/or parents as in need of intervention. The psychologist and social worker provide crisis intervention and/or counseling as needed.
- **Guidance** - works with students targeted by teachers, SAT team and parents who are in need of these services. The counselor also provides service to at-risk students who are having difficulty adjusting to

- their educational programs and special education children with IEP mandated guidance services.
- **Speech** - teacher works with children who are at-risk and mandated IEP students. Through small group and individual instruction, targeted children receive support services in developing expressive and receptive language.
- **Circular 6-R Tutoring** - classroom teachers use their professional periods of individual or small group instruction to enable at-risk students to meet ELA/Math, Science, Social Studies, Technology and/or State performance targets in the various curricula.
- **High School Tutoring** - the Partners in Learning program established a bi-weekly student tutorial program. Under the supervision of certified teachers, at-risk students work with high school students to increase their academic performance in reading. High school students participating in program receive training prior to working with children.
- **Attendance** - as studies have shown, there is a direct correlation between attendance and student achievement. Attendance is overseen by our Family Assistant and Assistant Principal. In an effort to reduce student absence and lateness; students are required to bring a note for absence or lateness. Follow-up phone calls are made to the parents of students who fail to provide the required documentation. Attendance summary sheets are checked daily for attendance patterns. The School Safety office, with the Family Assistant keeps a record of all students who are chronically late and/or absent. Conferences with parents are held on an as need basis to ensure that parents and school are working collaboratively to meet the students needs.
- **After School Literacy/Math** - provides literacy remediation to students in grades 3 & 4 who are at-risk of not meeting State and City performance targets. Classes meet twice weekly, after-school. The program provides small group instruction in literacy, math, ESL and science based on individual student needs.
- **Summer School** - provides intensive academic instruction in the areas of reading and math, for students in grades 3-5. Students in grades 3-5 are provided differentiated instruction based on test scores (L 1 & L 2), Acuity, ECLAS 2 and individual portfolio assessment.
- **Extended Day** – As per new contractual mandates, students who have been determined to be At-Risk will be provided tutorial services via staff each day. K-5 during a stand alone period each day, Monday through Thursday.

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.

By participating in Schoolwide Programs we are able to upgrade instruction for all students with a special focus on all students who are not meeting State Standards. Schoolwide Programs will enable us to co-mingle Title I funds from federal, state and local resources (with the exception of special ed and specifically allowed ELL monies) in a much more comprehensive action. The ability to combine funding sources provides all children with an opportunity to be provided with an individualized instructional programs.

## **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.

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**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.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> 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 <sup>2</sup> 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	X			\$633,031	X	6, 18-23, 26-28, 34, 35, 37, 38-40, 41-46
Title I, Part A (ARRA)	Federal	X			\$145,251	X	18-23, 37, 38-40
Title II, Part A	Federal	X			\$ 23, 602	X	18-23
Title III, Part A	Federal	X			\$ 27, 880	X	29-33
Title IV	Federal						
IDEA	Federal						
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b> <b>Directions:</b> Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under <b>IDEA Note:</b> 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:

**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.

- 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:** N/A **SURR<sup>3</sup> 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.

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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:**   N/A  

**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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: 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.)

**Currently we have no students in temporary housing.**

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

### **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 DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 253					
<b>District:</b>	21	<b>DBN:</b>	21K253	<b>School</b>		332100010253

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		95.2	95.6	95.3
Kindergarten	123	144	123				
Grade 1	98	110	144	<b>Student Stability - % of Enrollment:</b>			
Grade 2	80	101	110	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	97	86	98		88.8	87.0	87.0
Grade 4	85	99	88				
Grade 5	82	85	103	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.1	95.1	95.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	0
Grade 12	0	0	0				
Ungraded	2	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	603	663	703	(As of October 31)	2007-08	2008-09	2009-10
					20	35	34

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	32	33	Principal Suspensions	17	14	21
# in Collaborative Team Teaching (CTT) Classes	0	0	21	Superintendent Suspensions	4	0	2
Number all others	25	36	35				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	48	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	11	6
# receiving ESL services only	157	179	TBD				
# ELLs with IEPs	7	30	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	6	5	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.2	77.1	87.8
				% more than 5 years teaching anywhere	60.4	56.3	75.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	93.9
American Indian or Alaska Native	0.3	0.3	0.1	% core classes taught by "highly qualified" teachers	90.4	91.0	89.4
Black or African American	0.7	0.6	0.3				
Hispanic or Latino	48.6	45.1	45.8				
Asian or Native Hawaiian/Other Pacific	36.3	36.7	37.3				
White	11.9	16.1	15.8				
<b>Male</b>	50.7	49.8	48.1				
<b>Female</b>	49.3	50.2	51.9				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-						
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	60.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 605</b>	District <b>21</b>	School Number <b>253</b>	School Name <b>The Magnet School</b>
Principal <b>Lisa Speroni</b>		Assistant Principal <b>Brenda Acevedo</b>	
Coach <b>Lesia Schwartz</b>		Coach	
Teacher/Subject Area <b>Melissa Musman - Data Assistan</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Yelena Moldavkiy - ESL</b>		Parent <b>Claudia Escoto</b>	
Teacher/Subject Area <b>Katherine Angelakos - ESL</b>		Parent Coordinator <b>Gina Dacchille</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Wendy Karp</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>704</b>	Total Number of ELLs	<b>177</b>	ELLs as Share of Total Student Population (%)	<b>25.14%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Identification of Newly Enrolled ELLs

When a new student registers at our school in September and throughout the year, the ESL coordinator begins the ELL identification (within 10 days of the admit date) by conferring with the school pupil accounting secretary to initiate the ELL identification process. Our ESL teachers, Mrs. Moldavskiy, Ms. Angelakos and Ms. Deng, conduct the informal interview with the parent/guardian and/or student. Our trained pedagogues also assist in translation services when needed: Spanish- Ms. Curley, Ms. Matias, Russian- Ms. Keller, Ms. Moldavskiy and Ms. Sparavola, Urdu/Bengali - Ms. Arshd, Ms. Bansal in assisting answering the questions on the HLS and informal interview.

If a student is identified as English only, the ELL identification process ceases, the OTELE code is NO (English only), and the ESL coordinator signs off on the HLS, and a copy is kept in the ELL department's files. If however, after the completion of the HLS and interview, the student is a first time entrant (to the NYC Dept of Ed) and eligible for LAB-R testing the following steps take effect: The coordinator records the information from the ATS admissions notice onto the Roster Sheet (by grade) for LAB-R testing along with the all the necessary information recorded for each student onto Lab-R scan form (grade /level) which is used for testing(short form). Once the tests are hand scored, using -Lab R cut scores, they are identified as: Beginner, Intermediate, Advanced or Proficient. These grids are then submitted on a specific date to the pick-up scanning site. \*Hand scores are cross checked against the Roster Exam Report (RMSR) once the report is available on ATS. If the student tests Proficient, the HLS is completed, finalized, and photocopied by the Coordinator and put on file in the Main Office. If the child is identified as ELL, the ESL coordinator highlights the student's name, score (proficiency level), language level and grade and then transcribes the ELL's information onto a second list "The ELL Target List". In the event that an ELL identified child's HLS is Spanish, the ELL student is subsequently administered the Spanish LAB to determine language dominance.

An initial letter to parents indicating their child's Lab R results includes the following:

- Non-entitlement (Proficient) (Appendix E)
- Entitled (Beg, Int, Adv) (Appendix C)

Consequently, a second letter is sent to parents of ELL identified students to attend one of many group orientation meetings in order to select one of the three language programs available: Parents are presented the programs and in turn have the opportunity to ask questions in order to make an informative selection of language program for their child (one to one meetings for parents of LEP newcomers are throughout the school year.)

The following resources are presented at each meeting:

- Attendance sign in sheet
- Orientation video (DVD)
- Parent Information Brochure
- Parent Survey and Program Selection (Appendix D)

The first choice of language program on the Parent Survey form is recorded (Transitional Bilingual, Dual Bilingual or Freestanding ESL) on each child's HLS and on the ELL roster. Both the parent selection forms and the HLS are photocopied and attached (the original is placed in the student's cumulative folder and the copy is placed in a folder in the main office by grade/language).

The Program selection as has been the trend, is the Freestanding ESL program as first choice. Alternately, the ESL Dept has an in-house list of parents who may have opted for the Dual language or Transitional Bilingual program or may have been listed by default. At this time, the numbers on this list are minimal and do not offer one of the alternate language programs at our school site; a list of schools offering the alternate programs is available to parents.

\*Parents who have not returned their Parent Survey Selection forms are invited and encouraged to attend future meetings at their disposal or by appointment before, during or after school hours. Our ELL compliance team is available to the parents during the one to one meetings for new admits, and ELL transfer students who may not have the necessary paperwork in their cumulative record. Each year it is our goal to complete 100% of all our ELL Program Selection Forms. We have successfully accomplished this as our parent coordinator (2010 Parent Coordinator of the Year by District 21) has implemented the following: parent outreach program, which empowers the parents with the necessary information in their native languages (ARIS data, password access, letters, consultation workshops on ELL programs, Community Based Organizations agencies, and invited professionals on weekly nutrition workshops and yoga classes, etc) from the DOE to make informative choices concerning their child's/children's education.

If LEP identified, the student is then added to the ELL Roster for services and a photocopy of HLS and Parent Survey are placed in the parent selection folder in the main office. If, however, the student has passed the NYSESLAT within the last 2 years, the student is added to the list of Transitional students for additional academic support and state testing accommodations.

To begin the formation of the ESL program, an initial "ELL Target List" (Spring 2010 NYSESLAT) K-5 is formed. NYSESLAT Spring 2009-2010 ELLs who scored proficient are provided Transitional services by funded personnel as well as additional services in an after school transitional programs in order to plan and provide (2 year) transitional support and testing accommodations.

Once ELL identification is complete and the ELL's are identified, the following Appendixes are sent to parents indicating their child's LAB-R/Spanish LAB and or NYSESLAT 2010 results:

- NYSESLAT 2010 - Transitional (Appendix H)
- NYSESLAT 2010- Continued Entitlement (Appendix G)
- LAB-R Fall 2010-Non-Entitlement (Appendix E)
- LAB-R Fall 2010-Entitlement (Appendix C )

\*An in house list is in place to monitor all Appendixes distributed to parents for each school year.

\*Transfer students from other NYC Public Schools are screened for LEP identification by reviewing the following data, since the child's cumulative record is not available at the time of admittance.

- ATS Notice of Admission (QADM)
- Exam History Report (REXH)

"The ELL Target List" is used for the preliminary phase of grouping, which is subsequently re-designed to better meet the needs of the students by a collaborative team of ELL, classroom, and content area pedagogues. Grade /NativeLanguage/Proficiency – Language modality scores ( strengths and differing needs), learning style, student data (on multiple assessments when applicable), teacher expertise, and data are taken into consideration in strategically creating homogenous groups within a group ( native language commonality and support as an effective practice to drive instruction optimally for newcomers in grades 2-5). In making sound educational decisions, our approach to educating ELL's is an additive approach. As in "Best Practices", empirical research has shown that instructional programs with high levels of rigor and support (native language resources(libraries(fiction/non- fiction), texts,(dictionaries, primary sources and strategic homogeneous linguistic grouping result in higher academic achievement for ELL's in a pull-out ELL program.

#### DEMOGRAPHICS :

P.S. 253 is located in the Brighton Beach section of Brooklyn. This is a low income, ethnically diverse community. Our school's population, currently 657 students in grades PreK – 5, reflects this diversity with Hispanic 45.35%, either new immigrants or first generation Americans from the Caribbean, Central, South and North America. In addition 36.69% are Asian Pacific Islander, .45% are Afro-American, and 16.59% are non-Latino Caucasian and .91% multiracial.

Our main building is fully utilized including a transportable unit housing 2 classrooms. The current breakdown of classes is as follows: 2 full day Pre-K classes, 6 Kindergarten classes, 6 First Grade classes, 5 Second Grade classes, 4 Third Grade Classes, 3 Fourth Grade Classes and 3 Fifth Grade Classes. Currently there are 2 self-contained multi-graded Special Education classes servicing Grades 3, 4, 5, 1 self-contained class servicing Grade 2, 2 CTT classes in Grades 1 and 2, and one SETSS teacher who services grades K-5. We have 7 cluster positions including Music, Art, Dance, Humanities (Integration of Social Studies and Recreational Sports) 2 Science, (upper and lower grades), and Library.

A Pedagogical staff of 50 permanently assigned licensed and Highly Qualified teachers support the student population as well as three full time certified/licensed ESL teachers.

The students receiving ELL services this year comprise approximately 26% of our school population. To meet the needs of these students our school has a comprehensive ELL program, and reduced register classrooms. All tax-levy classes are instructed in English and have ELL services provided to those students who qualify. English language competency varies widely because 22% of our student population arrived in the United States within the last 3 years.

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. Approximately 50% of our students entering school have little or disrupted school experience. This includes many of our newly admitted students in grades Pre-K-5. In order to meet the challenge, our focus is to develop a strong literacy program with a comprehensive language program and communication skills that they will

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										10,000
Dual Language										0
ESL	176	1								176
<b>Total</b>	<b>176</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>176</b>

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

## Part III: ELL Demographics

Language Group	Programs	Serves the following	Includes ELLs and EPs)	at apply	K	1	2	3	4	5	6	7	8	9	10	11	12	#	
Chinese																			0
Russian																			0
Bengali					<input checked="" type="checkbox"/>	0													
Urdu					<input type="checkbox"/>	0													
Arabic																			0
Haitian																			0
French																			0
Korean																			0
Punjabi																			0
Polish		number of classes	for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education,																0
Albanian		age, and Self-Contained ESL), classes	refer to a cohort of students served in a day. For push-in ESL classes refer to the separate																0
Yiddish		day in which students are served.																	0
Other																			0
<b>TOTAL</b>					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																					
K-8																					
Number of ELLs by Grade in Each Language Group																					
Language Group	Program	K	1		2		3		4		5		6		7		8		TOTAL		
			ELL	EP	ELL	EP															
Spanish	Freestanding																			0	0
Chinese	Self-Contained		17		9		6		8											0	0
Russian	Self-Contained		17		9		6		8											0	0
Korean	Self-Contained																			0	0
Haitian	Self-Contained																			0	0
French	Self-Contained																			0	0
Other	Self-Contained																			0	0
<b>TOTAL</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	24	23	14	8	9	5								83
Chinese			1											1
Russian	3	8	3	3	7	3								27
Bengali					1									1
Urdu	7	16	7	3	6	8								47
Arabic	3	1				3								7
Haitian														0
French														0
Korean														0
Punjabi					1									1
Polish														0
Albanian			1											1
Other	3	3	1			2								9
<b>TOTAL</b>	<b>40</b>	<b>51</b>	<b>27</b>	<b>14</b>	<b>24</b>	<b>21</b>	<b>0</b>	<b>177</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

The current trend in our school continues to be the selection of a Free Standing ESL program. Although empowering the parents with information on the different ELL programs (data and empirical studies), the trend indicates ESL program selection. The assessment of parent selection surveys and parent dialogue have supported this. Our school's mode of instruction is both push-in (grade 1 literacy) and pull-out for grades K-5. In fact, parents request their children to be immersed in an English enriched school environment since many children are not exposed to English at home

Teachers use the NYSESLAT scores to assess each ELL student's performance. The Scaled Scores Conversion Chart is being used to convert a student's 2010 raw scores to scale scores. Based on the results of the overall language level, ESL services are determined: beginning and intermediate, 2 units of ESL, advanced, 1 unit ESL, 1 unit ELA) 4 – 5 periods per week.

Teachers use formative data from ARIS (ITA's, ECLAS, E-PAL, etc.) to determine an ELL's overall proficiency level.

- A breakdown of modalities is necessary to move from one level of proficiency to the next
- The move from a LEP level (beginning, intermediate, or advanced) to the English proficient level is determined by the combined scores of a student's level of proficiency in all modalities: Listening, Speaking, Reading, Writing.

This data plays an integral part in developing and supporting our ESL program which is aligned with the NY State Standards. In putting ELL's in the context of the core curriculum we have implemented the following:

- Use of data to improve teaching and learning in standard-driven instructional programs.
- Application of researched-based coaching and teaching strategies to support teaching.
- Reading and language folders are reviewed in an effort to assess the development of language within the framework of literacy. This tool helps plan future mini-lessons in reading/writing and language strategies.
- Interactive conferences with students provide teachers with the opportunity to assess a targeted skill in relation to ELL status (Beginner, Intermediate, Advanced) and grade level.

Certified ESL teachers provide ESL instruction both in a pull-out and push-in model. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while Advanced students receive 180 minutes of ELA/ESL instruction per week. Children attaining proficiency are given support services by our licensed Reading teachers for at least 2 years after attaining language proficiency to bring them to grade level in reading.

We strive to implement a proactive approach to instructional improvement. Teachers work collaboratively with ESL support staff to utilize the components of a Balanced Literacy Program to best meet the needs of the students. Certified ESL teachers use ESL techniques and strategies to teach English in the Content Areas.

Mainstream Classroom Settings

In Mainstream classrooms which include English Language Learners at various stages of language acquisition, students can participate in various activities:

- a variety of whole-group, small group, partner and individual activities provided in the program
- tailoring activities to the stages of language acquisition currently in their classroom
- meeting with English Language Learners for ELL instruction using the thematic units, while other children participate in independent, collaborative or center based activities.

#### The ESL Specialist in a Push-in/Pull-Out Model

In a smaller group setting, the ESL teacher may work with children within the classroom or on a pull-out basis. Communication regarding instructional objectives and articulation of the progress of ELL's in the mainstream classroom is vital for achieving academic success for ELLs.

The number of ESL students in our school is 177 (the number fluctuates during the school year). At this time, the following numbers reflect the composition of ELL's in our school: 132 newcomers, 16 students 4-6 years, 0 long term ELL students, 29 Special Education students. The breakdown of subgroups for Grades K-5 consists of 69 beginners, 56 intermediate, 52 advanced and 21 transitional students.

#### Beginning ELL's

The learners' attitudes toward learning and their self-confidence as learners are key factors in successful learning. Children feel empowered to participate in classroom discussions when they can relate to the subject (or have prior experience and/or knowledge). By ELL's participating in discussions in which they can contribute and demonstrate their full knowledge (even minimally), they can feel part of the mainstream group. It is an important factor to make children feel comfortable contributing in classroom discussions. The topic should be one component that we know our ELLs could relate to and thus remain engaged as well as a contributor to the discussion. Background knowledge, personal connections (text-to-text) are instructional strategies which assist and improve newcomers with their reading comprehension and language development. Newcomers develop language context by class participation in "rich" language based interactions with their peers and interaction with students. Additionally, where possible, students should have the opportunity to pair with same language speakers. This native language familiarity will increase the confidence level of students, while giving them an entry point into participating in class discussions and activities.

#### Basic Interpersonal Skills examples:

- To greet someone
- Commands (daily living phrases)
- Communication with adults
- Positive interaction with peers, i.e. games, recess
- Cooperative participation with partner/group on assigned task/project

#### Academic Language Functions examples:

- Retelling a story
- Predict what might occur in a story. (prediction)
- To make text to text; text to self; text to world connections
- Mathematical problem solving (analysis, synthesis)
- Utilization of non-fiction text (news articles, etc.)
- Critical thinking questions

\*It is important to note that the language presented includes rich, robust vocabulary at all times.

Most of the newcomers may have already developed some of the above, however, if they do not have the necessary vocabulary to help them transfer ideas from L1 to L2 it is then essential for them to communicate and interact in social and academic situations during and after the school day in order to to achieve BICS.

#### Description of ELL's 4-6 Years and Long-Term ELL's

Classroom, ESL, content and SETSS personnel use the data obtained from Periodic Assessments, NYSESLAT (modalities), as well as, all periodic assessments in order to provide strategic and differentiated instruction. A deficiency or fossilization in an area may require a "spark" or "jumpstart" to ignite a language modality that needs to emerge in order to continue higher English Language development. In obtaining and reviewing the bio of a student, key strategies are incorporated in specific language modalities through thematic/content based instruction. CAI (Computer Assisted Instruction) is also utilized when working with the ELL child.

Self-esteem is vital for all students, especially ELL's. Scaffolding what students do know and engaging them in activities of high interest with contextualized support is key to growth. Instruction concepts in "flow and grow" enables students to make connections, explore and refine their understanding using activities that engage the learner by integrating the curriculum linking cognitive and linguistic elements in the process; brainstorming, scaffolding, questioning, writing notebooks of ideas on the topic (theme), resources for more information that is visual and concrete (maps, on-line resources, National Geographic, trade magazines) teaching key concepts through teacher modeling (skimming, scanning and note taking (who, what, where, when, why), mind maps (quickly assess what students are learning or need help in) , partner reading(one partner reads out loud, the other retells), quick talk, quick write, quick draw on news articles and magazine articles, multi level reference sets, mapping (webbing, semantic mapping, visual brainstorming, topic clustering, graphic organizers), interactive writing journal (teacher comments in the margins).

The aforementioned activities and strategies are also implemented in working with long term and transitional students in helping them meet and/or exceed the New York State Standards.

In order to plan instruction for Long-Term ELL's (completed 6 years) we need to assess and identify and baseline what students instructional levels are in the areas of language, and language learning needs, particularly in the areas in which they currently require support, as well as, the areas of strength from which to work.

Ongoing assessments indicate and provide teachers the student's performance level which will assist in determining the required instructional supports needed to develop and or strengthen a particular task. These include the following:

- Teacher's observation of how Long-Term ELLs work and interact with others
- Teacher's interaction with individual ELL students
- Performance in Treasures
- Low inference student observations
- The outcomes of listening, reading, speaking and writing tasks.
- Student portfolios
- Student's self-assessments (to develop metacognitive abilities)

The above information has been and will continue to be compiled for the planning of an integrated program.

#### ELL's With Special Needs

Our ESL teachers are cognizant of the IEP requirements for ELLs who are either Special Ed, SETSS and /or related services (Speech, OT, PT). All special education ELLs receive AIS as dictated by their IEP's. Ongoing and monthly informal/ formal articulation sessions (documented) occur between the pedagogues who service these students in order to discuss the student's progress, strategies implemented by differentiated instruction, planning, and next steps. Additional support is provided via PPT meetings. These meetings seek to assist teachers with struggling students inclusive of ELL's.

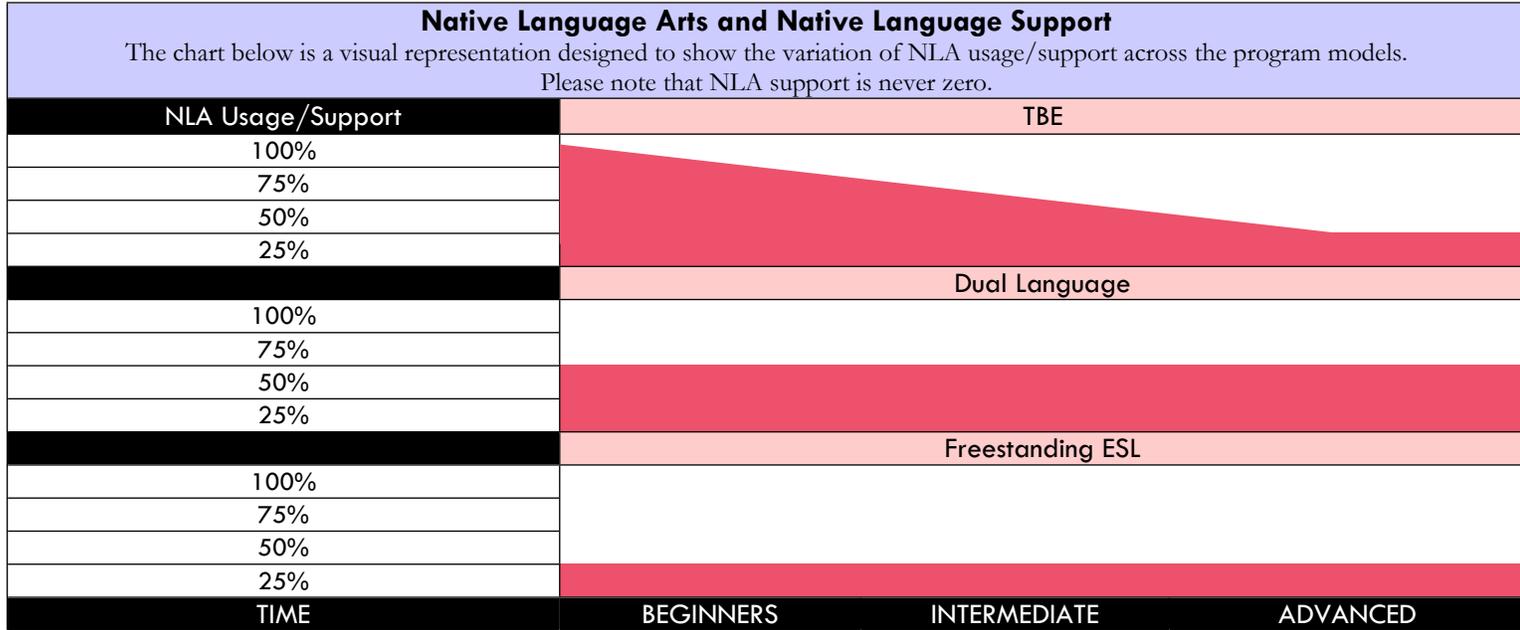
In order to support our special education students' native languages, a paraprofessional who speaks the child's language is be utilized to preview, review and clarify information provided to these students. This ensures that the ELL services provided to the student are aligned to the mandates of the student's IEP. Peer to peer interaction and instructional opportunities are utilized to develop language and social skills, as well as, to provide scaffolding for the less proficient.

#### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

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



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

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

#### Content-Based Literacy ESL Push-In/Pull-Out

Our Language Instruction Program is both push-in/pull-out; both models implement ESL strategies and methodology in a content enriched environment in conjunction with the seven intelligences. The structure of the ESL curriculum is in alignment with the ELL Standards and specific grade curriculum and initiatives. The workshop model plan is the template for instruction in Grades K-5. The instructional goals of the lessons are being met through thematic planning; each lesson is adapted to the group of English Language Learners' grade and proficiency level. Content, language strategies/modalities and/or teaching points are introduced in mini-lessons which then are implemented during active engagement in guided or independent grouping.

Literature is a vital part of our language program. A variety of genres and instructional modalities are included in our program. Below are some instructional approaches and methods that we implement to make content comprehensible:

- Pre-reading activities ((brainstorming, prior knowledge charts, KWL, Turn & Talk (native and non-native speaking))). This allows for the sharing of prior knowledge and experience.
- Vocabulary study introduces students to unfamiliar words in order to scaffold instruction prior to independent or guided instruction. This allows for the identification of content based words found in the text.
- Providing focused questions to the children prior to reading will support student's understanding of text.
- Utilization of barrier cross word puzzles to focus on the spelling and the defining of key content words in phrases.
- Individualized Interactive Conferences and Guided Group lessons encourage the development of speaking/listening in a Risk-Free environment.

As the population of ELL learners rises steadily in our school, teachers are faced with complex instructional challenges. Research shows that literacy and oral language instruction should be integrated from the earliest language learning experiences. Research has also identified the fact that it takes ELL learners an average of 5 to 7 years to catch up to their native speaking peers in the content areas. To this end, and in an effort to close the gap between them and their native speaking peers. Our main instructional focus for this year is to provide students meaningful and differentiated activities within which to practice and internalize both the oral and written language of English. This will be threaded throughout all curricula. Students will have the opportunity to make connections and thus further comprehend text as evidenced in their writing and reading levels.

In an effort to increase language (comprehensible input) and scaffold instruction in order to ensure ELL comprehension, ESL providers and classroom teachers utilize a multi-sensory approach to instruction. This includes but is not limited to pictures, objects, kinesthetic demonstration (Reader Theater), and high interest multi-genred text. It is important to note that this level does not preclude on level text which is introduced to students during Guided Group instruction, and Read Alouds. In addition to reading, the students participate in writing activities organized similarly to those stated above.

As language proficiency develops, other strategies can be added, including scaffolding pre-existing language skills; using graphic organizers, providing hands-on learning opportunities, and small-group or peer tutoring techniques. Teachers assist in language development by questioning, listening, and rephrasing during instruction. Special needs students with specific learning needs are provided additional support which results in the designing of activities designed to meet the child at his/her entry point, keeping in mind the IEP mandates and grade level performance targets.

Our responsibility under the No Child Left Behind Act is to plan data driven scientifically-based differentiated instruction which is designed to develop real world problem solving and critical thinking skills. In addition to providing the above, we will incorporate technology into our ESL Program via computer assisted instruction, i.e. Leap Pad Program, interactive websites. Our English Language Learners are actively engaged in a standard-based academic curriculum to reflect our shared commitment to educate and motivate our students. The additional services provided focus on test data, and classroom teacher input to differentiate instruction by grouping the students by language proficiency and academic levels.

In order to ensure instructional coherence our focus continues to be the use of thematic units encompassing all genres supported by a phonics program. Additional phonics programs are available such as Foundations if a need exists. This allows us the opportunity to closely monitor and support all stages of language acquisition. As an extension of the program, the ESL specialist will work collaboratively with the classroom teacher to ensure that the specially designed Guided Reading Collection titles are used during small-group time within the mainstream classroom during the Balanced Literacy Block. In addition to the day school ESL program, we have added a supplemental after school ESL program with Title III funds: ELL Math Remediation and ELL Literacy, as well as our extended day AIS period. Phonics support is part of the daily reading program (Fountas & Pinnell, Words Their Way).

We continue to use Rigby's On Our Way to English supplementing with Treasure Series. This program is designed specifically to address needs of the ELL student. On Our Way to English focuses on the content areas, themes, charts, songs, language learning games, hands on center activities and shared reading texts. Writing resource components with comprehensive and detailed lesson plans are provided for the ESL specialist to ensure that the children's needs are provided by multiple intelligence teaching skills and strategies. Mini lessons include samples, modeling, think-alouds, skills, strategies and options for activities especially tailored to the five stages of language acquisition.

Our mainstream ESL pull-out/push-in programs (K-3) allows us to provide data driven flexible instructional arrangements. Hampton Brown's Introductory English Station D and E will continue to be utilized in grades 4 and 5 in order to provide English Language Learners a robust content area instructional literacy block. This enrichment component in Reading/Writing will deepen students' core knowledge and in turn raise their levels of proficiency. All instructional choices are scientifically based instructional programs.

Instructional materials to support our ELL's are both content and language based according to grade and proficiency level. The materials that support instruction are the following:

- National Geographic Young Explorer Magazine
- Listening centers (literacy and content materials)
- Rigby, On Our Way to English charts, leveled books
- Hampton Brown's Introductory English Station D and E, Reader's Theater and content specific literature on all grade levels.
- Native language dictionaries/glossaries in the content area
- Native language art books
- Newcomer kit (part 1 and 2)
- Leap Pad Library Program
- Graphic organizers, sight word lists, charts
- Foundations program
- Interactive Websites

<http://www.starfall.com>

<http://www.kidzpage.com>

<http://www.storyplace.org>

<http://www.nationalgeographic.com/ngyoungexplorer/>

<http://www.kids.nationalgeograph.com/>

<http://www.kidsblogs.nationalgeographic.com/littlekids/>

Native Language Support is delivered by the resouces below:

- Native language arts and literature books
- Native language dictionaries and glossaries
- Native language fiction/non-fiction books
- State content area tests in available native languages
- Libraries composed of fiction/ non-fiction leveled books

#### Implications for the Instructional Program:

Based on our analysis of data on the 2010 NYSESLAT and all relevant findings in the four (4) modalities, the following are implications for ESL Instruction for our Grades K-5 ELL students:

- A simultaneous program incorporating BICS/CALPS to be implemented and integrated in the four learning (4) modalities.
- A focus and emphasis on teaching in the content areas in order to ensure grade level cognitive, social and academic development.
- A focus on the ELL Standards/Performance Indicators reflective of the Common Core Standards are evidenced within student tasks and activities.
- Content area ESL libraries composed of non-fiction high interest leveled text selections.
- Listening centers in literacy for language acquisition that reflects interactive exercises to assist with speaking and learning mastery.
- We are continuing to use Rigby, *On Our Way to English*, and Hampton Brown's *Introductory English Station D and E*, Grades 4 - 5 developed for English Language Learners with a strong emphasis on content area instruction/balanced literacy.
- An enrichment component in Reading/Writing to develop, scaffold as well as to raise proficiency in these modalities.
- Continued focus on the utilization of specialized ESL instructional strategies, multiple intelligences, Bloom's Taxonomy, learning abilities/styles and differentiated instruction to meet the needs of our English Language Learners.
- The implementation of Periodic Assessments to differentiate and drive instruction.
- The utilization of Magnet Themes to engage and encourage the use of non-fiction text.
- Ongoing professional development to help educate classroom teachers in the orientation of the ELL newcomer, ELL strategies, special needs students and SIFE students with a concentration in the development of rigor within ELL classrooms
- Extended Day Title III program through project based differentiated and computer assisted instruction (Leap Frog) for additional opportunities to scaffold on day-school instruction.
- To provide testing materials to L1 proficient students in the content areas on state testing in their native language for optimal achievement.

We are moving into our eighth year as a School Wide Program. Our participation in Conceptual Consolidation will allow us to continue to support the targeting and servicing of all students. Combining Title I funds from federal, state and local resources with the exception of Special Ed and specifically allotted ELL monies is a much more comprehensive action. The ability to co-mingle funding sources provides all children an opportunity to be provided with an individualized instruction program. Our supplemental reading teacher will service students who are currently transitional.

Together with all constituencies: teachers, ELL specialist, support staff and parents we will continue to reassess our Language Acquisition Plan in order to provide the most current support necessary to meet the needs of our students.

It is the responsibility of the ESL team, in collaboration with the school's instructional team, to continually reassess our Language Acquisition Plan. This will be done by the ESL team in cooperation with our in-house instructional team, and network support who will provide feedback and suggestions in order to ensure compliance and best practice opportunities. In this way, we can ensure that the English Language Learners' instructional time, both in and out of classroom, will result in maximum instructional time reflected by students' academic gains on state exams.

A common trend within our school has been the readmitting of ELL students throughout the school year. Often times students will return to their native land for up to three months at a time. This results in an interruption of instruction since most do not attend school in their native countries. When they are readmitted back into our school system, their level of English proficiency has deteriorated. It is often difficult to bring them back to grade proficiency level by the end of the school year. We also have students who arrive in grades 2 -5 who are either A-lingual or not proficient in their native language. Transference of L1 to L2 is marginal; content area information, literacy and strategy skills are not on grade level. These students are unique in that there are large gaps that hinder simultaneous educational development. Our goal is not only for the ELL students to attain BICS (Basic Interpersonal Cognitive Skills), but to attain CALP (Cognitive Academic Language Proficiency) status of instruction simultaneously to succeed on grade level.

Many of our ELL students enter our school lacking the basic math and literacy skills usually associated with their chronological age; however, we have found that many of the youngsters, due to transient living conditions, have not had consistent formalized schooling. It is, therefore, necessary to provide not only ELL support, but also math, reading and writing skills in conjunction with ESL. Being able to co-mingle funds will allow the students to receive a multitude of services therefore increasing their chances of meeting AYP or state designated performance targets. In September parents are provided with an informational session discussing the educational options available to their children under the federal guidelines. Additionally, translators and native language videos further explain their options.

Our Language Instruction Program implements ESL strategies in a small group setting; ELL personnel work within the general education class during content area instruction to work with targeted ESL students. This provides the ELL's with enriched instruction in the classroom.

Our intervention program targets ELL students in need of additional support services including but not limited to supplemental math, ELA and Guidance in order for them to meet the state academic achievement standards as evidenced by state exams. Additionally, students are provided small group instruction which will assist them in performing on or above grade level during an AIS period Monday-Thursday.

In addition to the day school ESL program, we have a supplemental after school ESL program funded with Title III monies. Through the use of project-based differentiated instruction and a comprehensive literacy and math program, we have been able to provide our "Extension of Service Students", as well as those designated "At-Risk" with additional language assistance opportunities to support the day school instruction.

Many of our ELL's reaching proficiency on the NYSESLAT have already acquired the basic reading/writing skills, therefore, their needs are often less apparent than those of their peers at the emergent and early stages; nonetheless, our teachers continue to work on guiding them to higher levels of proficiency and instructional independence. Students are provided with instructional strategies in all genres which develop and/or strengthen metacognitive abilities, as well as reinforce grade appropriate literacy skills/strategies. These include but are not limited to: note taking, genre specific writing, mechanics of writing/grammar and editing.

Children at the transitional stage of language acquisition require strategy development in reading stamina and vocabulary. Shared Reading opportunities, Students as Authors, Reader Theater and student performance provide transitional student's opportunities to hear repetitive language and grammatical structures by using emergent and early text levels.

### 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)?

### 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.

Professional development incorporates both the Common Core Standards and NYS ESL Standards. Language Acquisition techniques and ESL strategies will also be provided to staff. The NYS ESL standards will be addressed. Training will be provided by ESL teachers currently using Leapfrog in order to assist teachers in utilizing ELL materials in order to best meet the needs of students. Teachers participating in after-school ELL programs will be provided with three hours of planning time prior to the starting of the after school ELL program in order to assist them with ELL support strategies for the students who are being serviced throughout the program. This will be provided by the ELL lead teacher.

Other areas of professional development include the following:

- Professional Development using ARIS as a source of Data Collection, parent outreach and support, differentiated instruction, collegial interfacing.
- Monthly Administrative Grade Meetings to meet the needs of each grade and/or teacher.
- Weekly teacher driven (Circular 6r) Data Meetings dedicated to the process of inquiry and goal oriented instruction for student and teacher inclusive of but not limited to: reviews of student work, case study, share out sessions, instructional planning, identification of trends among student sub-groups and related support, opportunities for teacher sharing of best practice, clarification or opportunities for reflection.
- It is important to note that all teachers on staff have received eight hours of ELL training which included but was not limited to strategies

working with the ELL students in a general education classroom setting, using multiple data results in order to implement differentiated instruction, as well as the introduction of new instructional materials (professional books, publications, kits) which support the teachers in the area of techniques that are content and language based in order to better address the needs of the ELL students.

- Foundations Wilson Language Basics
- Wilson Reading Program (SETTS and At-Risk Intervention)
- Treasures Reading Series
- Integration of technology in all classrooms together with our leveled classroom libraries to assist our teachers in developing individualized phonics instruction.
- ELL personnel push in-pull out weekly to assist teachers with their "at-risk students".
- Early Grade supplemental personnel to provide AIS to identified students in literacy and writing.
- A variety of genres will be the focus throughout the school year with emphasis on the Teacher's College Model.
- Kindergarten ECLAS-2 will provide the opportunity for differentiated instruction.
- Literacy facilitator and Assistant Principal will continue to provide teachers with ongoing professional development activities to utilize ECLAS-2 in order to support the following initiatives:
  - a) differentiated instruction
  - b) formulation of guided reading and writing groups
- Utilize Writing and Reading Assessment Profile (WRAP) as an assessment tool to measure fluency rate as an indicator of increased student ability to decode.
- Common planning time will allow for ongoing articulation between the classroom teachers and the academic intervention service providers in order to provide continuity of instruction in literacy based on student data (ECLAS, WRAP).

**Professional Development:**

The following topics will be included in this year's Professional Development schedules from September to January. In addition any teacher in need of 7 hours of ESL training will be provided during Grade Conferences and designated Staff Development days.

- New Teacher Training utilizing Language Acquisition techniques and ESL strategies.
- Treasure Series (How to utilize series to support the needs of your ELL students?)
- Introduction to ELL support material (CAI), Rigby Newcomer I, II, III Kits –center activities where applicable
- Leap Pad leveled language development program (theme, content area, proficiency level, and phonics)
- Available AIS for the struggling ELL Learners
- ESL Acuity Application
- Differentiated Instruction to meet the needs of the IEP and ELL Learners
- Foundations – (K-3)
- CAI How to use graduated computer programs and activities to support, motivate, and enrich the ELL learner?
- Common Core Standards for English Language Arts (Listening, Speaking, Reading, Writing)

**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?

Public School 253 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 that 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.

Public School 253 will continue to implement the following:

- 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:
- We will continue to provide on-going high quality professional development for staff, and will convene regularly scheduled workshops for

teachers that focus on developing supportive and effective learning environments that enable the participating children to meet the State's student academic achievement standards.

- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

Parent Orientation meetings /Ongoing during the month of October

Funded parent meeting – December, January, February, April, May

- The school will convene meetings for Title I parents to inform them of their children's progress and also the services they are provided. At those sessions portfolios of children's work will be shared with parents with a focus on individual progress and information about how parents can help at home. Teachers will also provide regular written reports to parents citing student progress.
- Staff will be available for consultation with parents during school orientation days, leadership team meetings sessions where applicable, and during official Open School Week activities. In addition parents are free to ask for meetings with teachers during preparation periods.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents will be encouraged to volunteer on a daily basis in our school and encouraged to deepen their school relationships.

Our Parent Coordinator will endeavor to maintain a formal program for parent volunteers in our school. All parents will be informed through written and oral correspondence and regular SWP funded program meeting. Finally all parents are encouraged to participate in Open School Week where they may observe classroom activities in order to best assist their child/children at home.

Public School 253 will continue to:

- Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
- 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 and will encourage them to attend.
- 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 practical, in a language that parents can understand.
- 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.
- At 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.
- Provide to parents a student progress report about the performance of their child on the State assessment in English language arts and mathematics and related content areas.
- 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 Regulation (67 Fed. Reg. 71710, December 2, 2002).

#### Parent Responsibilities

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

- Supporting my child's learning by making education a priority in our home
- Making sure my child is on time and prepared everyday for school
- Monitoring attendance
- Talking with my child about his/her school activities every day
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom (pending training)
- Collaborating with classroom teachers in an effort to assist their children during the school day
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time

- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement or achievement
- Utilizing the DOE and school website in order to access individual information about my child

In order to continue seeking opportunities to expand the home/school link, we will endeavor to expand literacy classes to parents of our students who have (via parent survey) expressed the desire to learn English and language acquisition skills. According to a recent parent poll, our parents are asking for communication skills training so that they can begin to support their children at home. The Parent Coordinator and School Staff will begin providing workshops and training particularly to ELL parents. Our needs assessment suggested that in order to raise the academic achievement of our students we must assist our parents in supporting their children. Through monthly parent workshops our goal is to provide training opportunities and activities in the areas of ELA, Math and ELL so that they may be able to assist their children at home. Educating the family will increase the academic success of our students.

## 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)	22	25	10	1	4	7								69
Intermediate(I)	10	18	9	7	8	4								56
Advanced (A)	8	8	8	6	12	10								52
Total	40	51	27	14	24	21	0	0	0	0	0	0	0	177

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	4	1	0	2	2							
	I	0	10	7	1	0	3							
	A	0	8	8	1	6	7							
	P	0	21	15	22	15	9							
READING/ WRITING	B	0	17	7	0	2	4							
	I	0	16	9	6	8	6							
	A	0	7	6	6	11	10							
	P	0	3	9	12	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	11	4	0	21
4	10	7	0	0	17
5	5	5	4	0	14
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	2	1	8	1	10		2		24
4	3		14	1	4		0		22
5	0	1	4	1	7		4		17
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	5		3		10		2	2	22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	1	0		12		0		17
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		N/A		
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)				0				
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 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.
- 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 tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- 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?

Our teachers compile the information from these informative resources to group, monitor and differentiate instruction (class/homework) for each ELL student, in this way their development over time and within the stages of language acquisition becomes apparent. This data then allows teachers to make instructionally sound decisions regarding teaching and learning.

- NYSESLAT Level and Conversion Scores in listening/speaking/reading/writing
- Authentic Teacher Assessments
- Treasure Series Assessments
- ITA's
- Math/ELA grades 3-5
- Predictive ELA and Math Assessments are used to predict student outcomes which serves to ensure that students are provided the most current instructional activities and support required to ensure success. This is evidenced in the classroom when observing lessons, reviewing student tasks, and revisiting a student's work in relation to the teacher's expected outcomes.

In order to ensure instructional coherence teachers maintain comprehensive records of the following:

- Observations
- Children's developmental levels of reading and language in the form of anecdotal records
- Editing checklists
- Running records
- Informal language assessments
- Reviews of retellings
- Responses to literature
- Reading interviews
- ECLAS-2
- WRAP
- Aris
- Fountas and Pinnell Benchmark Assessment System
- Grade Rubrics
- Conference Notes in all content areas
- Artifacts (student work samples, conferences, assessments and low inference observational data) which evidence mastery

The data patterns across proficiency levels on the Lab-R indicate 28:83 students entering Kindergarten from Pre-K program proficient on LAB-R. 54/83 (with little or no previous schooling) tested beginner to advanced. A majority of the new admits in Grade 1-5 tested beginner as most had just recently entered the U.S.

The 2010 NYSESLAT results indicate that there were 148 students tested in Grades K-5. Upon assessing the data in the module of the listening/speaking modality, 82 were proficient, 30 scored at the intermediate/advanced level and 9 scored at the beginner level (newcomers). In the modality of reading/writing the numbers across the grade (newcomers less than 1 year ) and 45 at the intermediate/advanced level and 24 proficient students (grades 2 and 3) who have been serviced for a period of time that was less than three years.

All NYSESLAT data is reviewed by the members of the data team in collaboration with the ESL teachers. This information is shared with the school community via the School Leadership Team, PTA and at Faculty Conferences.

The results of the NYSESLAT Modality Report indicate the following:

- a population (less than 3 years) of ELL learners without simplifying the juxtaposes of language acquisition, evidence the progression of language proficiency in the language process stated in research by the following sequence of modalities :1st listening, 2nd speaking, 3rd reading and last writing .
- a population (extension of services) of ELL's reveal that a majority scored Advanced (grades 4&5) and lag in the modalities of reading and/or writing . A closer examination of data shows that students in this group scored slightly higher in the reading modality. This follows the stages of language acquisition (BICS and CALP described by Jim Cummings). The results also indicate a progression of language proficiency in the reading/writing modalities as students attain CALP and have had 2-3 years of language instruction. The data from the RNMR is vital for differentiated instruction in order for our ELLs to attain language proficiency. This is an indicator that Bloom's Taxonomy of higher level CALP tasks and grade level content need to be implemented to "spark" and differentiate instruction to this ELL population instruction.

In addition to the NYSESLAT, Periodic Assessment (Acuity, Predictives, ITA's) are used to identify specific skill/sub-skills that ELL students have not yet mastered. Data trends identified after review of NYSESLAT and Periodic Assessments serve to assist in the designing of instruction that is necessary to move these student in an upward slope until proficiency in all 4 modalities is reached and the NYS Standards for the grade are met.

Our program currently is focusing on cultural centrification by identifying the student's native language and English language proficiency(language modalities-spotlighting their strengths and weaknesses) in order to best suit the learning of ideas, content and language. We have flexibility that allows for opportunities for student interaction with their peers that share the same native home language, as well as opportunities for interaction and support of students speaking languages other than their own. This develops patience, tolerance of others, sound skills and language. Together with the PTA, SLT, and Title I our parents have elected non native language exclusivity reflected in The Parent Selection Survey Forms.

All ELL and Transitional ELLs taking the New York State Tests for ELL's (2 years after testing out of NYSESLAT) are provided with testing accommodations ((time and a half, listening passage read 3 times, separate location, native language test and/or glossaries, written(Spanish) or oral translations(Russian)) .With the exception of newcomers (written, oral or translated support), most of our ELL's opt for taking the exams in English and have met the NYS Standards on most State Exams which is reflected in the Table below.

A close analysis of the ELA 2010 indicates the following:

Out of 21 students taking the exam in Grade 3

- 6 scored a Level 1 (below the standard)
- 11 scored a Level 2 (met basic standard)
- 4 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 71% of Grade 3 approached and met the standard, while 29% are below the grade standard.

Out of 17 students taking the exam in Grade 4

- 10 scored a Level 1 (below the standard)
- 7 scored a Level 2 (met basic standard)
- 0 scored a Level 3 and 4 (met and exceeded proficiency standard)

Conclusion: 43% of Grade 4 met the basic standard, while 59% are below the grade standard.

Out of 14 students taking the exam in Grade 5

- 5 scored a Level 1 (below the standard)
- 5 scored a Level 2 (met basic standard)
- 4 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 29% met the grade standard, 36% met the basic standard and 36% did not meet the grade standard.

A close analysis of the NYS Math 2010 indicates the following:

Out of 24 students taking the exam in Grade 3

- 2 in English and 1 in their NL scored a Level 1 (below the standard)
- 8 in English and 1 in their NL scored a Level 2 (met basic standard)
- 10 in English and 0 in their NL scored a Level 3 (met proficiency standard)
- 2 in English and 0 in their NL scored a level 4 (exceeded proficiency standard)

Out of 22 students that took the exam in Grade 4

- 3 in English and 0 in their NL scored a Level 1 (below the standard)
- 14 in English and 1 in their NL scored a Level 2 (met basic standard)
- 4 in English and 0 in their NL scored a Level 3 (met proficiency standard)
- none scored a Level 4

Out of 17 students taking the exam in Grade 5

- 0 in English and 1 in their NL scored a Level 1 (below standard)
- 4 in English and 1 in their NL scored a Level 2 (met basic standard)
- 7 in English and 0 in NL scored Level 3 (met proficiency standard)
- 4 in English and 0 in NL scored a Level 4 (exceeded proficiency standard)
- Conclusion: On Level 3 and Level 4 no student in their NL was at or above proficiency.

A close analysis of NYS Science Exam 2010 indicates the following:

Out of 24 students taking the exam in Grade 4

- 5 in English and 0 in their NL scored a Level 1 (below standard)
- 3 in English and 0 in their NL scored a Level 2 (met basic standard)
- 10 in English and 0 in their NL scored a Level 3 (met proficiency standard)
- 2 in English and 2 in their NL scored a Level 4 (exceeded proficiency standard)

Conclusion: NL supported above proficiency score of Science content area.

ECLAS-2 ELL Population 2010:

Kindergarten Decoding ECLAS-2 June 2010:

Out of 47 Kindergarten ELLs, 23 students scored below level in the sub-strand of decoding. Eleven students scored on level and 13 students scored above level in the sub-strand of decoding. We need to focus on the sub-strand of decoding in ECLAS-2. ELL teachers will work with classroom teachers utilizing Foundations and Treasures Reading Series.

## Part VI: LAP Assurances

scored above level in the sub-strand of decoding. We need to focus on the sub-strand of decoding in ECLAS-2. ELL teachers will work with classroom teachers utilizing Foundations and Treasures Reading Series.

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		