



**THE BARBARA REING SCHOOL  
P.S. 255**

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

**SCHOOL: 22K255**

**ADDRESS: 1866 EAST 17<sup>TH</sup> STREET, BROOKLYN, NEW YORK 11229**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 255      **SCHOOL NAME:** The Barbara Reing School

**SCHOOL ADDRESS:** 1866 East 17<sup>th</sup> Street, Brooklyn, New York 11229

**SCHOOL TELEPHONE:** 718.376.8494      **FAX:** 718.627.0626

**SCHOOL CONTACT PERSON:** Allison Banhazl      **EMAIL ADDRESS:** [abanhazl@nyc.schools.gov](mailto:abanhazl@nyc.schools.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Allison Banhazl

**PRINCIPAL:** Linda L. Singer

**UFT CHAPTER LEADER:** Denise Palermo

**PARENTS' ASSOCIATION PRESIDENT:** Alice Hibsher

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** 6.02

**NETWORK LEADER:** Julia Bove

**SUPERINTENDENT:** Linda Waite

**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/ronlyres/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
Linda Singer	*Principal / Administrator/Budget Liaison	
Denise Palermo	*Co-UFT Chapter Leader, Teacher	
Allison Banhazi	*Chairperson, Teacher	
Alice Hibsher	PA President/Parent	
Susan Detorfino	DC 37 Representative, School Aide	
Eileen Calandrillo	SLT Secretary/Teacher	
Andrea Mandelberger	Curriculum/ Teacher	
Cindy Victor	Safety / Paraprofessional Rep.	
Jennifer Bitz	Parent Association/Parent	
Catherine Braunstein	Parent Association/Parent	
Katherine Chin	Parent Association/Parent	
Claudia Zevala	Parent Association/Parent	
Stacy Sobel	Parent Association/Parent	
Suk-Tan Chin	Parent Association/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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#### **Vision:**

The administration, faculty, staff, parents and community of P.S. 255 are dedicated to pursuing the highest intellectual, physical, emotional and social standards as set forth by NYC and NYS, and to preparing every child at our school for college and careers.

#### **Mission 1:**

We are a collaborative school community dedicated to preparing all students for success in the 21<sup>st</sup> century, by providing the necessary academic and social skills necessary to be successful in an ever-changing diverse world.

#### **Mission 2:**

We are a collaborative school community where children are treasured. Our school's curriculum provides a learning environment which is centered on our student population. Therefore, it addresses their individual ability levels, learning styles and diverse cultural backgrounds.

P.S. 255 has developed a distinct reputation for excellence over the past several years. Special Education students and English Language Learners make very good progress because the school has reliable systems to track their learning. Students learn at a brisk pace throughout the school because teachers set rigorous goals for student achievement. There are excellent systems that work effectively to spot students who need extra help to improve their progress in learning. Students make very good progress because successful partnerships with parents promote effective learning in and out of school. The principal leads by example and sets the highest professional standards for staff that are willingly accountable for student achievement. There is an excellent climate for learning supported by mutual trust and respect throughout the school. The quality of instruction is high because it is well supported by outstanding professional learning. Teachers collaborate very effectively and support each other in teams across and between grades. Guidance counselors and therapists work successfully with teachers to provide exceptional support for individual students. Teachers use a range of assessments to monitor the effectiveness of interventions very carefully.

During the 2010-2011 school year we hope to continue many of our successful programs including but not limited to Studio In A School, Ballroom Dancing with American Ballroom Theatre, Family Crafts Night, Family Math Night, Holiday Show, Spring Fling, Awards Assemblies, School Museum Gallery presentations, trips to various cultural institutions throughout the city, Dance Festival, Valentine's Dance, Field Day, Jump Rope for the Heart, Robotics, Enrichment Program for Gifted and Talented Classes, NY Historical Society Education, Healthy Living and Nutrition Program for selected classes, Studio in Dance for lower grades, as well as Friday Assemblies where students from Kindergarten through fifth grade reenact performances for the school community to attend.

**SECTION III – Cont'd**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 255 Barbara Reing School								
<b>District:</b>	22	<b>DBN:</b>	22K255	<b>School BEDS Code:</b>	332200010255				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	65	67	66		94.0	95.1	TBD		
Kindergarten	115	111	111						
Grade 1	104	125	113						
Student Stability - % of Enrollment :					2007-08	2008-09	2009-10		
Grade 2	88	111	130	<i>(As of June 30)</i>	92.7	91.9	TBD		
Grade 3	106	98	116						
Grade 4	98	112	107						
Grade 5	119	102	116						
Poverty Rate - % of Enrollment :					2007-08	2008-09	2009-10		
Grade 6	0	0	0	<i>(As of October 31)</i>	62.2	62.2	75.0		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Students in Temporary Housing - Total Number :					2007-08	2008-09	2009-10		
Grade 10	0	0	0	<i>(As of June 30)</i>	2	11	TBD		
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	24	7	21						
Recent Immigrants - Total Number :					2007-08	2008-09	2009-10		
Total	719	733	780	<i>(As of October 31)</i>	16	26	26		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	55	50	52	Principal Suspensions	14	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	39	41	56	Superintendent Suspensions	3	0	TBD		
Number all others	26	26	36						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	61	63	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	186	194	183						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	50	Number of Administrators and Other Professionals	27	29	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	9	10	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	72.1	77.8	TBD
				% more than 5 years teaching anywhere	52.5	50.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	80.0	84.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1		95.7	95.7	TBD
Black or African American	8.5	7.0	6.0				
Hispanic or Latino	15.3	14.5	14.0				
Asian or Native Hawaiian/Other Pacific Isl.	22.4	23.9	25.0				
White	53.7	54.4	54.6				
Male	55.6	54.3	55.6				
Female	44.4	45.7	44.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	7	7	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	85.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	11.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	46.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	5.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

Our greatest accomplishment this year is that we have maintained an **A** status for four consecutive years. We received the Quality Review score of "Well Developed" in the following areas: Gathering Data, Planning and Setting Goals, Aligning Instructional Strategies to Goals, Aligning building Capacity to Goals, and Monitoring and Revising. Our state and interim test scores have consistently increased, as well. We feel our Academic Intervention Services have been a major factor in maintaining and increasing our scores on all state tests and assessments. We are confident that these trends will continue. However, improvement is still needed for our English Language Learners and Special Education students.

We are a multi-cultural school and many of our students are non-English speaking. We also have a large Special Education population. During the 2010-2011 school year, we will service 147 English Learners and 144 Special Education students. Our Special Education students are receiving Academic Intervention Services in Math and Reading during the 30 minute zero period and the 37.5 minute extended day program in order to improve their academic success and increase test scores. Our English Language Learners are supported by our ESL teachers. New ELL students are given ESL mandated services based upon the Home Language Survey and the results of the Language Assessment Battery - Revised (LAB-R) which is administered within 10 days of entering our school. All ELL students are assessed in the spring using the New York State English as a Second Language Achievement Test. The results from the NYSESLAT are used to check progress and plan for continued services for each student. ELL students also receive AIS services during the 37.5 minute extended day program.

P.S. 255 had made considerable progress with our Special Education population, as evidenced by the additional credit awarded for this group on the 2009-2010 Progress Report. Moving forward, we will continue to focus our efforts to improve student outcomes for our Special Education population. In order to ensure that we meet our New York State accountability targets for this subgroup, instruction in the area of English language arts will be appropriately differentiated based on needs identified from a variety of data sources.

We are extremely proud of our accomplishments and are motivated to continue our quest for progress and improvement.

## **Performance Trends**

- During the 2009-2010 school year we met all NYS accountability targets in mathematics. In addition, we earned extra credit on the NYC Progress Report for exemplary proficiency gains made in the following subgroups: English Language Learners, Lowest Third (Citywide), Special Education, and CTT.
- During the 2009-2010 school year we met all NYS accountability targets in ELA with the exception of the Special Education subgroup. However we received extra credit for exemplary proficiency gains made with our CTT Special Education students on the 2009-2010 NYC Progress Report.
  - In grades 3-5, student performance on multiple-choice items was better than on constructed response items. Students were able to perform appropriate operations to obtain the correct answers on multiple choice items. Yet, when the same skills were tested on constructed response items, student performance greatly dropped. This indicates a possible weakness in mathematical communication.
- 2009-2010 NYSESLAT results reveal the following performance trends:
  - Students in all grade levels progress quickly in the Listening/Speaking portion of the test, as evidenced by the high number of students scoring proficient.
  - By comparison, progress in the area of Reading/Writing is slower, as evidenced by the lower number of students scoring in the proficient range for this modality.

## **Aids to Continuous Improvement**

- Use of assessment tools
  - We are using assessment tools more efficiently and effectively. These tools include: ACUITY Assessments, Instructionally Targeted Assessments, RIGBY, WRAP, teacher-created resources, observations, and a wealth of data to drive instruction.
  - Our data specialist provides professional development to our teachers in grades K-5 to show teachers how to use data to drive their instruction. Children are assigned individualized practice based on their deficits.
  - We continue to utilize a collaborative inquiry model to identify and address specific needs of our students across all grade levels. Through staff development, we have trained our teachers to use the model that we have established to support all students. We continuously chart progress and track our students using longitudinal studies so that we can show continuous growth.
- We continue to use the arts as a vehicle to improve student learning.
  - Our partnership with Studio in a School has enabled our ELL children to acquire the English language at a fast pace and also enhanced the self-esteem of all the students, hence, improved test scores.
  - Education in Dance and Ballroom Dancing are movement based programs that educate the “whole child,” creating well rounded individuals. These programs enrich our student’s vocabulary, as well as build their self-esteem. It creates shared experience for our diverse community of learner.
- We have provided additional Academic Intervention Services to include Test Taking Strategies and have made outreach efforts to include more Special Education and ELL children. We have also included extensive test preparation during extended day, for Special Education, and all testable children.

## **Barriers to Continuous Improvement**

- The effects of the widespread budget cuts affected several areas, requiring the school to creatively problem-solve in order to ensure that our students are getting the best education possible.
  - AIS service providers now assume many roles within the school, leaving fewer periods per week to provide services to students. As a result, the school has made extensive

use of all out-of-classroom teachers during zero-period to provide these services to our neediest students.

- Our after-school program budget was greatly reduced. While we cannot support all of the programs we were able to supply in prior years, we were able to appropriately prioritize our programs based on need. Therefore, we will continue to provide after-school instructional programs in ELA, Math and NYSESLAT preparation. However the sizes of after-school classes have increased, making it more of a challenge for us to meet the needs of the abundance of children.
- As our enrollment increases daily, budget constraints limit our ability to provide small class size. Although classes are not at capacity, we have had to make adjustments.
- Nearly one-fifth of our students are English Language Learners, requiring additional instructional support from their teachers and service-providers. We must continually evaluate their progress utilizing a collaborative inquiry model via horizontal and vertical teacher teams. Additionally, it is essential to provide the resources needed to support teachers in addressing the unique needs of these students by providing quality professional development.

## 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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**Goal 1: By June 2011, 75% of our students will show at least a 3% improvement in English Language Arts performance from the previous year as measured by interim and state assessments.**

- Assessment tools, such as ARIS and ACUITY, along with state assessments in grades 3-5, are used by teachers to document areas of student weakness and guide their daily instruction.
- Inquiry team will use statistics as a guide to identify areas of student weakness, which teachers need to address.
- By setting high learning goals and developing plans for improving student learning via the school inquiry team, ELA scores will improve.

**Goal 2: By June 2011, 90% of our students will show at least a 2% improvement in Mathematics performance from the previous year as measured by interim and state assessments.**

- Assessment tools, such as ARIS and ACUITY, along with state assessments in grades 3-5 are used by teachers to document areas of student weakness and guide their daily instruction.
- Inquiry team will use statistics as a guide to identify areas of student weakness which teachers need to address.
- By setting high learning goals and developing plans for improving student learning via the school inquiry team, Mathematics scores will improve.

**Goal 3: By June 2011, all students will demonstrate a basic understanding of the Science Core Curriculum as outlined by the New York State Scope and Sequence. 80% of our students will show a 2% improvement on interim assessments and the fourth grade state assessment.**

- Assessment tools, such as grade appropriate unit and topic tests, are used by teachers to track areas of student weakness and drive their daily instruction.
- Interactive experiments, a school-wide science fair, and an annual science night promote a basic understanding of the Science core curriculum.

**Goal 4: By June 2011, increase the percent of staff implementing instruction to expose students to all the art mediums, as set forth in the Blue Print for the Arts to 100%.**

- The arts will provide a medium for students to demonstrate self expression which in turn will lead to academic improvement.
- By building capacity within the staff we can ensure that students are being exposed to the arts within and across curriculums.

**Goal 5: By June 2011, 80% of our ELL population will show more than a year's progress in the area of writing as determined by the adequate mastery of a range of skills for each grade level, as outlined in the newly adopted Common Core Standards for English Language Arts and Literacy.**

- Classroom teachers, service providers and other personnel will work continuously and collaboratively to meet the needs of our diverse community of learners.

**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):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 75% of our students will show a 3% improvement in English Language Arts performance from the previous year as measured by interim and state assessments.</b></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>▪ Utilize the results of RIGBY/WRAP Assessments administered in September, January and May to evaluate progress, identify strengths and challenges, group students and drive instruction.</li> <li>▪ Administer Periodic Assessments, i.e. Predictive and Instructionally Targeted Assessments, in October, November and March, with results to set up interim goals throughout the year and track progress for grades 3, 4 and 5.</li> <li>▪ Administer ECLAS-II Assessments in the fall and the spring, results used to set up interim goals, plan for grouping and drive instruction for students in grades 1, 2, &amp; 3.</li> <li>▪ Utilize spring ECLAS-II Assessments administered in the spring to evaluate progress and identify strengths and challenges to kindergarten students.</li> <li>▪ Mini-Benchmark Assessments are given to students bi-weekly and/or monthly and evaluated by classroom teachers in order to drive instruction throughout the school year.</li> <li>▪ Classroom teachers evaluate results of mini-benchmark assessments to drive instruction throughout the year.</li> <li>▪ Administer a mock NYS Social Studies Test in November, to reinforce reading skills and DBQ writing format to determine student proficiency</li> <li>▪ Administer midterm (January) and final (June) tests in the classroom in order to evaluate progress continue to identify strengths and challenges.</li> <li>▪ Use the results of the previous year’s State ELA test to evaluate progress and identify strengths and challenges for individual students.</li> <li>▪ Continue to implement a balanced literacy model of instruction during the daily literacy block             <ul style="list-style-type: none"> <li>▪ Primary Toolkit and Comprehension Toolkit guide strategy instruction in nonfiction</li> <li>▪ Making Meaning guides strategy instruction in fiction and literature</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Implement Writer’s workshop is in each grade’s daily schedule, monthly writing samples and penmanship samples are collected</li> <li>• Scott Foresman’s <i>The Grammar and Writing Book</i> will provide the foundation for a cohesive writing program which develops student mastery of the conventions of English, as well as deepens students’ abilities to write for a variety of audiences and purposes</li> <li>▪ Flexible grouping and leveled libraries.</li> <li>▪ Transition to the Common Core State Standards in ELA through: <ul style="list-style-type: none"> <li>▪ Collaborative grade planning</li> <li>▪ Monthly grade conferences differentiated PD</li> <li>▪ Strategy-based reading instruction</li> </ul> </li> <li>▪ Extend Scott Foresman Reading Street to grade 2</li> <li>▪ Provide Professional development to members of the inquiry team and Reading Specialist on using data from Acuity and ARIS.</li> <li>▪ Turnkey information on using data (retrieval and analysis) to classroom, cluster &amp; AIS teachers</li> <li>▪ Program Professional Development on a regular basis on differentiating instruction, Tier 1 information strategies, setting and measuring student goals.</li> <li>▪ Weekly AIS meetings, inquiry team meetings, SAT meetings, etc., which review individual students and initiate services.</li> <li>▪ Align teachers’ objectives aligned to meet individual student needs and Common Core Standards.</li> <li>▪ Set up measurable goals by grade according to standards-based learning.</li> <li>▪ Allocate funding for intervention personnel and programs to improve student learning.</li> <li>▪ Implement extensive after-school programs designed to offer remediation in ELA and test preparation in ELA.</li> </ul> <p><b><u>Responsible Staff Members</u></b></p> <ul style="list-style-type: none"> <li>▪ All Classroom Teachers</li> <li>▪ 1 Literacy Coach</li> <li>▪ Professional Development Team</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Title I</b> -Reading/AIS Teacher/ Reading Paraprofessional-</li> <li>▪ Curriculum Mapping Sessions using Common Core</li> <li>▪ <b>NYSTL</b> -Enhance student classroom libraries with nonfiction text-</li> <li>▪ <b>NYSTL</b> -Scott Foresman Grammar and Writing Book</li> <li>▪ <b>NYSTL</b> -Comprehension Toolkits</li> <li>▪ <b>Grants</b> to support our programs</li> <li>▪ Utilizing zero period for skill based small group instruction</li> <li>▪ Professional Development – schedules, agendas, minutes</li> </ul>



	<p>monthly and evaluated by classroom teachers in order to evaluate progress and drive instruction throughout the school year.</p> <ul style="list-style-type: none"> <li>▪ Use the results of the previous year’s State Mathematics test to evaluate progress and identify strengths and challenges for individual students based on an skills item analysis</li> <li>▪ Administer midterm (January) and final (June) tests in classrooms in grades K-5 in order to evaluate progress and continue to plan for instruction.</li> <li>▪ Provide small-group AIS instruction to meet the needs of at-risk students</li> <li>▪ Implement of Everyday Mathematics in grades Pre- K</li> <li>▪ Implement of Envision Mathematics program in grades K-5 including math journals, technology resources, and problem solving strategies</li> <li>▪ Program Professional Development on a regular basis on differentiating instruction, Tier 1 information strategies, setting and measuring student goals.</li> <li>▪ Weekly AIS meetings, inquiry team meetings, SAT meetings, etc., which review individual students and initiate services.</li> <li>▪ Implementation of extensive after-school programs designed to offer remediation in Math and test</li> </ul> <p><b><u>Responsible Staff Members</u></b></p> <ul style="list-style-type: none"> <li>▪ 1 Fulltime Math Cluster Teacher</li> <li>▪ Math Coach-</li> <li>▪ IEP Coordinator, AIS Teacher</li> <li>▪ All Classroom Teachers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Tax Levy</b> -1 Fulltime Math Cluster Teacher-</li> <li>▪ <b>Title I</b> -Math Coach-</li> <li>▪ Utilizing staff to train colleagues in implementing technology throughout the curriculum</li> <li>▪ Utilizing zero period for skill based small group instruction</li> <li>▪ Professional development schedules with coverage</li> <li>▪ Lesson plans</li> <li>▪ Substitute coverage logs</li> <li>▪ Professional development and general supplies</li> <li>▪ <b>Tax levy, NYSTL</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instruments of Measure:</b></p> <ul style="list-style-type: none"> <li>▪ Evidence of data driven instruction in the classroom during observations</li> <li>▪ Evidence of data that reflects improvement for individual students (Mini-Benchmark Assessments, Benchmark Assessments for multiple topics, individual classroom tests)</li> <li>▪ Improved NYS Math Test scores</li> <li>▪ Improved ITA and Acuity results</li> <li>▪ Math AIS program logs</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Provide AIS services to students not meeting standards during extended day</li> <li>▪ Provide all students with ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world.</li> <li>▪ Two full-time science clusters service grades K-5, each works closely with the classroom teachers.</li> <li>▪ Showcase students' inquiry based projects, utilizing the scientific method, at a school – wide science fair</li> </ul> <p><b><u>Responsible Staff Members</u></b></p> <ul style="list-style-type: none"> <li>▪ 2 Science Cluster Teachers</li> <li>▪ All classroom Teachers</li> <li>▪ IEP Coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Tax Levy</b> -2 Science Cluster Teachers-</li> <li>▪ <b>NYSTL</b> -Non-Fiction Library Trade Books</li> <li>▪ <b>Tax Levy</b> -Lower/Upper grade live materials, Delta Hands on Supplies</li> <li>▪ Utilizing staff to train colleagues in implementing technology throughout the curriculum</li> <li>▪ Professional development schedules with coverage</li> <li>▪ Grade Conferences</li> <li>▪ Lesson plans</li> <li>▪ Professional development and general supplies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instruments of Measure:</b></p> <ul style="list-style-type: none"> <li>▪ Improved student performance on classroom, interim and state assessments</li> <li>▪ Enriched classroom science centers and learning environments</li> <li>▪ Improved attendance in the after-school science program</li> <li>▪ Increase participation in school-wide science fair.</li> </ul> <p><b>Projected Gains:</b> We are projecting that there will be a 2% increase at each of the following intervals: January 2011, June 2011 as measured by the midterms, finals and state exams.</p>

**GOAL 4**

**THE ARTS**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, increase the percent of staff implementing instruction to expose all students to all the art mediums, as set forth in the Blue Print for the Arts to 100%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Provide visual arts instruction via classroom teachers, clusters and grant monies.</li> <li>▪ Allocate funds and schedules for Ballroom Dancing, Education in Dance, field trips to museums, etc.</li> <li>▪ Junior / Senior Chorus meet on a weekly basis</li> <li>▪ Individual Piano and Violin Instruction on a weekly basis</li> <li>▪ Recorder and pre-recorders for Pre-K-K, clarinet and flute small group instruction on a Provide small-group instruction in recorders and pre-recorders to Pre-K and K</li> <li>▪ Provide small group administration in keyboard, clarinet, flute, violin</li> <li>▪ Showcase student talents in the Holiday Extravaganza, Dance Festival, Spring Fling and Weekly class assembly performances</li> <li>▪ Collaborate with NY Historical Society and nutritionist from Healthy Living program to provide arts-infused instruction</li> <li>▪ Develop ballroom dancing skills in grade 4</li> <li>▪ Expose Pre-K and Kindergarten students to dance movement through Education Dance</li> <li>▪ Collaborate with and employ teaching artists from Studio in a School</li> <li>▪ Incorporate Art Skill of the week into weekly lessons</li> </ul> <p><b><u>Responsible Staff Members</u></b></p> <ul style="list-style-type: none"> <li>▪ 1 Art Cluster Teacher</li> <li>▪ Adaptive Physical Education Teacher</li> <li>▪ All Classroom Teachers</li> <li>▪ Artists from Studio In A School</li> <li>▪ 1 Music Cluster Teacher (also serves as Instrument Instructor and Choral Director)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ <b>Title 1 SWP – SIAS</b>, Professional Development</li> <li>▪ <b>FSF</b> – general supplies, Ballroom Dancing</li> <li>▪ <b>Title I-</b> Historical Society, Healthy Living Program-</li> <li>▪ <b>Tax levy-</b> PreK</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instruments of Measure:</b>  <b>Teacher lesson plans, classroom observations, participation in school assemblies, visual displays, and professional development records.</b>  <b>Projected Gains: We are projecting that there will be a increase at each of the following intervals: November 2010 by 50%, February 2011 by 50%, June 2011 by 100%</b></p>
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**GOAL 5**

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 80% of our ELL population will show more than a year’s progress in the area of writing as determined by the adequate mastery of a range of skills for each grade level, as outlined in the newly adopted Common Core Standards for English Language and Literacy.</b></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>▪ Deliver focused writing instruction of our ELLs via certified ESL teachers. addressing vocabulary, mechanics, organization and creative expression the writing needs.</li> <li>▪ Utilize strategies including listening activities to build receptive vocabulary, followed by interactive vocabulary practice to integrate new vocabulary into productive use.</li> <li>▪ Teachers actively engage students in the daily use of Word Walls and thematic graphic organizers which provide ELLs with a print-rich environment. Involving bilingual parents during the newcomers first weeks will also help make them more receptive and comfortable in learning English.</li> <li>▪ Utilize a wide variety of resources including: books on tape and various computer programs to aid in immersing newcomers in English.</li> <li>▪ Engage all ELLs in activities will include collaborative writing, interviews, reading responses, personal narratives, expository writing, word study, vocabulary study, and editing. Collaborative writing projects will help students to bridge the gap from social to academic language proficiency.</li> <li>▪ ESL teachers and classroom teachers collaborate to provide writing instruction and intervention through the push-in/pull-out ESL program</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ongoing professional development will help ESL and classroom teachers to align instruction and strategies with ESL goals and New York State standards.</li> <li>▪ Provide ongoing professional development to ensure ESL and classroom instruction aligns to New York State Standards for ESL</li> <li>▪ Implement an after-school program to provide test-preparation for the NYSESLAT</li> </ul> <p><b><u>Responsible Staff Members</u></b></p> <ul style="list-style-type: none"> <li>▪ ELL Teachers</li> <li>▪ All Classroom Teachers</li> <li>▪ Test Coordinator</li> <li>▪ CFN Support Specialist</li> <li>▪ Professional Development Team</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Tax Levy</b> -ELL Teachers</li> <li>▪ Professional Development Team</li> <li>▪ Professional Development- schedules, agendas, minutes</li> <li>▪ Inquiry Team-agendas, minutes</li> <li>▪ Faculty Meetings-agendas, notes on file</li> <li>▪ Teacher Goals and Objectives for school year 2010-2011</li> <li>▪ Lesson Plans, assessment binders, student portfolios</li> <li>▪ <b>Title III</b> -Parent Workshops-schedules, agendas, notes-</li> <li>▪ <b>Title III</b> -After School Programs-</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instruments of Measure:</b></p> <ul style="list-style-type: none"> <li>▪ A school wide criterion for determining the baseline writing level of students will be developed based upon the newly adopted Common Core Standards.</li> <li>▪ The same criteria will be used to monitor progress throughout the year and to determine the students' levels of proficiency in writing at the end of the year.</li> <li>▪ Results of the ELL Periodic Assessments, Acuity Periodic Assessments, and classroom writing samples will demonstrate areas of strength and areas in need of further development for individual ELL students</li> </ul> <p><b>Projected Gains:</b> We are projecting that by December there will be 0.5 years progress and by June greater than 1.0 years progress will be made.</p>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	0	0	N/A	N/A	0	0	0	0
1	25	0	N/A	N/A	1	0	0	0
2	0	15	N/A	N/A	1	0	0	0
3	38	38	N/A	N/A	1	0	0	0
4	30	30	47	20	2	0	2	0
5	34	34	20	15	3	1	1	0
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>The Reading Intervention Teacher works during the school day, with small groups of children to improve and support balanced literacy skills. They use many different approaches and sources of reading materials. Writing skills are also reinforced in all areas of the curriculum. The Reading Intervention Program follows an in-class, and pull out model.</p> <p>The Reading Intervention Paraprofessional, who assists Reading Intervention Teachers each school day, is part of the reading intervention program. The Reading Intervention Paraprofessional works with the children in grades 1, 3-5 to improve comprehension skills as recommended by their teachers. The Reading Intervention Paraprofessional also helps to reinforce writing skills.</p> <p>Identified students in grades 1-5 receive supplementary reading services from one full time Reading Intervention Teacher and one Reading Intervention Paraprofessional. This after-school program services students in grades 3-5 who are not meeting the NYS Learning Standards and NYC Performance Standards. In a small group setting, reading strategies are explained, practiced, and reinforced. Components of literacy and writing are taught.</p> <p>Fundations—Fundations is an adaptation of the Wilson Reading Program to be used in early childhood classes. We are currently using Fundations in our kindergarten and first grade classes during the school day to provide a systematic, multi-sensory method of teaching reading and writing skills with a strong focus on phonemic awareness, decoding, encoding words and spelling rules. It is being used as a tier 1 intervention for whole classes.</p> <p>Coach, Kaplan and Options Materials (Tier 1 and Tier 2 interventions used during the day) Kaplan’s English Language Arts-is centered on familiarizing students with the exam and showing them strategies they can use to maximize their scores.</p> <p>Option’s provides targeted and strategic review of the key content on the New York State test and is aligned to state standards.</p> <p>Buckle Down New York Reading builds on and reinforces the core ELA and Math skills that students are taught every day.</p>

	<p>They provide reading at all grade and skill levels. It provides a range of reading levels that enable all students to learn independently and at their own pace.</p> <p>The Laboratories meet the needs of all students by providing materials to enable the pupil to practice specific math skills as well as an ongoing comprehensive math practice and review. A Lexia Phonics software program that supports the development of word identification skills and provides practice to these skills become habits.</p> <p>Phrase, sentence and paragraph level activities are also provided to increase the use of contextual cues for improved comprehension. The interactive, phonics-based activity format encourages listening skills and following directions. Timed activities are included to increase independent work habits. The program will be used as Tier 1 and Tier 2 intervention.</p> <p>Wilson Reading: Phonemic awareness program for grades 3 through 5. Used as a tier 2 interventions. It is a multi-sensory method of teaching reading and writing skills.</p>
<p><b>Mathematics:</b></p>	<p>Our Math Resource Teachers service small groups of students in grades 3-5 several times a week. Some classes may also receive push-in services, during the school day.</p> <p>The after-school program services students in grades 3-5 who are not meeting the NYS Learning Standards and NYC Performance Standards. In a small group setting, math skills with emphasis on critical thinking skills and problem solving are explained, practiced, and reinforced.</p> <p>Student strengths and weaknesses are assessed and instruction is appropriately tailored to address areas of critical need. Additional small-group instruction is provided through the extended day program.</p> <p>Students learn systematic methods and construct conceptual understanding in lessons that complement existing classroom instruction</p> <p>Great Leaps Math is being used as a tier 2 intervention during school day.</p> <p>Paraprofessionals, cluster teachers and AIS providers work with students on a one to one basis to increase the student's knowledge of basic addition, subtraction, multiplication and division skills. SRA Reading Laboratories are used as Tier 1 and Tier 2 interventions.</p> <p>SRA Math Laboratories are used as Tier 1 and Tier 2 interventions.</p>

<b>Science:</b>	Our Science teachers provide additional instruction in an after-school program. The after-school classes contain a small group of students. The program focuses on preparing the students for the state exam. Students learn to use manipulatives and participate in curriculum based experiments. Additional small group instruction is provided to fourth grade students through the school's extended day program and during zero periods.
<b>Social Studies:</b>	During class periods and small group models, students learn to analyze document-based questions and write well developed essays based on these documents, and students learn strategies for responding to multiple - choice questions.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Our Guidance counselors deal with health problems, crisis intervention, suicide prevention, grief and bereavement. Staff development workshops inform and sensitize staff to the signs of child abuse and neglect. Guidance counselors confer with the administration, school nurses, child abuse authorities, parents, staff and law enforcement to ensure the safety of our students. Guidance counselors also work with staff and parents on the School leadership Team to plan and assess the schools current needs and concerns. Our full time guidance counselor is the contact person for child abuse and sexual harassment. The guidance counselor serves children with special needs as per the students IEP counseling mandate.
<b>At-risk Services Provided by the School Psychologist:</b>	Provide at-risk (ERSSA) counseling and crisis intervention on the individual or group basis during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	Serves children with special needs, especially children with severe emotional problems as per the students IEP. In addition ERSSA (Educational Related Support Services Aid) provides counseling by SBST personnel for at risk children. Counseling is provided on a one to one basis or in a group setting during the school day.
<b>At-risk Health-related Services:</b>	Not applicable.

**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.

***Please see attachment.***

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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) Pre-K – 5**                      **Number of Students to be Served:**     147     LEP   647   Non-LEP

**Number of Teachers**     5                          **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s

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

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### **School Building Instructional Program/Professional Development Overview**

#### **I. Staff Development (2010-2011 activities):**

**See LAP attachment.**

**Form TIII – A (1) (b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		<i>See LAP attachment</i>
Supplies and Materials		
Travel		
Other		
<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.
  - We compiled a list of school staff members' speaking languages other than English and utilize their services as needed throughout the school year.
  - We have bilingual Parent Learning Leaders who voluntarily work with the students that require extra assistance (mostly with the new admitted students) in their studies, as well as help the school personnel to effectively communicate with their parents.
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.
  - We surveyed the classroom teachers and ESL pullout teachers regarding the number of students speaking specific languages.
  - We also spoke to the Parents Association and parent coordinator on requests made from parents involving the need for translation of letters.
  - We discovered that we have an influx of immigrants from Uzbekistan and Tadjikistan. We also continued to have a large Russian population.

#### **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.

- We plan to translate important letters. We will also highlight specific English words to look for. We would like to have our bilingual staff members available before and after school. We would schedule specific days for each required language. Our staff will also be available for Parent Teacher Conferences and during family parent involvement nights. At this time, letters would be sent home or parents can come up to have translation done on various letters and information received.
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.
- In order to meet the translation and interpretation requirements set in Chancellors Regulation A-663, the school is going to use school staff to cover the languages spoken by parents.
  - Timely provision of translated documents through existing resources and the Translation and Interpretation Unit will be provided.

**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:	\$461,305	\$238,627	\$699,932
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,631.05	\$2,386.27	\$6,999.32
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,065	*	\$34,996.60
4. Enter the anticipated 10% set-aside for Professional Development:	\$46,130.50	*	\$69,993.2

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
 \_\_\_\_\_ 98.5% \_\_\_\_\_

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

In order to insure that we will have 100% high quality teachers by the end of the coming school year, the teacher will be provided with various activities and various strategies will be utilized. They included, but are not limited to the following; professional development in the area of need, classroom inter-visitations, and the promotion of a school wide professional learning community.

\* 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.

### **Title I Parent Involvement Policy and Parent-School Compact for PS 255K**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 255, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 255's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I, as trained volunteers and welcomed members of our school community. PS 255 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 255's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 255 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 255 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and family math;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: state testing, literacy, health, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and

**PS 255 will further encourage school-level parental involvement by:**

- holding an annual Parent Curriculum Conference;
- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I .
- supporting OFEA District Family Day events;
- establishing a place for Parents to be able to receive instructional/informational materials.
- encouraging more parents to become trained school volunteers/learning leaders.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

**Section II: School-Parent Compact**

PS 255, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

PS 255 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

#### **Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

#### **Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences where the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening)

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

### **Student Responsibilities:**

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

## **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.
  - A survey is distributed to and completed by all faculty members to evaluate needs assessment.
  - The Quality Review, Progress Report, Spreadsheet of Math and ELA errors, and information in ARIS are reviewed.
  - See also Section IV, Parts A and B - Needs Assessment
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- See Appendix 1 - Parts A and B Academic Intervention Services (AIS) Summary Form
- b) Our School Inquiry team will focus on 18 students (emphasis is placed on ELLs and Special Education) to provide and track Academic Achievement. Additionally, Academic Intervention Services are provided for all ELL, Special Education, and General Education students throughout each school day. After-school programs are provided for all ELL, Special Education, and General Education students. These programs include:
- Reading and Mathematics Academic Intervention for grades 3, 4, and 5
  - Mathematics and Reading Test Preparatory Programs for grades 3, 4, and 5
  - Science Test Preparatory Program for grade 4
  - NYSESLAT Training for grades K-5
3. Instruction by highly qualified staff.
    - Instruction by highly qualified teachers: 86.3% of our teachers have a Masters Degree or Higher. This is up 3.6 % since the previous year. 74.5% of our teachers have more than 5 years of teaching experience.
  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 takes place every week on Wednesday mornings throughout the school year. We make use of our staff as experts to disseminate materials, instruct, and demonstrate programs in our schools. Coaches will be used to implement best practice curriculum programs. Administrative observations of lessons to improve instruction with pre and post observation conferences for collaboration.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - We have attended many job fairs setup by our region or local colleges. Students enrolled in teaching programs visit our school as observers. We also have student teachers coming in from St. Joseph College.
  6. Strategies to increase parental involvement through means such as family literacy services.
    - We continuously conduct parent workshops throughout the year. Parents are invited and involved in all activities and events that take place in our school. For those parents in need of translation, language interpretation and translation is always available.
  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.
    - Parents/students are invited to our Kindergarten Open House. There is a parent/child orientation program. Pre-K teacher and kindergarten teacher conferences are held to discuss the students' educational needs. The Family Room is used to ease the transition for child and parents of our students. We have a Kindergarten Fair to promote our kindergarten program. There are holiday events that parents can join in. We have Kindergarten Assemblies and at the end of the year, a Stepping Up Ceremony.

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.
  - Administration meets with teachers throughout the year to discuss the progress and individual needs of students. ECLAS, ACUITY, and teacher generated exams help drive instruction for the specific needs of the students.
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.
  - Individual instruction is given before and after school hours for students with special needs. Additionally, students in need of extra support in the areas of reading fluency and reading comprehension, and/or mathematics are pulled out for small group instruction. After-school programs are available to students who experience difficulty mastering concepts in the content areas, as well as for those who need to be challenged beyond what they are exposed to within regular school hours.
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.

**Reading Intervention** The Reading Intervention Teachers work with small groups of children to improve and support balanced literacy skills. They use many different approaches and sources of reading materials. Writing skills are also reinforced in all areas of the curriculum. The Reading Intervention Paraprofessional assists The Reading Intervention Teachers each day, and is part of the reading intervention program. The Reading Intervention Paraprofessional works with the children in grades 3-5 to improve comprehension skills as recommended by their teachers. The paraprofessional also helps to reinforce writing skills. Identified students in grades 1-5 receive supplementary reading services from two full time Reading Intervention Teachers and one Reading Intervention Paraprofessional. The Reading Intervention Program follows an in-class, and pull out model: 145 children are serviced in small groups, 32 children are serviced in an in-class program.

**Reading is Fundamental (RIF)** conducted by the reading teacher, is a federally funded program that enhances self-esteem and has built-in incentives and rewards. All children including ELL, Special Education and all subgroups select books of increasing difficulty through the school year, and share them with their classmates. These books are selected by students for students and are used for pleasure/recreational reading.

**The Math program services 40 students (grades 3, 4, & 5)** – students work in small groups 3 times per week, and one second grade class receives push-in services 3 times per week for 45 minutes.

**Universal Pre-K** This program integrates instruction with health, nutrition, and social services. It consists of 3 Universal Pre-K, 1 full day and two ½ day classes, and a fourth class, Targeted Pre-K, full day which are staffed by one classroom teacher and one paraprofessional. Pre-K classes include learning centers, hands-on thematic approach to learning and active parental involvement. Children's creativity is encouraged. Children use computer technology to build skills and promote social development, work in pairs,

take turns, share and peer tutor.

**Academic Intervention Services (AIS Reading)** This after-school program services students grades 3-5 who are not meeting the NYS Learning Standards and NYC Performance Standards. In a small group setting, reading strategies are explained, practiced, and reinforced. Components of literacy and writing are taught.

**Academic Intervention Services (AIS Math)** This after-school program services students in grades 3-5 who are not meeting the NYS Learning Standards and NYC Performance Standards. In a small group setting, math skills with emphasis on critical thinking skills and problem solving are explained, practiced, and reinforced. Student's weaknesses and strengths are assessed to tailor the math curriculum to their needs.

**Project Arts Program**

The "umbrella unit" model of uniting visual art, dance, music, literature and other cluster subjects around a cultural theme. It is a concerted effort to make the arts central to the core curriculums. Integration of the arts into our literacy, social studies, science and math curriculum allows the students to become involved in real life projects that connect the curriculum to the real world.

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

### ***Explanation/Background:***

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

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

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

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

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

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

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <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	✓			\$461,305	✓	12-22
Title I, Part A (ARRA)	Federal	✓			\$238,627	✓	12-22
Title II, Part A	Federal	✓			\$121,153	✓	12-22
Title III, Part A	Federal	✓			\$28,500	✓	12-22
Title IV	Federal						
IDEA	Federal	✓			\$ 610,967	✓	12-22
Tax Levy	Local	✓			\$ 3, 428,426	✓	12-22

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **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.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<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.)
  - Students in Temporary Housing who are currently attending P.S. 255: 1 student
2. Please describe the services you are planning to provide to the STH population.
  - Services provided to the STH population include, but are not limited to, transportation to and from school, school supplies (paper, notebooks, writing utensils, etc.), free meals (breakfast and lunch), and eyeglasses. Additional items, such as fieldtrips and class pictures, are provided for the STH population, as well.

### **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. 255 Barbara Reing School					
<b>District:</b>	22	<b>DBN:</b>	22K255	<b>School</b>		332200010255

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	67	66	69		94.0	95.1	95.9
Kindergarten	111	111	104				
Grade 1	125	113	117	<b>Student Stability - % of Enrollment:</b>			
Grade 2	111	130	117	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	116	134		92.7	91.8	93.7
Grade 4	112	107	118				
Grade 5	102	116	117	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.2	75.0	75.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	11	19
Grade 12	0	0	0				
Ungraded	7	21	23	<b>Recent Immigrants - Total Number:</b>			
Total	733	780	799	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					16	26	26

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	52	55	Principal Suspensions	14	9	13
# in Collaborative Team Teaching (CTT) Classes	41	56	56	Superintendent Suspensions	3	0	4
Number all others	26	36	41				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	61	63	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	29	10
# receiving ESL services only	194	183	TBD				
# ELLs with IEPs	0	50	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
	2007-08	2008-09	2009-10
	9	10	32

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	72.1	77.8	82.3
				% more than 5 years teaching anywhere	52.5	50.8	58.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	91.2
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	95.7	95.7	96.9
Black or African American	7.0	6.0	4.9				
Hispanic or Latino	14.5	14.0	15.9				
Asian or Native Hawaiian/Other Pacific	23.9	25.0	24.4				
White	54.4	54.6	54.4				
<b>Male</b>	54.3	55.6	57.2				
<b>Female</b>	45.7	44.4	42.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	75.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	11	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	43					
<i>(Comprises 60% of the</i>						
Additional Credit:	8.5					

<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>602</b>	District <b>22</b>	School Number <b>255</b>	School Name <b>Barbara Reing</b>
Principal <b>Linda L. Singer</b>		Assistant Principal <b>Susan Ehrlich, Iris Nikas</b>	
Coach <b>Lori Caiazzo, Math Coach</b>		Coach <b>Janet Reynolds, Literacy Coach</b>	
Teacher/Subject Area <b>Donna Jacobs/ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>Naira Vaganyan/ESL</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Beth Rocco</b>	
Related Service Provider		Other <b>Mary O'Neill, Data Specialist</b>	
Network Leader <b>Ms. Julia Bove</b>		Other <b>Dolores Watford, Test Coordina</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>5</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>794</b>	Total Number of ELLs	<b>147</b>	ELLs as Share of Total Student Population (%)	<b>18.51%</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.

All new entrants are screened to determine whether they are candidates for ELL/LEP, using appropriate and approved screening and diagnostic instruments. In the event there is a new student admitted to school, the secretary calls an ESL teacher and a translator, if necessary, to conduct an informal interview with the parent and the child. HLISs are administered by ESL teachers Donna Jacobs, Naira Vaganyan, and Kelli Jean Pierre. Further, the initial identification of ELL/LEP students through the Home Language Identification Survey (HLIS) along with LAB-R testing is completed within 10 days of enrollment. Spanish LAB is administered to those students whose HLIS indicates that Spanish is the primary language used in the home. The results are used to measure a student's performance in Spanish in the areas tested, as well as to determine language dominance. LAB-R testing is administered by ESL pedagogues Donna Jacobs, Naira Vaganyan, and Kelli Jean Pierre. Spanish LAB is administered by ESL pedagogue, Donna Jacobs. The NYSESLAT is used at the end of the school year to measure a student's progress. Data is collected from test results to drive instructional practices for the year.

The parents of new ELLs are invited to attend orientation sessions where they become informed, in their native languages, of the different programs offered (Transitional Bilingual, Dual Language, Freestanding ESL). ESL teachers, Donna Jacobs, Naira Vaganyan, and Kelli Jean Pierre, and the parent coordinator provide all necessary information to ensure that parents understand all three program choices. The parent coordinator at our school work together with the ESL teachers, classroom teachers and provide families with assistance in placement. Bilingual personnel are available to assist parents. Notices, video presentations, booklets, HLISs, and parent surveys are available in home languages of parents and students. The results of the parents' surveys for the last few years have shown that the ESL program has been the preferred program ( 90%). Only 10% of parents prefer bilingual program for their children; however, the number of children on the grade level or two consequent grades (15) speaking the same language is not enough to open a bilingual class for any language group. Bilingual personnel assist parents in completion of the Parent Surveys and Program Selection forms. These forms are collected at the end of the meeting. ESL teachers make phone calls to parents who could not attend the orientation and arrange to meet with them at their earliest possible convenience to complete all necessary forms. A check list is maintained by the ESL teachers with students' names, forms completed, and dates when they were returned to ensure school compliance. We keep and maintain parent selection forms on file.

Entitlement, Non-Entitlement, Non-Entitlement/Transition, and Continued Entitlement letters are sent out to the identified ELL students in September. A copy of the letter is filed in each student's CUM. List of students who received letters are kept and maintained on file in the ESL office.

Parent orientations are on-going and are conducted as new ELLs arrive. The first parent orientation of the school year is held in September/October to inform the families of newly enrolled ELLs about the ESL/Bilingual programs available. Notices and informational materials, including video presentations and booklets, are in the major languages of the children we serve. Bilingual personnel are available to assist the parents and to translate. The results of parent surveys for the past few years show that ESL has been the preferred service (approximately 90%). Approximately 10% preferred bilingual instruction. If the number of children on the same grade level or two consecutive grades (15), speaking the same language, a new bilingual class would be made available. Our Parent Coordinator is always available to answer parents' questions and concerns and to arrange workshops for ELL parents on various topics throughout the school year, including explanation of the testing (LAB-R, NYSESLAT, ELA, Math, Social Studies, etc.).

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	2	8	8	4	6								32
<b>Total</b>	4	2	8	8	4	6	0	0	0	0	0	0	0	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	147	<b>Newcomers (ELLs receiving service 0-3 years)</b>	122	<b>Special Education</b>	49
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	25	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	122	0	35	25	0	14	0	0	0		147
<b>Total</b>	122	0	35	25	0	14	0	0	0		147

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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	4	5	5	10	8	6								38
Chinese	1	1	2	2	2	3								11
Russian	5	8	8	12	7	5								45
Bengali														0
Urdu		1	6	2	3	4								16
Arabic						1								1
Haitian				2										2
French														0
Korean			1											1
Punjabi														0
Polish														0
Albanian		1												1
Other	5	3	6	7	7	4								32
<b>TOTAL</b>	<b>15</b>	<b>19</b>	<b>28</b>	<b>35</b>	<b>27</b>	<b>23</b>	<b>0</b>	<b>147</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.

Our ELL students receive freestanding ESL and all ELLs are taught by licensed, certified ESL teachers. ESL-entitled students (including special education students identified as ELLs) are served in the push-in/pull-out models. In the push-in model, the ESL teacher works with ELLs during content instruction time in collaboration with regular classroom teachers to provide language acquisition and vocabulary support. In the pull-out model, the ELLs spend the majority of their day in all-English content instruction but are brought together from various classes for English language acquisition-focused instruction given by an ESL certified teacher. All students participating in the above models receive instruction based on their LAB-R or NYSESLAT scores.

At current, out of 147 ELLs, 53 are at the beginning level, 47 are intermediate and 47 are advanced. As per CR Part 154 mandates, Advanced ELLs receive instruction four periods a week (180 minutes) of ESL instruction, and Beginners and Intermediate ELLs receive instruction eight times per week (360 minutes) of ESL instruction. As per CR Part 154 mandates, Advanced ELLs receive one unit (180

minutes) of English Language Arts (ELA) instruction. Mainstream content teachers, as well as ESL teachers, use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL students can effectively acquire academic content knowledge. ESL teachers incorporating the push-in/pull-out model plan carefully with general education teachers to ensure curricular alignment. Both programs use ESL methodologies and follow ESL state standards. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but dependent on the group may emphasize or spend additional time on a specific modality where one group may need some extra help. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition. The beginners tend to require extra assistance in speaking. Intermediate students need help in reading comprehension. Writing seems to be the focal point for advanced students.

The methods of instruction used by teachers include sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, the Holistic Experience Approach - instructional models developed to meet the academic needs of ESL students in content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success. Flexible grouping enables students with different proficiency levels to utilize their skills to the best of their abilities.

While providing push-in/pull-out services, collaboration between ESL and classroom teachers continues, as well as extensive staff development for all teachers on strategies for teaching ELLs. This supports the learning process and is very beneficial for the academic improvement of ELLs. All classrooms in the school have a print-rich environment that helps to improve academic language development. All ESL and content-based materials are on appropriate levels for ELLs. The purchase of hands-on manipulatives for beginning ELLs is ongoing and up-to-date. All newcomers are being provided with additional listening materials to help acclimate and provide survival skills in their first years in the country. Our school is providing intervention services in literacy (reading and writing), extra support in small group instruction during the school day, individualized instruction during the extended day, in addition to the mandated ESL instruction, to help our ELLs make adequate progress in their learning. Instruction is differentiated according to students' needs as well as ELL subgroups. ELL groups are initially formed by using data from the NYSESLAT and the LAB-R. The instruction is further differentiated based on data from the Rigby, ECLAS, and other formal assessments, in addition to teacher observations and student portfolios.

There are no SIFE students in our school, however, if in the future we receive SIFE students, we will design instructional plan based on their scoring data to differentiate instruction based on their levels and needs.

At current, there are no long-term ELL students in our school, however, if in the future we receive long-term ELLs, we will use the data to specifically target each student's weakness in order to drive our instruction to increase the student's grade level.

The freestanding ESL model employs English as the only language on instruction in both language and content areas. There are currently eleven bilingual learning leaders who voluntarily work with the students that require additional assistance. They also provide parents with access to translation of the school letters and other important documents. The native languages of the ELLs are not used as tools of instruction. However, multicultural materials and curricula, computer programs, special education materials, videos, tapes and texts are all used to assist our ELL children in general and special education.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**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



In compliance with the State mandated content area testing schedule, ELL students take the following state tests: Math (3rd, 4th, and 5th graders), and Science (4th graders). The majority of our ELL students score on grade level. ELLs who have been in the system for more than one year are mandated to take the NYS ELA test (grades 3, 4, and 5). The majority scored at levels 2 and 3. Our school continues to provide all necessary support to all our ELL students so that all of them will score on level 3 or higher.

We continuously implement intensive after-school academic intervention programs for ELLs in grades K-5 concentrating on math, reading, social studies, and test-taking strategies. The programs are designed to help ELLs who are required to take citywide and state content area tests. The materials we use are SRA Reading Laboratories, Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series (by Scott Foresman), Cornerstone (by Pearson Longman), Getting Ready for the NYSESLAT (training for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), various educational computer programs, etc. A vast supply of materials and programs is available to our students in the school library.

The LEP students, including students identified with special needs, who have not met the performance standards in reading, writing, listening and speaking are provided with intervention services at the school level including but not limited to AIS, Parent Conferences to Develop an Action Plan, Targeted Instruction, School Assessment Team, Differentiated Instruction, Inquiry Team, Student Assessment Analysis, After School Programs for ELLs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIPP Reading Intervention, Books on Tapes, Author Visits, Read-Alouds, Grammar & Writing Program by Scott Foresman, Making Meaning by Developmental Studies Center, Studio in a School, Carnegie Hall Recorder Program, Donors Choose Program.

We use native language dictionaries and bilingual personnell to support the native language connection. Within each ESL group, teachers have students research each other's countries and write paragraphs describing what they found most interesting. Students also bring in artifacts and food from their native countries to share with each other. International fairs, feasts, and trips are organized throughout the year, including an annual Pow Wow and an International Thanksgiving Feast schoolwide.

All required service support and resources correspond to ELLs' ages and grade levels.

Our school provides continuing transitional support for two years to former ELLs who had reached proficiency on the NYSESLAT. Former ELLs receive all service support and resources available to ELL students. Also, a full range of test accomodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. These accomodations include time extensions, separate locations and/or small group administration, the use of bilingual glossaries and dictionaries, simultaneous use of English and other available language edition, oral translations for lower incidence languages, written responses in the native language, and the third reading of listening selections for the State English Language Arts assessments.

Our school assists newly enrolled ELL students before the beginning of the school year by offering Title III Summer School Program to those in need. Students learn math and reading as well as acclimate to the American culture by participating in class trips all around the New York City, including trips to city museums and other areas of interest.

### C. Schools with Dual Language Programs

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

n/a

### 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 is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. All ESL teachers will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

Our school provides a PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options.

Certified ESL teachers will conduct 7 ½ hours (general education) of state-mandated ESL staff development or 10 hours (special education) ESL training for faculty.

ESL materials and recourses are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

- Teaching Reading and Writing using ESL Methodologies – November 16, 2010
- Using Classroom Glossaries and Dictionaries – November 23, 2010
- Differentiating Instruction for ELLs – December 7, 2010
- Scaffolding Language and Learning – December 14, 2010
- Content Area Instruction and Assessment for ELLs – January 12, 2011

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement.

Our School Secretaries receive Professional Development on Election Day.

Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis.

## 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?

Parent coordinator in collaboration with ESL teachers stress the importance of parent involvement and provide all available resources on how the parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in 9 languages, as well as assistance at our local library branch. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

Our school partners with other Community Based Organizations. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area afternoon workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

2010-2011 Parent Workshop Schedule:

Topic	Date	Time and P/D provider
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School survival skills: Strategies for Navigating School Structures.	11/22/10	3:15 – 4:45	2 ESL teachers and a parent coordinator
Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.	12/15/10	3:15 – 4:45	1 ESL teacher, 1 5th grade teacher, and a parent coordinator
Math: Using manipulatives/concrete examples to solve word problems.	1/19/11	3:15 – 4:45	1 Math Coach, 1 ESL teacher and a parent coordinator
Arts and Writing: Ideas for enhancing artistic abilities in children. List of resources in your community.	2/17/11	3:15 – 4:45	1 Literacy Coach, 1 ESL teacher and a parent coordinator
Tests: What to expect and how parents can support student success on tests.	3/7/11	3:15 – 4:45	1 Art teacher, 1 ESL teacher and a parent coordinator

Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

## 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)	11	12	10	9	6	6								54
Intermediate(I)	1	6	7	13	10	10								47
Advanced (A)	3	1	11	13	11	7								46
Total	15	19	28	35	27	23	0	0	0	0	0	0	0	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	2	6	0	5							
	I		6	5	2	4	1							
	A		5	10	9	8	6							
	P		2	6	17	12	10							
READING/ WRITING	B		8	6	8	5	5							
	I		6	6	13	10	11							
	A		1	5	12	9	5							
	P		0	7	1	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	9	8	2	26
4	1	7	2	0	10
5	4	8	5	1	18
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	6		6		10		8		30
4	0		6		6		0		12
5	2		6		8		2		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7		3		12
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	1		0		15		2		18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

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

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

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

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

designed to help ELLs who are required to take citywide and state content area tests. The materials we use are SRA Reading Laboratories, Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series (by Scott Foresman), Cornerstone (by Pearson Longman), Getting Ready for the NYSESLAT (training for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), various educational computer programs, etc. A vast supply of materials and programs is available to our students in the school library.

While providing push-in/pull-out services, collaboration between ESL and classroom teachers continues, as well as extensive staff development for all teachers on strategies for teaching ELLs. This supports the learning process and is very beneficial for the academic improvement of ELLs. All classrooms in the school have a print-rich environment that helps to improve academic language development. All ESL and content-based materials are on appropriate levels for ELLs. The purchase of hands-on manipulatives for beginning ELLs is ongoing and up-to-date. All newcomers are being provided with additional listening materials to help acclimate and provide survival skills in their first years in the country.

The NYSESLAT is used at the end of the school year to measure adequate progress. The only way to exit the ESL program is by passing the NYSESLAT. The following is the NYSESLAT 2010 Modality Analysis by grade.

#### Listening/Speaking:

In First Grade: 2 Beginners, 6 Intermediates, 5 Advanced, 2 Proficient  
In Second Grade: 2 Beginners, 5 Intermediates, 10 Advanced, 6 Proficient  
In Third Grade: 6 Beginner, 2 Intermediates, 9 Advanced, 17 Proficient  
In Fourth Grade: 0 Beginner, 4 Intermediates, 8 Advanced, 12 Proficient  
In Fifth Grade: 5 Beginners, 1 Intermediates, 6 Advanced, 10 Proficient

#### Reading/Writing:

In First Grade: 8 Beginners, 6 Intermediates, 1 Advanced, 0 Proficient  
In Second Grade: 6 Beginners, 6 Intermediates, 5 Advanced, 7 Proficient  
In Third Grade: 8 Beginner, 13 Intermediates, 12 Advanced, 1 Proficient  
In Fourth Grade: 5 Beginner, 10 Intermediates, 9 Advanced, 0 Proficient  
In Fifth Grade: 5 Beginners, 11 Intermediates, 5 Advanced, 1 Proficient

Data shows that beginning in Third Grade while continuing to progress with Listening/Speaking, ELL students struggle to gain proficiency in Reading/Writing. Teachers working with ELL students emphasize teaching test vocabulary in addition to test taking skills. Instructional decisions incorporate the use of non-fictional materials as well as cultural literature of the ELLs' new country to compensate for the lack of vocabulary and background.

The following is an analysis of the NYS ELA results of our ELL students:

In Fourth Grade: 1- level 1, 7- level 2, 2 - level 3, 0 – level 4  
In Fifth Grade: 4 – level 1, 8 – level 2, 5 – level 3, 1 – level 4

Data shows that most ELLs still require additional support services from the ESL program. Most of the students scored on levels 2 and 3. Developing Reading and Writing skills will be our on-going focus.

The following are the results of the NYS Math test:

In Fourth Grade: 0 – level 1, 6- level 2, 6 – level 3, 0 - level 4  
In Fifth Grade: 2 – level 1, 6 – level 2, 8 – level 3, 2 – level 4

While mastering computational skills, ELLs struggle to extract appropriate information needed to solve word problems. Teachers focus on building ELLs' math vocabulary and connecting math with other content areas.

The following are the results of the NYS Science test:

In Fourth Grade: 0 – level 1, 2 – level 2, 7 – level 3, 3 – level 4

Science is a hands-on study. As such, the majority of the ELLs who took the Science Test last year scored on levels 3 and 4. Teachers will

continue to develop science vocabulary and critical thinking skills.

The following are the results of the NYS Social Studies test:

In Fifth Grade: 1- level 1, 0 – level 2, 15 – level 3, 2 – level 4

Data shows that most of the ELLs scored on level 3. Teachers will continue to build on Reading and Writing skills so that our students may achieve even better results.

All tests are given in the English language however the ELLs are permitted to use bilingual word-to-word dictionaries. Our school uses ECLAS-2 and Rigby Benchmarks as assessment tools to assess the early literacy skills of our students. Data patterns show that most ELL students have learned to decode by second grade but are unable to achieve proficiency due to lack of vocabulary.

Data also shows that ELLs who attended school in their native countries and are literate in their native language fared better on tests given in that language than on tests given in English. For example, ELLs taking the Spanish LAB tend to have higher proficiency levels in their native language than in English.

Our school selected to participate in giving Periodic Assessments to our ELLs in grades 3-5. Periodic Assessments are given twice a year, in the fall and in the spring. Our school leadership and teachers are using the results of the ELL Periodic Assessments to predict student outcomes, analyze trends, and drive rigorous instruction. Trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades). Classroom instruction and small group instruction are modified to address areas of concern. ESL teachers provide Professional Developments to classroom teachers based on need.

Academic intervention programs such as Title I Reading and Math help all students including ELLs who have not yet met the standards or are at risk of not meeting them. NCLB mandates city-wide and state testing of ELLs in content areas: Reading / Math grades 1 -5, NYSESLAT test K - 5, and Science Grades 3 - 4. In order to focus on specific needs of our significant ELL population, Title III funding supplement programs supported by CR PART 154 in several important ways: Supplementary services to the new ELLs and at risk ELLs are provided through the Title III program. The program will consist of the after school academic intervention in Math, Reading, Science, ESL, and test-taking strategies. The classes will be taught by licensed teachers using ESL methodology. Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. We implement intensive after-school academic intervention programs for ELLs in grades 3 -5 designed to help ELLs who are required to take city-wide and state tests. Parents are notified about these programs by letters in English and their home languages, at the orientation sessions for newly arrived ELLs, meetings with Parent Coordinator, and September/October meetings with ESL and classroom teachers. The following materials will be used to support ELLs during the after-school academic programs:

- Cornerstone, reading series by Pearson Longman - AIP Reading Grade 3;
- Breakaway Math by Options: Levels C, D, and E – AIP Math Grades 3, 4, and 5;
- Getting Ready for the NYSESLAT, test prep books by Attanasio & Associates, Inc. – NYSESLAT Test Prep Grades K-5;
- Bilingual Dictionaries by Hippocrene Books, Inc. – to be used by students during all after-school programs as needed;
- ELL K-5 Classroom Library - to be used by students during all after-school programs as needed;
- Write Source Textbooks by Great Source Education Group (Houghton-Mifflin) - AIP Reading Grades 3, 4, and 5;
- Reading Strategies by Kaplan - AIP Reading Grades 3, 4, and 5

The success of our program for ELLs is evaluated by the number of students exiting the program, as well as by the number of ELLs moving from one proficiency level to the next. Teacher assessments are highly valuable in determining students' progress. Periodic assessments are also used as a tool to determine areas of weakness and help teachers tailor teaching methods to meet student's needs.

## Additional Information

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

## Additional Information

### Title III Supplement Program Funding

In order to focus on specific needs of our significant ELL population, Title III funding supplement programs supported by CR PART 154 in several important ways: Supplementary services to the new ELLs and at risk ELLs are provided through the Title III program. The program will consist of the after school academic intervention in Math, Reading, Science, ESL, and test-taking strategies. The classes will be taught by licensed teachers using ESL methodology. Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. We implement intensive after-school academic intervention programs for ELLs in grades 3 -5 designed to help ELLs who are required to take city-wide and state tests. Parents are notified about these programs by letters in English and their home languages, at the orientation sessions for newly arrived ELLs, meetings with Parent Coordinator, and September/October meetings with ESL and classroom teachers. The following materials will be used to support ELLs during the after-school academic programs:

- Cornerstone, reading series by Pearson Longman - AIP Reading Grade 3;
- Breakaway Math by Options: Levels C, D, and E – AIP Math Grades 3, 4, and 5;
- Getting Ready for the NYSESLAT, test prep books by Attanasio & Associates, Inc. – NYSESLAT Test Prep Grades K-5;
- Bilingual Dictionaries by Hippocrene Books, Inc. – to be used by students during all after-school programs as needed;
- ELL K-5 Classroom Library - to be used by students during all after-school programs as needed;
- Write Source Textbooks by Great Source Education Group (Houghton-Mifflin) - AIP Reading Grades 3, 4, and 5;
- Reading Strategies by Kaplan - AIP Reading Grades 3, 4, and 5;
- Miscellaneous supplies

### Title III Afterschool Schedule:

Topic	# Students	# Teachers	Dates:	Time
Math: Grade 5	22	One certified teacher	17 sessions = 30 hours	3:15 - 5:00 Thursdays
Math: Grade 4	21	One certified teacher	17 sessions = 30 hours	3:15 - 5:00 Thursdays
Math: Grade 3	36	One certified teacher	17 sessions = 30 hours	3:15 - 5:00 Thursdays
AIP Reading:Grade 5	22	One certified teacher	16 sessions = 23 hours	3:15 - 5:00 Tuesdays
AIP Reading:Grade 4	21	One certified teacher	16 sessions = 23 hours	3:15 - 5:00 Tuesdays
AIP Reading:Grade 3	45	Two certified teachers	16 sessions = 56 hours	3:15 - 5:00 Tuesdays
NYSESLAT Test Prep				
Grades K – 5	100	Six certified teachers	13 sessions = 138 hours	3:15 - 5:00 Wednesdays
Science Grade 4	21	One certified teacher	9 sessions = 16 hours	3:15 - 5:00 Mondays Tuesdays Thursdays

Form TIII – A (1) (b)

Title III LEP Program

School Building Budget Summary

Allocation: 23,800.00

Budget Category Budgeted Amount Explanation of Proposed Expenditure

Professional staff, per session, per diem (Note: schools must account for fringe benefits)

Topic	# Teachers	Dates	
Math: Grade 5	One certified teacher	1 teacher x 17 sessions = 30 hours	\$1,260.00
Math: Grade 4	One certified teacher	1 teachers x 17 sessions = 30 hours	\$1,260.00
Math:Grade 3	One certified teacher	1 teachers x 17 sessions = 30 hours	\$1,260.00
AIP Reading:			
Grade 5	One certified teacher	1 teacher x 16 sessions = 23 hours	\$965.54
AIP Reading:			
Grade 4	One certified teacher	1 teachers x 16 sessions = 23 hours	\$965.54
AIP Reading:			
Grade 3	Two certified teachers	2 teachers x 16 sessions = 56 hours	\$1,931.08
NYSESLAT test/prep	Six certified teachers	6 teachers x 13 sessions = 138 hours	\$5,793.24
Science			

## Additional Information

Grade 4                      One certified teacher                      1 teacher x 9 sessions = 16 hours                      \$671.68  
Parent Involvement Meetings                      Ten certified teachers                      10 teachers x 8 hours = 80 hours                      \$3,358.40  
Total : \$ 17,465.48

### Supplies and Materials:

Cornerstone Workbooks = \$1,200.00  
Options Breakaway Math: Level C, D, E = \$ 500.00  
Getting Ready for the NYSESLAT = \$750.00  
Bilingual Dictionaries = \$500.00  
ELL K-5 Classroom Library = \$200.00  
Kaplan Reading Strategies (grades 3,4,5) = \$300.00  
SIOP Materials = \$1,484.32  
Supplies = \$1,400.00  
Total: \$6,334.52

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10

	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		
	Network Leader		
	Other <u>Test Coordinator</u>		11/1/10
	Other <u>Data Specialist</u>		11/1/10
	Other		
	Other		