



**THE BREUCKLEN SCHOOL]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (19k260)**

**ADDRESS: 875 WILLIAMS AVENUE BROOKLYN NY 11207**

**TELEPHONE: 718-649-9216**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 260K      **SCHOOL NAME:** The Breuckelen School

**SCHOOL ADDRESS:** 875 Williams Avenue

**SCHOOL TELEPHONE:** 718-649-9216      **FAX:** \_\_\_\_\_

**SCHOOL CONTACT PERSON:** Pierre Raymond      **EMAIL ADDRESS:** Praymon2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Adeola carter

**PRINCIPAL:** Pierre Raymond

**UFT CHAPTER LEADER:** Agatha Atwell

**PARENTS' ASSOCIATION PRESIDENT:** Nicole Harrington

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** 301

**NETWORK LEADER:** Joanne Brucella

**SUPERINTENDENT:** Rose Marie Mills

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
PIERRE RAYMOND	*Principal or Designee	
AGATHA ATWELL	*UFT Chapter Chairperson or Designee	
NICOLE HARRINGTON	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
ADEOLA CARTER	Member/TEACHER	
ROBERTA ELLIOT	Member/TEACHER	
CARMELA PIPIA	Member/TEACHER	
EVELYNE TORRES	Member/PARENT	
TANEEQUA CARRINGTON	Member/PARENT	
N. GURLEY	Member/PARENT	
Valerie Mapp	Member/Teacher	

(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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**Mission Statement:** Is to create an environment in which all students can meet high standards of excellence and be enthusiastic about learning. We accept the responsibility to create a school climate in which staff, parents, and students feel welcomed, value, respected and unique.

**Our Vision:** is that teachers, students and parents are given the proper tools and conditions that will foster and promote high self-esteem, high expectations and academic rigor to achieve excellence.

**Motto:** "Raising the Bar to Excellence for All"

In practice our staff tailors instruction to meet the needs of students as demonstrated by state assessments as well as internal benchmark testing. Curriculum is differentiated according to small group needs and assessed periodically.

The ELA curriculum is based in a comprehensive instructional approach aligning reading and writing goals across grade levels. A multifaceted reading program, Reading Street is implemented by classroom teachers as well as support staff. Reading and writing groups are performance based on formal and informal assessments and are fluid throughout the year.

The Math program integrates skills practice, conceptual understanding and problem solving reasoning. The staff utilizes Everyday Math, Math Connect, and V-Math live among other resources to create differentiated programs that address the needs of the students in their classes. Students are presented with a variety of strategies at each level in order to address individual student needs.

To better address the needs of our at risk students, several programs have been implemented. We have altered our schedule to a 7 period day as well as moved the extending each period. Our mandated students are being pulled out 3 times a week for small group instruction. These schedule changes have provided us with a more seamless transition and higher attendance for at risk students and more immediate response to their needs. We continue to service our IEP and ELL students in the appropriate mandated settings.

We have strived to improve and enhance our students' experience within the school through a variety of programs. The B.U.G. program has been successful in providing students with concrete goals for positive behavior changes. In addition they receive awards and incentives (pizza, ice cream parties, trips special location for attendance, behavior and academic achievement.. To showcase our students' achievements, we have initiated a program of student and teacher led assemblies on each grade level. In partnership with Groundwork, we also meet on a regular basis to assess our mutual needs and provide support as needed. For example, during the last winter break we prepare a vacation package for Groundwork to use with our students so they will stay abreast with learning.

**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?
- 

Analysis of the 2008-2009 school data i.e. NYC Report Card, Progress Report, Quality Review, Learning Environment Survey, Inquiry Team Findings, Acuity Results, the ITT Data Tool, and the Interim Assessment. This helped us gain a deeper understanding of our school needs. With this in mind, the following is a summarized account of our findings.

**Academic Performance**- According to the NYS ELA Test results, our school has experienced in sharp decrease in both subjects. Only 32% in Math and 22% of our students performed at above level. A further breakdown of the data shows significant decline in all testing grades.

According to the Quality Review, it noted that we have a need to deepen and enhance our systems of measuring student progress and evaluating effectiveness of teacher teams in order to build leadership capacity and support greater coherence of instructional needs of all students on all grade levels. The Quality Review also indicated a more rigorous classroom practices across all classes and subjects to enable the school curriculum to challenge the highest achieving students

Clearly, there is a great need to develop and offer targeted professional development and an extensive support system to upper grade teachers so that we can reverse the alarming loss of proficiency in our upper grades. Professional development efforts will need to focus on improving the content and pedagogical knowledge of teachers; classroom management techniques, understanding data, and helping our pedagogues deliver engaging instruction. Our biggest challenge is to find funds for a computer lab and provide training for all staff so they can effectively integrate technology in the daily instructional practice. It is a common belief integration of technology will boost students' interest in learning

**Order and Discipline**- According to the NYC Learning Environment Survey, 45% of teachers surveyed felt that order and discipline is an item of concern at our school. Additionally, 45% of the students do not feel safe in the bathroom and hallways and 18% of parents feel the same. . Our anecdotal records also show that there are many discipline problems throughout the school that interrupt the flow of instruction. These challenges have impacted our school attendance and resulted in a 91%% attendance rate as noted in the NYC Progress Report. This is partially due to the significant increase of incidents in our school. Currently, we are using the related services personnel, the dean, the save room teacher in a more constructive way to support the effort of teachers in the classroom as well as being more proactive in resolving student conflicts. Clearly, there is a great need to improve the current approach to classroom management through teacher training and intervention techniques, improved protocols, and utilize the current school dean in a more proactive and effective manner. PBIS training will be provided to all staff in an effort to ensure that proper interventions are in place when situations arise.

**Using Data to Drive Instruction-** In an effort to address the on-going achievement gap at our school, we are using all available data to identify patterns and trends to help the teachers meeting each student need. In doing so, our teachers become knowledgeable in using data to inform their instruction. We have seen more conversation around student progress or non/ progress based on data analysis of their students. More professional development in the area of using all types of data to drive instruction to deepen their understanding of how to use data effectively to differentiate instruction an all subject areas. Through the collaborative inquiry and the inquiry team, teachers and administrators are sharpening their skills to address the needs of the school.

**Other Needs-** Our review of local data also revealed that we must improve our communication with parents. This is evident as the Learning Environment Survey noted that 70.8% of our Peer Horizon schools performed better in this area. Similarly, the Learning Environment Survey noted that 64.3% of our Peer Horizon schools performed better in the area of Engagement. Finally, the Learning Environment Survey also noted that only 20 percent of our students have access to technology in our school. Subsequently, we must expand the range of opportunities for students to participate in engaging activities such as instructional technology. Likewise, improving communications with parents, teachers, and students is a high priority.

**Accomplishments-** In the last few years, PS 260 has experienced several accomplishments. These accomplishments include but not limited to;

- Provide more opportunities for collaboration of teachers to enable them to identify trends and apply appropriate skills and strategies for instruction.
- Provide more emotional support to our children by involving them in activities such as Student Safety Squad and Students Council and grade wide assembly to give them a voice in the process.
- Staff assumes greater accountability in their teaching and learning environment.
- Develop partnership with community based organizations; Institute for Community Living, Groundworks, Cornell University, Learning Leaders, Road Runner, Mily Milles, Spring Creek Library, Brooklyn District Attorney Office, Brooklyn Borough President office among to provide direct and referral services to our students as well as their families.
- Recipient of a 9000 grant from Arts Connect for a theater residence program for the upper grades
- Recipient of a 10,000 for library grant to purchase computer and furniture
- Recipient of a \$400,000 Reso allocation to built a science lab. This project is on hold pending funding.
- Community outreach to increase participation and strong relationships with various community based organizations.



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Special Education Enrollment:</b>					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08	2008-09	2009-10		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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



## SECTION 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- Improved Performance in the yearly ELA Test- By June 2011, the percentage of students that meet or exceed the ELA performance Standards by 10%.

Goal 2- Improved Performance in the yearly Math Test- By June 2011, the percentage of students that meets or exceeds the Math performance Standards by 10 %.

Goal 3- Improve pedagogy through focused efforts by providing strategic professional development to all staff members based on school-wide needs. Professional Development opportunities to be measured by teacher observations, snapshots, agenda and the monitoring of student progress throughout the year.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students proficient in the NYS ELA Exam will increase by 10%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrators and teachers are actively engaged in school improvement efforts using all assessment tools to design instructional best practices for all students. The Predictive Assessment, Items Skills Analysis and the Reading Street Baseline Assessment to learn about the specific student strengths and weaknesses. This will be followed by planning and implementing a strong literacy framework for each grade level. Reading Street support for grades K-6 teachers as well as input from the CFN personnel is instrumental to provide support to staff. Push-in/pull-out teachers, AIS, SETSS, ELL and Collaborative Inquiry Team members to assist with differentiating instruction and meeting individual student/group needs. Staff members will have many opportunities for staff development, inter-visitations and training, in order to gain the background and knowledge needed to bring students success. Progress will be closely monitored and instructional strategies as well as group goals constantly revised and re-evaluated with data assessments, teacher observation, and noted progress.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funded through the C4E to provide remedial intervention to our level 1 student and support classroom teachers' effort to help them. Additionally, the school will fund a literacy consultant, a variety of professional development opportunities, and an After School Program throughout the school year.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

*An increase of at least 4% on each of the ELA periodic assessments during the 10-11 school year and 50% of students in each grade level, reading on 2010 benchmark. 75% of students reading on or above their grade level by the June 2011 benchmark. A 10* **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>	<b>Students receive small group instruction services during the school day and after school. Some of the programs being used to meet their needs is: Achieve 3000, Reading Street sidewalks, Study Island and interdisciplinary Centers. Small group instruction is being provided by our coaches, SETTS teacher, EII and Save room teacher.</b>
<b>Mathematics:</b>	<b>Students receive small group instruction services during the school day. Some of the programs being used are V-math live, Everyday Math differentiated lessons. Small group instruction is also being provided by our coaches, SETTS and EII teachers.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance counselor is seeing students on a regular basis to help them adjust to the school. As needed, interventions are used to help children and support classroom teachers' effort in maintaining a positive learning environment.</b>
<b>At-risk Services Provided</b>	

	<b>by the School Psychologist:</b>	
	<b>At-risk Services Provided by the Social Worker:</b>	<b>Our itinerant social worker is involved in the classroom setting by doing observations and provides support to students on a regular basis. Some of her tasks includes but not limited to: observe students, work with teachers to develop intervention plan, behavioral contract and functional behavioral assessment as needed.</b>
	<b>At-risk Health-related Services:</b>	

**Subject/Area (where relevant):** Math

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the percentage of students proficient in Math will increase by 10% as evident by the NYS Math Test results.
<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>	Administrators and teachers will work collaboratively across the school and at each grade level from Sept through June 11 in supporting a strong mathematics framework that reinforces writing in the math content area, using higher level thinking skills to solve real life problems and mastering number sense and operations skill appropriate for each grade level, as well as enriching students who are performing above grade level. Teachers will use guided and differentiated math lessons to meet individual needs and make instructional decisions based on these needs as well as data. Professional Development, workshops, grade meetings and collaborative inquiry meetings will give educators the opportunity to learn best practices and gain the background and knowledge needed to implement this type of math instruction. Data will be provided on student assessments and pull-out teachers, AIS, SETSS, ELL and other inquiry team members will work with students and teachers to support their success and help them achieve their goals.

<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>	<p>C4E funding will partially fund the math coach to ensure that the school makes more progress in math. Additionally, school funds will be used to support professional development efforts in the area of mathematics, math after school programs, setting aside time to interpret data that will in turn inform instruction, and appropriate math supplies including text books and manipulatives will be purchased to support student achievement.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>An increase of at least 5% on each Math Periodic Assessments during the 10-11 school year. 70% of students at each grade level will show mastery in skills presented on Everyday Math and Math Connect Unit Assessments throughout the year 76% of students in grades 3-6 will score on or above grade level on the NYS Math Exam taken in March. Students will actively work toward creating and achieving their short term goals by receiving a 75% or higher on teacher created and other assessments within an appropriate time frame and prepare towards their next steps in the learning process.</p>	

**Subject/Area (where relevant):** Instructional Delivery

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve pedagogy by providing differentiated professional development to all staff members based on school-wide needs as measured by reflections, teacher observations, snapshots, feedback and the monitoring of student progress throughout the year.</p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administrators and cabinet members will periodically review individual and group goals as well as monitor progress monitoring the use of data and alignment of goals and instructional plans and strategies. Staff members will track progress through various forms of formative and summative data to continuously re-evaluate methods of delivery and student response to ensure understanding and growth in most subject areas. Data will assist teachers in grouping students appropriately and planning differentiated lessons. Goals, plans, instructional methods and strategies will be shared and reflected upon within teams, across grade levels, in pre/post observation meetings and during professional development to ensure student needs are being addressed. Administrators, Network specialists, coaches and other key staff will keep records that monitor the growth of students, reflect how teachers align, measure, assess and revise student goals and skills. Administrators will periodically review group work samples, while examining how goals, expectations, rubrics, checklists and student performance are continuously aligned in an effort to improve teacher instruction and student achievement. Expectations are being enforced and met. Professional Development will be planned according to the results of teacher surveys to be completed several times a year. Staff developer and data specialists will work with teachers to create professional development goals that include timelines and resources to assist teachers in meeting these goals.</p>	

<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>	<p>C4E allocation is used to pay for full time Academic intervention personnel to address the need of student's in early grades as well as in testing grades. Additionally, school funds will be used to support professional development efforts in all academic areas, support engaging enrichment programs, setting aside time to interpret data that will in turn inform instruction, and purchase appropriate supplies.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers are working collaboratively to reflect, plan, and sharing best practices. Along the staff developer and administrators, teachers are supporting each other growth and independence by having ongoing conversations about students' strengths and weaknesses, looking at data to inform their instruction. These activities are ongoing.</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	12	12	N/A	N/A	10	All grades on a needed basis	All grades on a needed basis	
1	19	19	N/A	N/A	5			
2	14	14	N/A	N/A	8			
3	29	29	N/A	N/A	7			
4	20	20		11	4			
5	21	21		6				
6	19	19		5				
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>	<b>Students receive small group instruction services during the school day and after school. Some of the programs being used to meet their needs is: Achieve 3000, Reading Street sidwalks, Study Island and interdisciplinary Centers. Small group instruction is being provided by our coaches, SETTS teacher, ELL and Save room teacher.</b>
<b>Mathematics:</b>	<b>Students receive small group instruction services during the school day. Some of the programs being used are Vmath live, Everyday Math differentiated lessons. Small group instruction is also being provided by our coaches, SETTS and ELL teachers.</b>
<b>Science:</b>	
<b>Social Studies:</b>	<b>Some 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students are being served in social studies at least once a week. Instruction is provided by a season teacher in a small setting.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance counselor is seeing students on a regular basis to help them adjust to the school. As needed, interventions are used to help children and support classroom teachers' effort in maintaining a positive learning environment.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Our itinerant psychologist only serves students upon request. She is available to help staff with pupil personnel team issues and make recommendation as needed.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Our itinerant social worker is involved in the classroom setting by doing observations and provides support to students on a regular basis. Some of her tasks includes but not limited to: observe students, work with teachers to develop intervention plan, behavioral contract and functional behavioral assessment as needed.</b>

**At-risk Health-related Services:**

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

*NCLB/SED requirement for all schools*

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

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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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

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

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*-We have a small population of English Language learners with one full time teacher and a bilingual para professional to serve our students. Although we don't have a huge amount of translations, we utilized our in-house staff to translate as needed. If situation arises where no one in our staff speaks a particular language we will use the budget allocation to contract out services.*

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.

*-Most of our written and oral translations are provided by in-house staff and parents.*

#### **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.

*-Written translations are done in house by our various bilingual staff. Whereas we don't have staff who speaks a specific language, we will either contract it out or use Department of Education Translation Unit services.*

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.

*- Oral translation will be provided by in house school staff or parent volunteer. Where there is a confidentiality issue an outside contractor will be used to protect all parties' privacy.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*We pay careful attention to our parent linguistic ability. Consideration is given to specific families who may require written translations in language as needed. Our automated Messenger service has bilingual components to meet parent linguistic needs.*



## 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:	358,106	44094	402,200
2. Enter the anticipated 1% set-aside for Parent Involvement:	3581	1423	5004
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,905.30	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,810.6	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## 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	V					
Title I, Part A (ARRA)	Federal	V			44,094		
Title II, Part A	Federal	V			33682		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	V			36604		
Tax Levy	Local	V			281,263		

## 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

**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>

---

### **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.)
  - We have about 7 students who are currently in Temporary Housing situations.
2. Please describe the services you are planning to provide to the STH population.
  - Upon registration, our payroll secretary informs them about services available for them in our school. She monitors their attendance and their appearance closely and reaches out to them to ensure these children are in good health.

### **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.

### **Appendix 4: NCLB Requirements for Title I Schools**

#### ***Part B: Title I School Parental Involvement Policy & School-Parent Compact***

##### **School-Parent Compact**

The Breuckelen School, P.S. 260 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that is compact outlines how the parents and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's and the NYC's high standards.

**This School-Parent Compact is in effect during the 2010-2011 School Year.**

##### **School Responsibilities:**

###### **P.S. 260 will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will participate in a comprehensive literacy and math schedule as mandated by New York State Department of Education. Students will be assigned to small groups that are differentiated according to student needs and interests.

- **Hold parent-teacher conferences twice a year, during which time this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student's report cards are distributed 3 times a year and student's promotion in doubt letters is sent home a minimum of twice a year. Interim letters explaining student performance and goals, as well as reinforcement activities will be distributed to parents twice a year.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails.

- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents were invited to sit in their children's classes during the Parent Week.

### **Parent Responsibilities:**

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

- Encouraging my child's learning experiences by making education a priority in our home by:
  - Having my child arrive on time to school prepared to learn and participate.
  - Monitoring my child's attendance and notifying the school when my child will be absent for a valid reason and providing the necessary documentation to the school.
  - Prompting a daily discussion with my child about his/her school activities.
  - Scheduling homework time and reviewing agenda books to ensure my child has completed all of their assignments.
  - Providing an environment conducive for study and encouraging my child to read with me or independently everyday.
  - Monitoring the amount of television my child watches and the amount of time they spend playing video games.
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- providing my child with a library card and other access to a variety of books and reading materials
- Communicating positive values and traits, such as respect, hard work, responsibility, dedication, punctuality and perseverance
- Respecting the cultural differences of others.
- Helping my child accept the consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school discipline policy;
- Expressing high expectations and offering praise and encouragement for achievement and good effort

***Public School 260 will:***

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating Title I Part A programs and will encourage them to attend;
- Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible;
- Provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the means of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 260 Breuckelen					
<b>District:</b>	19	<b>DBN:</b>	19K260	<b>School</b>		331900010260

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6	v	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	18	18	16		87.7	91.6	90.7
Kindergarten	41	42	38				
Grade 1	49	48	50	<b>Student Stability - % of Enrollment:</b>			
Grade 2	58	42	41	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	61	44	39		93.4	93.5	92.3
Grade 4	72	59	44	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	56	64	45	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	48	44	39		70.9	78.2	89.5
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		22	19	16
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	0	0
Ungraded	0	1	0				
<b>Total</b>	<b>403</b>	<b>362</b>	<b>312</b>				

<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	28	21	17	Principal Suspensions	3	23	31
# in Collaborative Team Teaching (CTT) Classes	11	10	16	Superintendent Suspensions	10	13	13
Number all others	17	16	19				

*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	41	40	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	5
# receiving ESL services only	24	16	TBD				
# ELLs with IEPs	1	9	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	4	6

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
	1	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.2	75.0	90.6
				% more than 5 years teaching anywhere	61.0	67.5	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	88.0	87.5
American Indian or Alaska Native	0.5	0.3	1.0	% core classes taught by "highly qualified" teachers	100.0	93.8	96.0
Black or African American	75.2	78.5	78.2				
Hispanic or Latino	22.6	18.5	18.3				
Asian or Native Hawaiian/Other Pacific	0.7	1.1	1.3				
White	1.0	1.7	1.3				
Male	49.9	50.0	50.0				
Female	50.1	50.0	50.0				

#### 2009-10 TITLE I STATUS

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

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

SURR School (Yes/No)		If yes,					
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#### Overall NCLB/Diferentiated 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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</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>	D	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	16.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	1.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	1.4	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	12.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Cluster 3</b>	District <b>19</b>	School Number <b>260</b>	School Name <b>type here</b>
Principal <b>Pierre Raymond</b>		Assistant Principal <b>Laura Avakians</b>	
Coach <b>type here</b>		Coach <b>Lynn Walsh</b>	
Teacher/Subject Area		Guidance Counselor <b>Judith Hickman</b>	
Teacher/Subject Area <b>type here</b>		Parent	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Rose Carter</b>	
Related Service Provider <b>Sarah Kim</b>		Other <b>type here</b>	
Network Leader		Other <b>Carmen Martinez, Bilingual Pa</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>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>315</b>	Total Number of ELLs	<b>15</b>	ELLs as Share of Total Student Population (%)	<b>4.76%</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.
- 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.)
  - 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.

5 Paste response to questions 1-6 here

1. All newly enrolled students are asked to complete a Home Language Identification Survey and if their language is other than English, they are given the LAB-R test by an ESL teacher.

5. The Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home. We are planning parent workshops during the school year and are looking at ways to get them involved as a cluster group. The home languages represented by the English Language Learners at PS 260K are Spanish, Haitian Creole, French, and Hindi.

PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

The ESL teacher meets with parents to inform parents of instructional programs for their children and facilitate a parent choice. There are several structures in place at our school to ensure that parents understand all three program choices, Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home. We are planning parent workshops during the school year. So far, we have not been successful to attract a lot of parents to attend. However, many of them have participated in general meeting. We are looking at ways to get them involved as a cluster group.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	15	Newcomers (ELLs receiving service 0-3 years)		Special Education	5
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10		2	4		2	1		1	15
<b>Total</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>15</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	1		2	2							9
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic														0
Haitian	1				2		1							4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			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																
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
Spanish	2	1	1	1		2	2							9
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic														0
Haitian	1				2		1							4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	1	3	1	2	2	3	0	0	0	0	0	0	15

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group. The school features a free standing ESL pull-out and push-in program. Students in grades K-6 are either taken out in small groups for ESL instruction or the ESL teacher pushes-into the classroom. Children are grouped according to their grade and ability. They are cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction.

2. At P.S. 260, each class is fifty four minutes. The ESL teacher meets the students for at least six to seven periods a week to meet the mandated time for beginning and intermediate students. For advanced students, the ESL teachers instructs them four periods a week. The student achievement in the ESL Program at PS 260 continues to show student growth in English.

3. The ESL instructional program provides a strong focus on Language Arts and Mathematics. The ESL teacher works closely with classroom teachers to ensure that ELLs are exposed to grade specific concepts and content in the content area.

4.

#### A. Plan for SIFE

There are no identified SIFE students at PS 260, however the school plan would be to assess the student; work closely with the parents and provide support and intervention as needed including after school instruction.

#### B. Plan for ELLs in school less than 3 years/ Newcomers

As PS 260 is a small school, Newcomers, are provided additional periods of ESL instruction during the school day as well as the opportunity to participate in the various tutoring sessions available during and after the school day. Teachers work closely to coordinate instruction and facilitate additional instruction during lunch and learn periods, morning tutorials and across grade/class participation. Newcomer ELLs participate in AIS instructional time during and beyond the school day. Teachers will focus on developing ELL competencies including listening, speaking, reading and writing in English. In addition, the program will facilitate student work in a small class setting. Teachers review student data to plan lessons and guide their practice in the classroom. The program will provide opportunities for students to interact with peers in small group learning activities as well as work individually with the teacher. All groups will be small to ensure a low student: teacher ratio throughout.

#### C. Plan for ELLs in school 4-6 years

Teachers will provide opportunities for students to further develop their skills and knowledge in literacy, Mathematics, Science and Social Studies. The Core Knowledge curriculum will guide the curriculum topics however the instructional design will focus on student needs.

Additional support is provided in tutorials and small group sessions with out of classroom providers to further address their individual needs.

**D. Plan for ELLs in school 6 years completed or more / Long Term ELLs**

Long term ELLs participate in various academic intervention programs to support their individual needs including small group tutoring and after school.

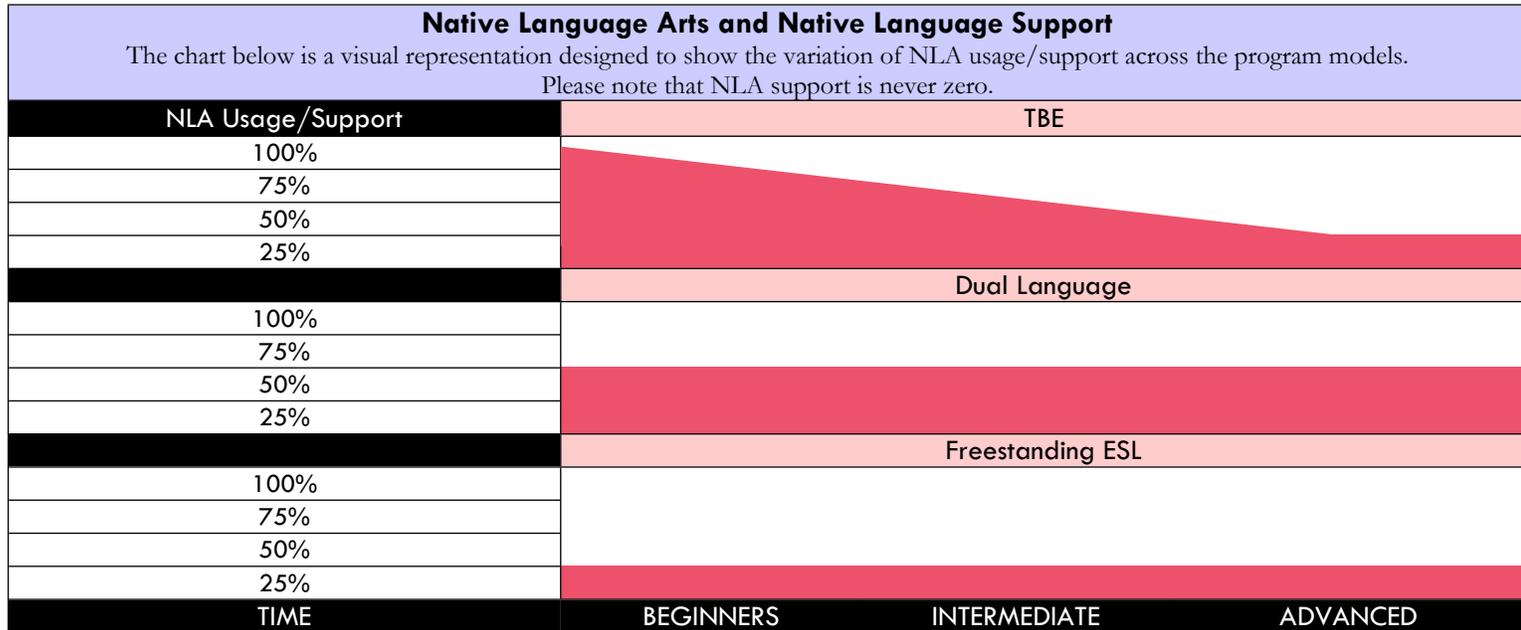
**E. Plan for ELL Special Needs Students**

The ELL students with special needs have the opportunity to participate in the ESL program. ELLs work in small groups; participate in tutoring and after school.

Paste response to questions 1-4 here

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

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



## B. Programming and Scheduling Information--Continued

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

Q5. PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

Teaching materials include both text and technology. Instructional materials used at our school for ELLs include Reading Street. This is a text based program that is content rich and designed for ELL students. Content-based vocabulary is key to the development of the concepts in conjunction with ESL. The Reading Street program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student. Students will improve their reading and writing skills through grammar, spelling, reading, and writing activities that are appropriate for their grade level.

The school features a free standing ESL pull-out and push-in program. Students in grades K-6 are either taken out in small groups for ESL Instruction or the ESL teacher pushes-into the classroom. Children are grouped according to ability. They are cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The student achievement in the ESL Program at PS 260 continues to show student growth in English.

6. The ESL teacher teaches grammar, reading and writing in order to help students increase their NYSESLAT scores. Students are given additional help in reading, writing, and grammar. It is necessary for students to understand various types of questions in order to comprehend different reading questions.

Our transitional support plan for students reaching proficiency is the students who participate in the ELL Program that are advancing and transitioning out of the program are tested and the ESL Teacher and the classroom teacher interact and follow-up on the progress of the student. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for the ELA .

9. The school has an extensive Special Education Program that serves students in a variety of models/settings including self contained classes, CTT classes and SETTS. In addition there is a Speech teachers and a Guidance Counselor to ensure that the needs of all students are met within the school. ELL students participate in all support services as needed to support their full academic involvements and achievement. ELLs are afforded the same opportunity to participate in all school programs and activities as other student. We use two computer based programs; Achieve 3000 and Study Island.

The instructional programs that provide additional support to the ELL students are:

- Research-based Everyday Math mathematics program
- SETTS
- Parental Involvement Activities

- School Based Support Team
- Speech services
- Guidance Counselor
- Paraprofessionals in designated classrooms
- Academic Intervention Services: teachers professional periods used for tutoring

10. PS 260 has integrated the use of technology in teaching and learning throughout the school. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. Teaching materials include both text and technology. Students/teachers use a variety of materials to support teaching and learning in themes and content. Instructional Materials used at our school for ESL include Reading Street, Wilson Foundation, and Achieve 3000. Achieve 3000 assists students in improving their reading comprehension and writing skills by completing various tasks. The newspaper articles are modified to help ELLs comprehend the reading.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. Professional Development is conducted with the teacher of the ESL Program in order to ensure the growth of the ESL model. The ESL teacher participates in ESL professional development that is provided monthly facilitated by the Support Organization Network, LSO expert staff to ensure best practices in the ESL classroom.

3. The ESL teacher provides training to the PS260 staff during faculty and grade conferences to ensure that all teachers at the school have a working knowledge of issues related to the instruction of ELLs in their own classroom. Topics include:

- How are Students Identified as ELL
- Assessment of ELLS- NYSESLAT/ LAB-R

Workshops at the school for colleagues will support the understanding of ELL issues as well as how to incorporate effective ESL strategies and methodologies throughout the day in the classroom. Teachers will participate in small focused planning sessions –Inquiry Team meetings to ensure data driven instruction that is content specific and differentiated for the ELL.

Paste response to questions 1-3 here

### 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?

The ESL teacher meets with parents to inform parents of instructional programs for their children and facilitate a parent choice. There are several structures in place at our school to ensure that parents understand all three program choices, Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home.

We are planning parent workshops during the school year. So far, we have not been successful to attract a lot of parents to attend. However, many of them have participated in general meeting. We are looking at ways to get them involved as a cluster group. Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1	1								2
Intermediate(I)		1		1		1	1							4
Advanced (A)			2		1		2							5
Total	0	1	2	1	2	2	3	0	0	0	0	0	0	11

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1	1			2
5		3			3
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		1				2
4	1		1						2
5			2		1				3
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			2						2
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	2				1				3
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. Students in Kindergarten through the second grade were administered the ECLAS assessments. The results indicate that approximately 70% of ELLs in the second grade scored a Level 3. However, they should improve their vocabulary skills. The PS 260 staff concludes that early intervention in these grades would have a grade impact on the future improvement and success of our students. If an intervention program is put into place for students while they are enrolled in grades K-2, it is widely agreed that they will be more likely to perform on or above grade level when placed in grade 3-6 classes.

2. The data patterns across proficiency levels and grades reveals that the majority of the ELL students are in the advanced/intermediate level in the four areas – listening, speaking, reading and writing. As the younger children progress, their language skills improve. New admits in the upper grades reflect the levels of instruction. The listening component is the strongest – writing is the weakest. Four new students

reading component of the ELL Periodic Assessment.

6. Describe ELL program success

In the last few years PS 260 has experienced several accomplishments. We feel our biggest accomplishment is the continuous success we have shown in the spectrum of improving the performance and progress of ELL students. Recent accomplishments also include the setting of interim goals by teachers and students in math, reading and writing. We have worked diligently to increase participation and strong relationships with various community based organizations.

5. 1-6 here

### 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.

Implications for LAP in English Language Arts Area

In the area of literacy our review has pinpointed several challenges that relate to student achievement. We have a need to develop coherent and structured literacy protocols along with need for improvement in reading and writing skills across all grade levels for ELLs. Our review shows this is especially challenging with having consistent progress in the early childhood grades. The ESL teacher should work more closely with classroom teachers to ensure that ELLs are exposed to grade specific concepts and content in the content areas. Themes should be planned and classroom teachers should receive an outline each month of the topics to be covered. This allows the ESL teacher to support content area instruction in the ESL class. Cluster teachers providing the opportunity for the development of instructional environments that support student learning.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		