



THE HERMAN SCHREIBER SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 18/ K/ 279

ADDRESS: 1070 E. 104TH STREET, BROOKLYN, NY 1215

TELEPHONE: 718-444-4316

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 279 **SCHOOL NAME:** The Herman Schreiber School

SCHOOL ADDRESS: 1070 East 104th Street

SCHOOL TELEPHONE: 718-444-4316 **FAX:** 718-241-5581

SCHOOL CONTACT PERSON: Lorenzo A. Chambers **EMAIL ADDRESS:** lchambers@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marylyn Laguerre/Denise Jones

PRINCIPAL: Lorenzo Alexander Chambers

UFT CHAPTER LEADER: Denise Jones

PARENTS' ASSOCIATION PRESIDENT: Marylyn Laguerre

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 533

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Beverly Wilkins

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
Lorenzo A. Chambers	*Principal or Designee	
Denise Jones	*UFT Chapter Chairperson or Designee	
Marylyn Laguerre	*PA/PTA President or Designated Co-President	
Allison Beache	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	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Herman Schreiber School is an elementary school with 659 students from pre-kindergarten through grade 5. The school population comprises 91% Black, 5% Hispanic, 2% White, and 2% Asian students. The student body includes 3% English language learners and 10% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2008-2009 was 94.8%. The school is in receipt of Title 1 funding. The current principal was appointed to the school in July 2007. The school enrolment has fallen significantly over the last 5 years, as considerable numbers of families have moved out of the district.

Vision

- Students make meaning of the world by connecting what they already know to new learning.
- The process by which they do this in wonderment. Through an innate sense of curiosity, children wonder about the world around them. Wonderment leads to inquiry.
- By inquiry, we mean the process of asking questions. Inquiry leads to the discovery process.
- Discovery is the process by which students find answers. Our work as educators is to lead them to discovery. We do this in a number of ways, including guiding them to discover the answers, versus giving them the answers outright in many cases. As such, educators at PS 279 embrace a vision that embraces wonderment through inquiry and discovery.

Value

- The shared values that guide our vision are Tolerance, Respect and Integrity (T.R.I.). These values are the cornerstones that help to develop character in our students as we strive to grow students to become masterful problem solvers and decision makers.
- Our role as educators is to model these values for our students everyday in how we act and speak to each other and with them.

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.

See CEP Snapshot results as recorded on the DOE website for the school

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 279 Herman Schreiber						
District:	18	DBN:	18K279	School BEDS Code:	331800010279		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
K	√	4	√	8	12		
1	√	5	√	9	Ungraded	√	
2		√	6	10			
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	27	18	19	94.8	95.2	TBD	
Kindergarten		71	86		81		
Grade 1	113		92	110			Student Stability - % of Enrollment:
Grade 2	96	115	74	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	112	107	113	93.2	94.1	TBD	
Grade 4		120	122		105		
Grade 5	186		109	123			Poverty Rate - % of Enrollment:
Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	44.3	50.6	77.0	
Grade 8		0	0		0		
Grade 9	0		0	0			Students in Temporary Housing - Total Number:
Grade 10	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	0	4	20	TBD	
Grade 12		0	0		0		
Ungraded	14		5	13			Recent Immigrants - Total Number:
Total	739	654	638	2007-08	2008-09	2009-10	(As of October 31)
		3	8		3		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	44	45	49	26	20	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT)	24	16	15	19	6	TBD	Superintendent Suspensions

Classes							
Number all others		32		39		36	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
2007-08		2008-09		2009-10		(As of October 31)	
0		0		0		CTE Program Participants	
0	0	0	0			Early College HS Program Participants	
						English Language Learners (ELL) Enrollment: (BESIS Survey)	
(As of October 31)		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes	0	0	0	0			Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	15	16	17	59	47	TBD	Number of Teachers

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

ELA:							
Math:							
Science:							
ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	
√		√		√			
-			-				
√			√				
-		-		-			
-		-		-			
√		√		-			
-		-		-			
√			√				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	0	4	27	23	TBD	Number of Administrators and Other Professionals
6	5		TBD		These students are included in the General and Special Education enrollment information above.		Number of Educational Paraprofessionals

Teacher Qualifications:

2007-08	2008-09	2009-10	2007-08	Overall Students (# entering students overage for grade)	2008-09	2009-10	(As of October 31)	(As of October 31)
0	0	TBD	98.3		100.0	TBD		% fully licensed & permanently assigned to
81.4		87.2		TBD				% more than 2 years teaching in this school
76.3	78.7		TBD		Ethnicity and Gender - % of Enrollment:			% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	92.0	94.0	TBD		% Masters Degree or higher
American Indian or Alaska	0.1	0.2	0.0	100.0	97.4	TBD		% core classes taught by

Native

“highly qualified” teachers (NCLB/SED)

Black or African American	91.9	91.6	91.7
Hispanic or Latino	4.3	4.9	5.2
Asian or Native	1.9	1.4	1.3
Hawaiian/Other Pacific Isl.			
White	1.8	2.0	1.9
Male	51.8	51.5	51.4
Female	48.2	48.5	48.6

2009-10 TITLE I STATUS

√

Title I School wide Program (SWP)

Title I Targeted Assistance

Non-Title I

Years the School	2006-07	2007-08	2008-09	2009-10
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Received Title I Part A

Funding:

√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

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

Phase

Category

In Good Standing (IGS) √ Basic

Improvement Year 2

Corrective Action (CA) – Year 1

Restructuring Year 1

Restructuring Year 2

Student groups making AYP in each subject	4	4	1
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CHILDREN

A NR

73.6

Quality Statement 1: Gather Data

6.8

Quality Statement 2: Plan and Set Goals

School Environment:

(Comprises 15% of the Overall Score)

17.2

(Comprises 25% of the Overall Score)

43.6

(Comprises 60% of the Overall Score)

6

Quality Statement 3: Align Instructional Strategy to Goals

Quality Statement 4: Align Capacity Building to Goals

Quality Statement 5: Monitor and Revise

KEY: QUALITY REVIEW SCORE

√ = Made AYP

Δ = Underdeveloped

√_{SH} = Made AYP Using Safe Harbor Target

▶ = Underdeveloped with Proficient Features

– = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Distinction

- √ Integration of social studies, reading, writing and the arts
- √ Student newspaper
- √ Peer mediation program
- √ Community Service Opportunities
- √ After-school enrichment programs
- √ Saturday Academy classes in Math, Literacy and sports
- √ Under tenure of current Principal – inherited a C-rated school, in 1st year became B-rated and last year was an A-rated school
- √ Two consecutive years of increase in ELA scores

Greatest Accomplishments this year

- √ Collaborated with staff to create cross grade literacy curriculum
- √ Collaborated on school-wide SMART goals
- √ Continued to grow school-wide literacy program
- √ School-wide participation in Student Inquiry-Study work

Significant aid to continuous improvement

- √ Staff commitment to growing as professional and public learners
- √ Financial and material resources to support professional development

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal	To improve student progress in literacy as indicated on the Fountas & Pinnell reading levels
Measurable Objective	Set the measurable target that will define whether you have met your goal. In the 2010-2011 school year (by June 2011), 80% of our students will advance three reading levels.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Use funding to support professional development in literacy. Maintain the professional development scheduling at twice a month. Use data to determine small group and individualized learning. Analyze student data to determine focus areas in foundational literacy skills to move student learning. Assess students with beginning of the year, middle of the year and end of the year benchmark assessments to drive instruction.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. The three benchmark assessments will evidence students’ growth by three levels from where they begin in September/October, to where they end in May/June.

Principal's Name: Lorenzo A. Chambers
School Name: PS 279 – The Herman Schreiber School

Goal Number 2	
Goal	Describe your goal. To develop teacher's best practices in using strategies and professional development to differentiate instruction for students.
Measurable Objective	Set the measurable target that will define whether you have met your goal. 100% of our teachers will engage in professional develop around conferencing and creating lesson plans that reflect academic rigor. 80% of classes with reflect these practices in their classroom on a consistent basis.
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. All teachers will receive professional development appropriate to their grade level assessments. (Funding and time scheduled as needed). Teachers will have conference notes and conference schedules. Supervisors will support teachers in this area by meeting with them at least monthly. The literacy coach will also support teachers with conferencing. All teachers will receive resources to support conferencing. Teachers will receive professional development in developing lesson plans that reflect academic rigor.
Evidence	Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal. Every teacher will have individual conference notes for students in literacy and math. Every teacher will have lesson plans that contain key elements for academic rigor. (i.e. essential questions using Bloom's taxonomy of questions)

Principal's Name: Lorenzo A. Chambers
School Name: PS 279 – The Herman Schreiber School

Goal Number 3- if necessary	
Goal	Describe your goal. To develop a coherent curriculum across multiple grades.
Measurable Objective	Set the measurable target that will define whether you have met your goal. Every grade level team will create curriculum mapping to horizontally and vertically align curriculum in ELA and Math by June 2011
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. Time - Professional Development - Staffing - teachers learning best teaching practices to support progress - funds - to provide time for professional development. Implementation of a school-wide balanced literacy program that supports differentiated instruction in small groups and individual learning driven by data that targets specific literacy skills and strategies. June planning extended to two days versus one. Budget allocation for teachers to write curriculum as needed.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all students move at least 3 reading levels and make a year’s progress</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data driven instruction <input type="checkbox"/> Differentiated instruction – small group and individualized learning <input type="checkbox"/> Professional development <input type="checkbox"/> Accountability for students and staff <input type="checkbox"/> Continued support from parents
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>PD-twice monthly, Literacy consultant – 20 days, school inter-visitation – outside consultant PD workshops, grade-wide curriculum nights</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Acuity, beginning, middle and end year assessments, informal observations, student conferences</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all of our students will be proficient in Math.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Benchmark assessments, lesson plans, PD, Saturday academy and extended day focus.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding. AIS/EIS intervention team members will provide instruction and support for teachers. Grade-wide meetings and professional development opportunities will provide teachers with teaching and learning skills and strategies. Per session and per diem funding allocated to support professional development opportunities. Teacher observations with specific feedback. Review of lesson plans.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Data driven planning based on periodic assessments – Acuity, , itemized analysis of individual student work in math. Use of portfolios to assess student work.</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 (SURRE)

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. (Descriptions of specific AIS programs are included in the subject/area sections of this CEP.) 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 Regional District Comprehensive Educational Plan (DCEP) for a description of region/district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	2	0
1	7	7	N/A	N/A	7	2	3	0
2	17	17	N/A	N/A	5	1	15	0
3	45	49	N/A	N/A	15	0	10	0
4	50	43			20	0	9	0
5	45	43			17	0	7	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 2 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments.
- Students in Grade 3 who are performing in Level 1 or 2 on New York State English language arts and mathematics assessments.
- Students in Grades 4 – 12 who are performing in Level 1 or 2 on New York State English language arts and mathematics assessments, and who are deemed at risk for not meeting State standards in science and social studies.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES SUMMARY FORM - CONTINUED

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>100 minute literacy block, 5 days per week, Great Leaps , Soar to success Reading, DRA quick reads, DIBLES assessment for grades K-2, Wilson extended day , After school Academy Reading AIS. Options programs for ELA. Extended day program Tuesday – Thursday, 2:40 – 3:30pm Reading 3-D, E-Pal (Grade 2), NYS ELA Assessment, Great Leaps, Princeton Review Assessment</p>
<p>Mathematics:</p>	<p>The implementation of Everyday Mathematics will be continued, supplemented by Math Steps for enrichment.</p> <p>The Harcourt Brace program will be piloted in select classes across the grades to enrich math instruction.</p> <p>A planning guide, including a Pacing and Alignment Calendar, will be developed in collaboration with staff and the math coach across the grades to drive instruction. Continue a math block implementation: Grades K-2: 60 minutes; Grades 3-5: 100 minutes daily. Workshops in content areas of math and implementing the math rubric to assess instruction will be continued. Extended day classes for all students to support skill attainment. Extended day reinforcement will be offered to targeted students in grade 5, to include test prep.</p>
<p>Science:</p>	<p>Our strategies and activities for improvement and/or enrichment will be as follows:</p> <p>Academic Intervention Services – Small Group Instruction, Computer Assisted Instruction, Orchard Software</p> <p>Provide instruction at the elementary school level in hand on inquiry based constructivist science with interdisciplinary strategies aligned with New Performance Standards in Science and New York State Learning Standards</p> <p>Provide opportunities for students to design independent investigations and utilize the scientific method</p> <p>Participation in school wide science fairs</p> <p>Analysis of quantitative data from standardized science tests and qualitative data from school-based observations, interviews, surveys, needs assessment questionnaires and workshop evaluation forms are used to determine priority areas for staff development and pupil instruction in the attainment of hands-on constructivist science skills which are aligned with New York City and New York State Standards.</p> <p>Provide professional development workshops on New Performance Standards in Science. There is a need for the development of student portfolios and journals.</p>

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – *Continued*

<p>Social Studies:</p>	<p>Students will participate in thematic assembly programs and performances focused on social studies skills and ideas. There will be classroom and school art exhibits, visits to cultural institutions and public presentations. The entire school will participation in the Multicultural Day Celebration. Guided reading and inter grouping training using social studies theme books. Assessing needs of individual students through conferencing. Interschool/interclass visits to view content based lessons. Thematic web quest focused on social studies. Curriculum mapping across all grades and subjects to include social studies content. Analysis of qualitative data from school based observations, interviews, needs assessments questionnaires and workshop evaluations are used to determine priority areas for staff development and pupil instruction in the attainment of social studies skills aligned with NYS Learning Standards. Provide instruction in geography aligned with the NYSED Learning Standards in social studies and the National Geography Standards.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Continuation of at-risk counseling services for students in need. Continuation of Peace Builder program as a proactive intervention. Continue the peer mentoring program for positive student role models. Continue of the SAVE room and the class presentations.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Continuation of at-risk counseling services for students in need. Continuation of Peace Builder program as a proactive intervention. Continue the peer mentoring program for positive student role models. Continue of the SAVE room and the class presentations. Staff training to provide pre-referral information to teachers in order to reduce the number of students referred to CSE. Training to develop staff awareness in identifying “at-risk” students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – *Continued*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – Continued

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Great Leaps, Soar to Success, Comprehensive Reading Assessment, NYS Achieve, SRA, Think Alongs Small Groups During the school day and extended day
Mathematics:	Approach and Connect, Breakaway Math, Comprehensive Math Assessment Small Groups During the school day and extended day
Science:	
Social Studies:	Strategies for Content Area Reading, NYS Elementary School Social Studies, Coach, Doing History, Comprehensive Social Studies Assessment Small Groups During the school day and extended day
At-risk Services Provided by the Guidance Counselor:	The school counselor provides services for the mandated special education students as well as general education that are deemed at risk. Individual counseling and groups counseling will be disseminate to this population of students according to their needs. Individual counseling can help students with close relationships and other interpersonal problems. In a trusting and safe setting individual counseling can help address feelings of loneliness, self-confidence, self concept and lack of direction. Groups provide a microcosm of a student’s world in which students can practice new behavior that is more constructive and adaptive. The topics for the groups will focus on: social skills, character education, learning skills, self-control/anger management, divorce, loss, and schools adjustment/transition. In addition, the school counselor will provide after school counseling for the At-risk students who will benefit from additional services such as clubs, peer Mediation group and special activities for Students in Temporary Housing.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – *Continued*

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – *Continued*

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.

The P.S. 279 LAP team is composed of the Principal, Mr. Chambers; Assistant Principals, Ms. McStine and Mr. Dill; Coach, Ms. Twomey; Teachers, Ms. Padeh, Ms. Carone, Ms. Stolzenberg; ESL teacher, Ms. Keller.

The English as a Second Language teacher is New York State certified and New York City licensed in ESL. P.S. 279 does not have any Bilingual teachers because the number of ELLs in two contiguous grades in one language category is not sufficient to support bilingual classes.

P.S. 279 is an elementary, Pre-K to Five, school in the heart of southeastern Brooklyn, New York, a neighborhood known as Canarsie. The total number of students at the school is 760 of which 19 are ELLs or approximately 2.5% of the population.

The ESL program at P.S. 279 is a free-standing, pull-out, with emphasis on English language acquisition (100% English). Kindergarten beginning and intermediate level pull-out students receive 8, 50 minute ESL periods per week. Grade 1 beginner level pull-out students receive 8, 50 minute ESL periods per week. Grade 2 beginner level pull-out students receive 8, 50 minute periods of ESL per week, advanced level pull-out student receives 4, 50 minute ESL periods per week and 4, 50 minute ELA periods per week. Grade 3 beginner and intermediate level pull-out students receive 8, 50 minute ESL periods per week. Grade 4 beginner level pull-out students receive 8, 50 minute ESL periods per week and advanced level pull-out student receives 4, 50 minute ESL periods per week and 4, 50 minute ELA periods per week. Grade 5 beginner and intermediate level pull-out students receive 8, 50 minute ESL periods per week, advanced level pull-out student receives 4, 50 minute ESL periods per week and 4, 50 minute periods of ELA per week.

P.S. 279's ESL program is aligned with parental requests on the Parent Survey and Program Selection Form. The new parents are invited to an orientation meeting to help them understand and select the best program for their child. The parents view the Orientation Video for Parents of English Language Learners and are encouraged to ask any questions and voice their concerns. Parent workshops and dialogues with the Parent Coordinator and ESL teacher are available. Translators are available for most language groups. After reviewing the Parent Survey forms for the last few years, approximately 48 parents have been selecting ESL only.

The P.S. 279 free-standing ESL pull-out program has 13 students at beginning proficiency level, 1 in kindergarten, 2 in grade 1, 2 in grade 2, 3 in grade 3, 4 in grade 4 and 1 in grade 5. There are 4 students at intermediate proficiency level, 1 in grade K, 1 in grade 3, and 2 in grade 5. There are 2 students at advanced proficiency level, 1 in grade 2 and 1 in grade 5. This data reveals that more students are at beginning and intermediate proficiency levels than are at advanced proficiency level.

The beginner and intermediate students in the lower grades K-2 have strengths in the listening and speaking modalities with 1 proficient student, 2 intermediate and 4 beginners. The weaker reading and writing modalities include 1 advanced, and 6 beginner students.

In the upper grades 3-5 the listening/speaking modality has 2 proficient, 3 advanced, 2 intermediate, and 5 beginners. The weaker reading/writing modalities include 1 advanced, 4 intermediate, and 7 beginner students.

Since the ELLs represent every proficiency level on nearly every grade standards based teaching using mini-lessons and differentiated instruction are best suited for the students. The modalities of listening, speaking, reading and writing will be developed through second language methodology. Successful approaches include, Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help the ELLs meet the high standards expected of all students. Principles of learning apply at P.S.279.

ELLs in P.S.279 are assessed in content areas of math, science, and social studies in English unless there is a translated assessment available. However, the preferred assessment language is English. School leadership and teachers use the results of the ELL interim assessment to drive instruction in grades 3-5. In December '08 grade 5 results were 70% listening, 63% reading and 60% writing were correct. Grade 4 results were 30% listening, 42% reading and 40% writing were correct. Grade 3 results were 60% listening, 56% reading and 43% writing were correct. In March '09 grade 5 results were 62% listening, 66% reading and 66% writing were correct. Grade 4 results were 44% listening, 39% reading and 48% writing were correct. Grade 3 results were 54% listening, 54% reading and 48% writing were correct. The implications for instruction are that strong cognitive involvement as well as contextual support will continue in the four modalities.

Implications for instruction in content areas are as follows: advanced and intermediate students on levels 3, 2 and 1 in math on grades 4 and 5 need emphasis on contextualization, bridging and metacognition, while beginning students in math level 1 grades 4 and 5 need modeling, bridging and schema building. Beginning and intermediate ELLs with level 1 on the Science State Assessment need modeling, bridging and contextualization. Grade 4 and 5 students on level 2 and 3 need contextualization, text-representation and metacognition. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State standards in all content areas.

Native Language Arts is not assessed by P.S. 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Also, parental requests indicate ESL only. Explicit NLA is not needed.

P. S. 279 has a wide array of services for ELL/SIFE/Long-term ELLs including free-standing pull-out ESL, targeted instruction, differentiated instruction, counseling, student assessment analysis, Pupil Personnel Committee, AIS, referrals for related services, Resource Room, extended day targeted instruction, and referrals to community agencies.

Newcomers are especially welcomed and engaged immediately at P.S. 279 by using best strategies for ELLs such as following established routines; providing comprehensible input by use of context clues, visuals, manipulatives and gestures; listening centers; modeling of standard language structures; encouragement of students to work in pairs when appropriate; and variations in levels of lessons to name a few.

Special Education students are identified through their IEP, LAB-R and NYESLAT. Alternate Placement in Sp. Ed. Students have a bilingual paraprofessional assigned and receive appropriate ESL/ELA as per their IEP. ESL methodology is used by their self-contained teacher.

Transition plan for students reaching English proficiency include AIS and extended day instruction time.

ELL students are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154 determined by LAB-R and NYESLAT information. The ESL program is a free-standing pull-out using standards based thematic teaching in ESL. Explicit ESL is delivered through balanced literacy mini-lessons using performance indicators aligned with New York State Standards in ESL. Beginning and intermediate students receive four hundred minutes of ESL, while advanced students receive two hundred minutes of ESL and two hundred minutes of ELA. Literature and content based instruction is aligned to the New York State learning standards of English for information and understanding; English for literary response, enjoyment, and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking reading and writing. The Balanced Literacy program is the model to deliver both ESL and ELA at P.S. 279.

Explicit ELA is delivered in ninety minute block by components of Balanced Literacy using the workshop model and incorporating phonics, fluency, vocabulary and text comprehension into the components of read aloud, shared reading, guided reading, independent reading, writers workshop which correspond to NYS Performance Standards in ELA.

Teaching strategies for ESL/ELA include word study, rhyme, blends, digraphs, phonemes, words with controlled vowels, spelling by use of word walls; comprehension strategies include problem/solution, generating questions, processing concepts/skills; vocabulary study includes cognates, key words and glossaries. Students will read 25 books and keep reading logs.

The NYESLAT will be used to assess achievement by ELLs for English proficiency.

P.S. 279 is rich with materials for ELLs. Newcomers use Longman Phonics, Oxford University Press, The Oxford Picture Dictionary for Kids tapes, workbooks and monolingual dictionaries, Addison Wesley-ESL, and Language Master series. Content area instruction is aided by Oxford Picture Dictionaries in the Content Areas by Oxford University Press, and Windows on Literacy and Reading Expeditions by National Geographic. SIFE students are helped with Word by Word Phonics picture dictionaries by Longman. Learning English Through Literature by Jamestown Publishers, and Poetry Power ESL by Modern Curriculum Press helps with the ESL/ELA component. Into English by Hampton Brown Books and Amazing English by Addison Wesley series' are also on hand. Leveled multi-genre classroom libraries including multi-cultural books round out the selections of materials.

Professional development for teachers of ELLs at P.S. 279 include monthly collaborative planning for content area congruence. Articulation is ongoing through individualized meetings and at grade conferences where P.D. topics include: best strategies for ELLs in the mainstream classroom, cooperative learning techniques, modeling lessons, training for the six types of scaffolding(modeling, bridging, contextualization, schema building, text re-presentation, and metacognition), use of graphic organizers, differentiated instruction and Accelerated Literacy Learning. Coaches and school leadership are also involved through conferencing and group training.

The P.S. 279 Language Allocation Policy outlines the relevant information and instruction that the ELLs are receiving. They are an integral part of the 279 family and as such are included in all activities at our school.

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.

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.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home Language identification Surveys are distributed to all parents upon registration to our school. The English Language Learner teacher assesses these surveys to insure information is disseminated in the proper language. Various sources provide our school with information about the different home languages of our students and their families for our translation needs both oral and written which include: Home Language Identification Surveys (HLIS), ATS system (RHLA), Parent Coordinator interviews, and informal oral communication between parents and teachers.

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.

Parents at PS 279 ask for information to be sent home in English as per the HLIS form. Those parents who ask for information sent home in other languages are accommodated by us and can also download information from the NYC DOE website. We also have in-house written translations. Finally, our guidance counselor speaks Haitian Creole which is the biggest need for translation at PS 279. The findings of our school's written and oral translations needs indicate there is a need to provide services for parents in the following languages: Haitian Creole and Spanish. These findings are reported to the school community through the ESL teacher and the Parent Coordinator.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parent meetings are conducted with the assistance of an in-house translator. Documents are available from the translations and interpretation unit. Our school will post a sign in the lobby, in each covered language, indicating parental rights regarding translation and

interpretation services. We will provide written translation services by using the NYC DOE translation unit for all translation needs including the many materials and forms already translated and available on the website. Translated letters will be used to invite our parents to an orientation meeting for parents of English Language Learners.

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 interpretations are conducted by in-house staff where necessary. Again, Haitian-Creole is the dominant language at PS 279. Parents receive assistance for parent teacher conferences as well. We also have a Spanish translator on staff. Oral interpretation services will be available by the NYC DOE Translation and Interpretation Unit's phone services when needed. In house translators are available during parent orientation meetings, teacher conferences, and IEP meetings.

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

Our school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. Our school will provide each parent who speaks a language other than English, who requires language assistance, with written notification of their rights regarding translation and interpretation services. Our school will post signs in all eight covered languages where translated versions of the Parent's Bill of Rights can be obtained.

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 School wide 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:	346,835	223,401	507,236
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,257	4,129	6,386
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,645	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,290	*	

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.

P.S.279 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S.279 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S.279 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. providing assistance to parents in understanding City, State and Federal standards and assessments;
4. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

PS 279's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

P.S.279 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Fund the position of a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The

Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA).

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
-

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.

We've assessed student learning needs in grades K-2 by using DIBELS and TRC running records. In the upper grades, 3-5 we use NYS ELA and Math scores, as well as TC running records, periodic assessments, and performance data.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
. We have extended day small group instruction in the morning, 4 days a week. Teachers differentiate the instruction on whole group, small group and individual levels for students.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **We do all of these in addition to implementing the workshop model in literacy.**
-
- Help provide an enriched and accelerated curriculum. **We have after-school clubs to enrich the learning. We also have partnerships with corporate and non-profit organizations for enrichment. For example, the Scholastic Project where students actually write a book for publication.**
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

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.

We have professional development with all teachers twice a month, in grade meetings as well as once a month faculty conferences.

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. **Our parent coordinator hosts monthly workshops to increase parent involvement as well as having a goal to call every family at least once this year**

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 School wide Program, the amount each program contributes to the consolidated School wide 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” ¹ Consolidated in the School wide Program	Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide 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 – School wide 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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

		(✓)				Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			346,835	X	
Title I, Part A (ARRA)	Federal	X			223,401	X	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Our School's Guidance counselor will assist the students with Crisis Intervention; School Supplies and School Uniforms will be purchased. Snacks will be in place for them if needed and any additional support they might need related to STH. Our school will also provide additional After School activities for these students such as a Book Clubs and Arts and Crafts. In addition, this year our School's Guidance Counselor is planning a trip for the students to go see a holiday show on Broadway.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 279 Herman Schreiber					
District:	18	DBN:	18K279	School		331800010279

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	19	18		94.8	95.2	94.5
Kindergarten	86	81	73				
Grade 1	92	110	100	Student Stability - % of Enrollment:			
Grade 2	115	74	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	107	113	81		93.2	94.1	92.1
Grade 4	122	105	112				
Grade 5	109	123	109	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		44.3	77.0	79.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	20	22
Grade 12	0	0	0				
Ungraded	5	13	14	Recent Immigrants - Total Number:			
Total	654	638	617	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	8	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	49	50	Principal Suspensions	26	20	28
# in Collaborative Team Teaching (CTT) Classes	16	15	13	Superintendent Suspensions	19	6	5
Number all others	39	36	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	59	47	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	23	8
# receiving ESL services only	16	17	TBD				
# ELLs with IEPs	0	4	TBD	Number of Educational Paraprofessionals	6	5	21

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.3	100.0	100.0
				% more than 2 years teaching in this school	81.4	87.2	87.8
				% more than 5 years teaching anywhere	76.3	78.7	91.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	93.9
American Indian or Alaska Native	0.2	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	97.4	100.0
Black or African American	91.6	91.7	90.6				
Hispanic or Latino	4.9	5.2	4.7				
Asian or Native Hawaiian/Other Pacific	1.4	1.3	2.1				
White	2.0	1.9	2.3				
Male	51.5	51.4	50.6				
Female	48.5	48.6	49.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	35.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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.

P.S.279 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S.279 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S.279 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. providing assistance to parents in understanding City, State and Federal standards and assessments;
4. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

PS 279's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the

content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

P.S.279 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Fund the position of a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

**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 CEI-PEA	District 18	School Number 279	School Name Herman Schreiber
Principal Mr. L. Chambers	Assistant Principal Ms. S. McStine		
Coach Ms. F. Twomey	Coach		
Teacher/Subject Area Ms. M. Keller/ESL	Guidance Counselor Ms. J. Matthews		
Teacher/Subject Area Ms. T. Carone/AIS	Parent		
Teacher/Subject Area	Parent Coordinator Ms. T. Rawleigh		
Related Service Provider Ms. R. Padeh/SETSS	Other		
Network Leader Ms. N. Ramos	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	618	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	4.85%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Potential ELL students are identified by the Home Language Identification Survey which is completed by a parent/guardian at Registration. The certified ESL teacher then conducts an interview with a parent/ guardian whose answers on the HLIS indicate a language other than English is spoken in the home. After determining the student's primary language is other than English, the student is administered a LAB-R within the first ten days of the student's attendance by the ESL teacher. If the student is not found to be eligible for ESL the parent is notified as such. If the student is eligible for ESL the student is placed in the ESL program and the parent is notified and invited to a Parent Orientation Meeting where they will view the Orientation Video for Parents of English Language Learners and be helped to understand the different programs offered. They will then select a program they wish for their child. Parents are encouraged to ask questions and voice any concerns at that time. Parents are informed that LAB-R eligible students receive English as a Second Language instruction and are annually evaluated using the New York State English as a Second Language Achievement Test given in May. Entitlement letters, Parent Survey and Program Selection forms are returned at this time. If the parent/guardian is not able to attend, the letters and program selection forms are sent home for signature. If they are not returned, they are resent and every effort is made to contact the adult. Parent workshops and dialogues with the Parent Coordinator and ESL teacher are available. Translators are available for most language groups. After reviewing the Parent Survey forms for the last few years, approximately 65 parents have been selecting ESL only, therefore PS 279's ESL program is aligned with parental requests on the Parent Survey and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5								
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12							

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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	30	Newcomers (ELLs receiving	27	Special Education	5

		service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	27	0	3	3	0	2				30
Total	27	0	3	3	0	2	0	0	0	30

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			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																
Other																			0	0
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	2		1	2								6
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian	1	4	1	2	2	2								12
French		1			2	2								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	1		1								5
TOTAL	2	8	5	3	5	7	0	0	0	0	0	0	0	30

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.

PS 279s ESL program is a free-standing pull-out program. Since ELLs represent every proficiency level on nearly every grade, standards based teaching using mini-lessons and differentiated instruction are best suited for the students. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include, Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help ELLs meet the high standards expected of all students. Principles of learning apply at 279.

ELL students are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154 determined by LAB-R and NYSESLAT information. The ESL program is a free-standing pull-out using standards based thematic teaching in ESL. Explicit ESL is delivered through balanced literacy mini-lessons using performance indicators aligned with New York State Standards in ESL. Beginning and intermediate students receive four hundred minutes of ESL, while advanced students receive two hundred minutes of ESL and two hundred minutes of ELA. Literature and content based instruction is aligned to the New York State learning standards of English for information and understanding; English for literary response, enjoyment, and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking, reading, and writing. The Balanced Literacy program is the model to deliver both ESL and ELA at PS 279.

Explicit ELA is delivered in ninety minute block by components of Balanced Literacy using the workshop model and incorporating phonics, fluency, vocabulary and text comprehension into the components of read aloud, shared reading, guided reading, independent reading, writers workshop which correspond to NYS Performance Standards in ELA.

Implications for instruction in content areas are as follows: advanced and intermediate students on levels 2 and 1 in math on grades 4 and 5 need emphasis on contextualization, bridging, and metacognition, while beginning students in math level 1 grades 4,5 need modelling, bridging, and schema building. Beginning and intermediate ELLs with level 1 on the Science State Assessment need modeling, bridging, and contextualization. Grade 4 and 5 students on level 2 and 3 need contextualization, text-representation and metacognition. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Standards in all content areas.

PS 279 has a wide array of services for ELL/SIFE/Long-term ELLs including free-standing pull-out ESL, targeted instruction, differentiated instruction, counseling, student assessment analysis, Pupil Personnel Committee, AIS, referrals for related services, Resource Room, extended day targeted instruction, and referrals to community agencies.

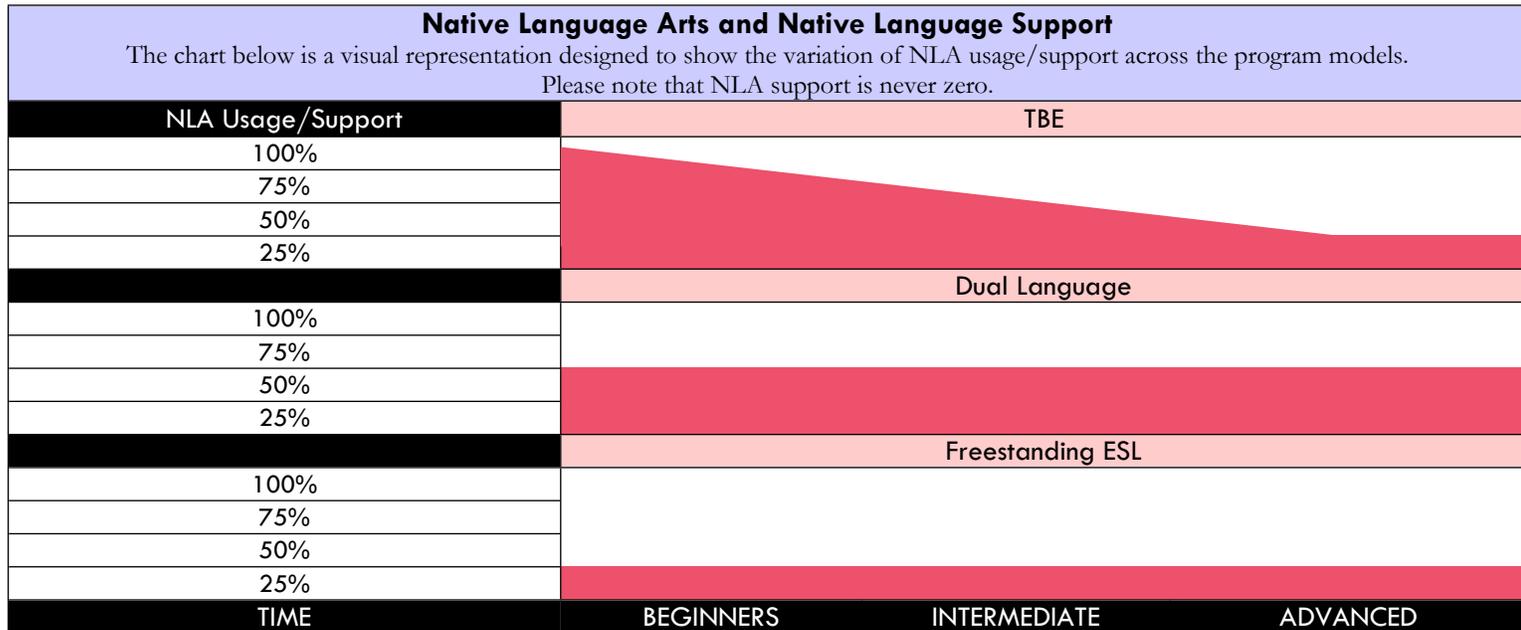
Newcomers are especially welcomed and engaged immediately at PS 279 by using best strategies for ELLs such as following established routines; providing comprehensible input by use of context clues, visuals, realia, manipulatives and gestures; listening centers; computer programs; modeling of standard language structures; encouragement of students to work in pairs when appropriate; and variations in levels of lessons to name a few.

Special Education students are identified through their IEP, LAB-R, and NYSESLAT. Alternate placement in Sp. Ed. students have a bilingual

paraprofessional assigned and receive appropriate ESL/ELA as per their IEP. ESL methodology is used by their self-contained teacher. Transition plan for for students reaching English proficiency include AIS, extended day targeted instruction time and extended time on NYS tests for two years.

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

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



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?

Targeted intervention programs for ELLs in ELA include ninety minute literacy block, Great Leaps, Soar to Success, DRA, Dibels (K-2), Princeton Review Assessment (3-5), Accelerated Literacy Learning Program schoolwide.

Targeted intervention programs for Math include Harcourt Brace Math, Everyday Math, Math Steps, sixty minute math block (K-2), ninety minute math block (3-5), planning guide and curriculum pacing calendar schoolwide.

Targeted interventions for Science include hands on lessons using scientific materials and manipulatives, inquiry based instruction aligned to Performance Standards NYS Learning Standards, Harcourt text (1,2,5), Harcourt and FOSS (3,4).

Targeted interventions for Social Studies include schoolwide thematic assembly programs, Multi-Cultural Awareness Day Celebration, small group guided discussions and readings, computer internet sites for research.

Additional targeted intervention programs for ELA and Math include AIS for students scoring three and below on either ELA and Math or both on the NYS Assessments. These programs are offered in English with the use of Word by Word glossaries as approved by the NYSED.

Continuing transitional support for ELLs reaching proficiency on NYSESLAT include AIS, extra time on all tests and assessments either in class or state mandated, extended time tutorial differentiated instruction.

Improvements for our programs include better use of data using ARIS and articulation between pedagogues concerning ELLs progress.

ELLs have access to all school programs including WID (Wonderment, Inquiry, Discovery). This program is an enrichment program where students come up with questions of their choosing, do research, and produce a culminating project. Scholastic Writers of Tomorrow is another program where students produce their own book to be published.

PS 279 is rich with materials for ELLs. Newcomers use Longman Phonics, Oxford University Press, The Oxford Picture Dictionary for Kids tapes, workbooks and monolingual dictionaries, Addison Wesley-ESL, and Language Master series. Content area instruction is aided by Oxford Picture Dictionaries in the Content Areas by Oxford University Press, and Windows on Literacy and Reading Expeditions by National Geographic. SIFE students are helped with Word by Word Phonics picture dictionaries by Longman. Learning English Through Literature by Jamestown Publishers, and Poetry Power ESL by Modern Curriculum Press are used with the ESL/ELA component. Into English by Hampton Brown Books and Amazing English by Addison Wesley series are also on hand. Leveled multi-genre classroom libraries including multi-cultural books round out the selection of materials.

Language support is offered through bilingual, multi-cultural library books. Languages include Spanish, Chinese, Haitian Creole and Korean. Required services support ELLs. Materials are plentiful and correspond to primary school level K-5 age and grade appropriate.

There are currently no programs before the beginning of the school year for newly enrolled ELL students.

Native Language Arts is not assessed by PS 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Language electives are not offered.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development plan for ELL personnel at PS 279 include monthly collaborative planning for content area congruence. Articulation is ongoing through individualized meetings and grade conferences where some topics include rubrics, use of data, portfolios, differentiated instruction, conferencing and Core Curriculum. Faculty conferences and professional development are used to support staff with A.L.L training, and Smart Board training.

Support provided staff to assist ELLs as they transition from elementary to middle school include intervisitations between our school and the closest middle school, articulation between the schools applied to by our students by the guidance counselor, parent advise meetings and open house invitations.

The certified ESL teacher provides turnkey training as part of the 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose.P. Topics for the training include best strategies for ELLs in the mainstream classroom, cooperative learning techniques, modeling lessons, training for the six types of scaffolding (modeling, bridging, contextualization, schema building, text re-presentation, and metacognition), use of graphic organizers, and differentiated instruction. Coaches and school leadership are also involved through conferencing and group training.

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?

Parental involvement at PS 279 is important and linked to student success. ELL parents are welcome and included in all programs and meetings by the PTA and Parent Coordinator. This is achieved through flyers and invitations to events translated into the eight major language groups. Our Parent Coordinator has ongoing events for all parents including Parents Fitness Challenge, Kinder-Dance Presentation, and Parent Book Club. Our school participates in Parents as Learning Partners where parents/guardians are invited to our school once a month to visit their students classroom and share the learning and teaching that is going on at PS 279. The adults can move with the student and share part of the day with them.

PS 279 does not directly partner with outside community based organizations, but through the Parent Coordinator, Social Worker and Guidance Counselor our ELL parents are assured assistance with problems that may arise for them. The Parent Coordinator is in constant communication with all parents and notifies ELL parents when workshops are given by the Department of Education through the Office of English Language Learners, the Office for Family Engagement and Advocacy, and the Office of Public and Community Affairs.

The needs of parents at PS 279 are evaluated by the Parent Coordinator's accessibility to our population. The HLIS form is a useful reminder when a parent wants to be notified in their home language. The ESL teacher is also a liaison between our school and parents of students whose first language is other than English.

The Parent Teacher Association holds open meetings and discusses events and issues important to our school. Topics include computer lab equipment, school uniform policy, picture day, character day sale, and any new business for future meetings.

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)	2	7	2	2	1	2								16
Intermediate(I)	0	1	2	0	2	2								7
Advanced (A)	0	0	1	1	2	3								7
Total	2	8	5	3	5	7	0	0	0	0	0	0	0	30

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

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

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	2								2
5									0
6									0
7									0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL 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.

PS 279 uses DIBELS for K-2 and TCRWP for 3-5. DIBELS is a vehicle to monitor student's progress in literacy skills. The different areas include initial sound fluency, letter naming fluency, word usage fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and retell. Text reading and comprehension (TRC) are also assessed through running records. The Teachers College Reading and Writing Project (TCRWP) is used to assess students fluency and comprehension through running records, retelling, and comprehension questions and answers. Both are used to move students to new independent reading levels as per our goals. They are also used to monitor progress and find students strengths and weaknesses to be addressed through differentiated instruction. ELLs have fared well using these tools to monitor progress. Twelve percent moved up eight or more reading levels, six percent moved five levels, eighteen percent moved four levels, six percent moved three levels, eighteen percent moved two levels, and thirty-two percent moved one level.

Data across proficiency levels on LAB-R and NYSESLAT reveal the beginner, intermediate, and advanced students in the lower grades K-2 have strengths in the listening and speaking modalities, while their weaknesses show up in the reading and writing modalities. In the upper grades 3-5 it appears that the same pattern emerges of strengths in listening and speaking, and weakness in reading and writing. Since ELLs represent every proficiency level on every grade standards based teaching using mini-lessons and differentiated instruction are best suited for student learning and achievement. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include Total Physical Approach, Language Experience, Natural Approach, Cognitive

continue in the four modalities. Implications for instruction in math, science and social studies content areas are emphasis on contextualization, text re-presentation and metacognition for advanced students while using modeling, bridging and schema building for int/beg. students. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Standards in all content areas. Native language is used by providing NYSED approved glossaries for use in the classroom and on all assessments except ELA.

Success of our programs for ELLs are evaluated by looking at the data on DIBELS, TCRWP, NYS exams, teacher observations, LAB-R, NYSESLAT. The trends are promising, with ELLs making progress toward English proficiency. Six students moved from beginner to intermediate level on NYSESLAT, one student moving from beginner to advanced, three students moved up from intermediate to advanced, and the others have made progress on their scaled scores within their level of proficiency on NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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