



PARK SLOPE ELEMENTARY/MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K282
ADDRESS: 180 6TH AVENUE
TELEPHONE: 718-622-1626
FAX: 718-622-3471

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: 13K282 **SCHOOL NAME:** Park Slope Elementary/Middle School

SCHOOL ADDRESS: 180 6th Avenue, Brooklyn, New York 11217

SCHOOL TELEPHONE: 718-622-1626 **FAX:** 718-622-3471

SCHOOL CONTACT PERSON: Magalie Alexis **EMAIL ADDRESS:** malexis@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angela King

PRINCIPAL: Magalie Alexis

UFT CHAPTER LEADER: Norman Rollock

PARENTS' ASSOCIATION PRESIDENT: Jessica Collins

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 110

NETWORK LEADER: Dr. Charlene Smith

SUPERINTENDENT: Dr. James Machen

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
Magalie Alexis	*Principal or Designee	
Norman Rollock	*UFT Chapter Chairperson or Designee	
Jessica Collins	*PA/PTA President or Designated Co-President	
Allison Salawudeen	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bisi Iderabullah	CBO Representative, if applicable	
Angela King	Member/Parent	
Yoidette Erima	Member/Parent	
Gregory Steddin	Member/Parent	
Gillian Oliverie	Member/Parent	
Rhonda Lewis	Member/Teacher	
Jocelyn Rawls	Member/Teacher	
David Canty	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S./M.S. 282 is a Pre-K to grade 8 school. We envision our school community as a place where all students are exposed to a rigorous curriculum which includes both academics and the arts. Staff and parents have high expectations for all students and will work collaboratively to develop life-long learners, who are flexible, responsible, and accountable. Our mission is to prepare students to become productive, compassionate, and valuable members of our multicultural society. We seek to develop students who are performing at or above grade level in all subject areas by providing a supportive staff and an environment conducive to learning.

We have several arts partnerships. A partnership with the New York Piano School helps us provide piano instruction to students in grades K-5. Learning through an Expanded Arts Program (LEAP) introduces our second grades to creative movement and the third grades to cooking. The Feld Ballet Tech, a New York City Public School for professional ballet training, provides scholarships for beginner ballet training. Marquis Studio provides Circus Arts to our lower grades, drumming for our 6th graders and architecture for our 7th graders. Our fifth and eighth grade students are given ballroom dancing instruction. Grade eight students also participate in ballroom dancing. Music and the Brain provides keyboard instruction for our pre-kindergarten, kindergarten and are delighted to expand the program to first grade this school year.

At P.S./M.S. 282, we make a concerted effort to expose all grades to the national and state standards for music education. In addition, we have a band program that provides general music instruction to sixth graders. Our students have an opportunity to take home instruments for practice. Our students participate in the Carnegie Link Up! Program where they learn to play a recorder and are afforded the privilege of performing at Carnegie Hall. Our Academy Program, in collaboration with Carnegie Hall, Julliard School of Music and the Weill School of Music provide violin instruction across the grades. This coming school year the program will expand to include cello and viola instruction in addition to the violin instruction.

We have several after school programs: Kids Orbit, YMCA, Imani House and other PTA supported programs. Our chess team has competed in tournaments nationally. The Panthers, our Basketball team, competes against other schools. Educational trips outside of New York have included Washington, D.C., Atlanta, Boston, Vermont, Albany, Nashville, Pittsburgh, PA, Colorado as well as London, England and Montreal, Canada.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./M.S. 282 Park Slope				
District:	13	DBN #:	13K282	School BEDS Code:	331300010282

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	x K	X 1	X 2	X 3	X 4	X 5	X 6	X 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	72		94.3	94.6	TBD		
Kindergarten	94	108	103						
Grade 1	130	122	105	Student Stability: % of Enrollment					
Grade 2	123	129	119	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	105	128	126		98.1	98.3	TBD		
Grade 4	103	106	120						
Grade 5	101	101	100	Poverty Rate: % of Enrollment					
Grade 6		94	63	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7			79		43.4	45.1	60.7		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	9	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					4	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	6	12	10						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	9	TBD		
Number all others	19	37	37	Superintendent Suspensions	5	11	TBD		

DEMOGRAPHICS

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	12	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	45	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	51.1	44.4	TBD
Black or African American	71.3	69.8	65.2	Percent more than five years teaching anywhere	36.2	37.8	TBD
Hispanic or Latino	22.5	22.4	23.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.7	2.4	Percent Masters Degree or higher	77.0	67.0	TBD
White	5.0	5.3	6.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	91.9	TBD
Multi-racial							
Male	45.6	45.3	47.2				
Female	54.4	54.7	52.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	X	Math:	
	Science:	x	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	X	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	X					
Hispanic or Latino	X	X					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	X	X					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	56.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	32.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

After analyzing our NYC school report card, information on NY Start and the Quality Review, we have determined that there are several areas that we need to focus on improving during the 2010 – 2011 school year. Although we have many accomplishments we realize that there are some existing barriers that affect further progress.

Performance Trends

After conducting a comprehensive needs assessment, the following student performance trends gathered over the last three years have been identified:

- Although 61.5% of students in grades three through seven performed on or above grade level on the 2010 New York State ELA exam, we have improved the amount of students who made one year's progress as determined by the NYC Department of Education proficiency rating.
- Although 65% of students in grades three through seven performed on or above grade level on the 2010 NYC Math exam, we have improved the percentage of students who make one year's progress as determined by the NYC Department of Education proficiency rating.

We would like to highlight the following accomplishments our school has made over the last couple of years:

- The New York State Report Card indicates that PS 282 remains a school in good standing for elementary/middle ELA, Math, and Science. Additionally, all student subgroups continue to make adequate yearly progress as determined by No Child Left Behind (NCLB) legislation.
- Our school collects, analyzes, and utilizes a range of data to know and understand the needs of each student. The implementation of classroom data binders has greatly aided our teachers in their efforts to create individual learning plans.
- There is a strong culture of collaboration and team work throughout our school.
- The curriculum is excitingly and dynamically organized to enrich and enhance students' learning across all subjects. Our students have participated in excursions outside of NYC, including chess tournaments, and an expansion of the arts, including a culinary arts program.
- We have been innovative and creative in establishing strong partnerships from the external community that enhance the work of our school in providing enrichment for all students.
- There are many professional development opportunities provided to enhance the development skills and personal growth of the staff.
- The rich parental involvement fosters a sense of community and helps to enhance student performance.

- The academic needs of our at-risk students are being supported SETTS and student mentoring. This year we have added an additional resource room teacher to assist our at-risk students.

There are many programs that have been implemented in our school to aid us in making a positive impact on student growth:

- Teachers in all grades are providing differentiated instruction to target the needs of individual students.
- Grades K - 8 have student teachers which help provide small group instruction.
- We have several after school programs focusing on ELA and Math skills provided by Imani House and Kidz Orbit with academic components.
- We also have our own ELA and Math after school program: Academic Intervention, which targets students who need remedial and enrichment work to make one year's progress. Students receive small group direct instruction in ELA and Mathematics four days a week.
- NY Cares has established a reading club, math games, and a financial literacy program.
- Achieve 3000 will be used by our third, sixth and seventh grade students to help them make one year's progress on the NYS exams.
- Professional development opportunities are provided on a monthly basis.
- Our Inquiry Team focuses on a target population and identifies and tracks student progress over the course of the year.

The following items are challenges to our academic progress:

- There are a large percentage of new teachers and support staff in the building due to grade expansion. These new teachers require training in differentiating instruction and other best practices.
- We have purchased extensive technology resources (SMART Board and Laptops) to increase the quality of teaching and learning. All new staff members require training to use these materials effectively.

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.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we expect 100% of all teaching staff to use differentiated instruction three times per week in each of the core subject areas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>There are a large percentage of new teachers and support staff in the building due to grade expansion. Given this fact, we will have returning staff members who have been trained in Differentiated Instruction conduct workshops for new staff members. Professional Development provided through the CFN 110 network. Multiple professional development sessions with various experts.</p> <p>This school year, we invested funds in purchasing the McGraw-Hill Treasures reading collection. This program differentiates instruction in reading, phonics, and grammar. As part of the student monitoring system, staff must conduct weekly assessments. The assessments then enable teachers and coaches to gauge student progress and custom tailor instruction to reflect the data. This program has been expanded and will be used in the primary grades during this coming school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>\$132,246 coach positions \$6,800 SDE Richard Cash PD at Sutphin Blvd.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Student notebooks Teacher's lesson plans to be reviewed by supervisors and administration Student work folders Classroom and Hallway bulletin boards Teacher formal and informal observations Classroom observations Learning walks Host DI days for other schools Staff to infuse DI lessons twice a week for ELA and twice a week for Math Anchored activities Tiered activities Conference notes Supervisor Data analysis binders
--	---

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>50% of our 3rd grade students will read at or above grade level as determined by the performance level on the Spring 2011 NYS ELA exam.</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>Achieve 3000 used 2 times per week Scrabble Club Spelling Bee three times per week Meet the Author program at Brooklyn Public Library on Eastern Parkway Extended Day services focusing on ELA instruction twice per week Participation in Work Sampling in an effort to look carefully at student work with a purpose New York Cares volunteers will provide one on one reading support to our students once per week Purchased a new reading program from Houghton-Mifflin known as Treasures to support instruction Differentiated instruction will be provided</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately \$8,000 will be spent on purchasing a literacy program to support reading instruction. \$10,000 Scholastic Classroom Libraries \$9883 Scholastic Classroom Libraries grades 6 – 8 \$898.68 McGraw – Hill Glencoe – Literature Course \$7654 McGraw – Hill /ESL \$4101.30 Core Curriculum (Houghton-Mifflin) \$6,660 Treasures Student books one and two for grade 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review of student notebooks monthly Students will be participating on Inquiry Team Student portfolios and work folders Teachers' data binder Conference notes Progress Reports every six weeks Report Card grades three times per year Review of lesson plans Classroom observations both formal and informal`</p>

	Data from the Acuity and Progress Reports will be used to drive instruction
--	---

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Fifty-five percent of our 6th grade students will make one year’s progress in math as determined by NYCDOE proficiency rating.</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>Pacing calendar will be issued by math coach, Danielle Scott, to all teachers Math coach conducts math demonstration lessons and team teaches All out of classroom staff are committed to assisting with raising student achievement and provide push-in instruction one time per week during first period Honors Program for Academic Enrichment During weekly curriculum meetings teachers discuss student learning and performance Bank It! Program where business volunteers work with students once a meet Partnership with NY Cares where business volunteers provide once a week math support through math games Utilization of Skills Tutor Partnership with Brooklyn College where student teachers work 300 hours with our students Partnership with Pratt Institute/America Counts where college students report to our school to provide one to one tutoring</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Hired school programmer to create school wide programming for middle school academic success \$20,700</p> <p>The middle school students are scheduled individually based on their needs \$18,824 Math textbooks \$9,989 Math workbooks \$9,883 Math Steps</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher created test Monthly and end of unit assessments Student notebooks Student Progress Reports every six weeks Acuity three times per year Report cards three times per year Coach Jumpstart books Data from the Progress Reports and Acuity will be used to drive instruction</p>

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Sixty-three percent of our grade 4 students will read at or above grade level as determined by the proficiency rating on the Spring 2011NYS ELA exam.</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>The Literacy Coach will continue to provide instructional support to our students and teachers Parent governed Geography club Scrabble club Spelling Bee twice per week Working with the Brooklyn Public Library to continue to provide the Meet the Author/Illustrator program Hired to drama/acting teachers to teach students oratory skills, how to perform monologues and develop greater speaking skills with a strong emphasis on stage presence and public speaking. Students will be taught how to write plays and scripts</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$2300 used to purchase classroom libraries \$10,000 classroom libraries</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of student notebooks monthly Students participation on Inquiry Team Review of student portfolios and work folders Teacher's data binders Progress Reports every six weeks Report Card grades three times per year Review of lesson plan books Classroom observations formal and informal Results from periodic assessments Data from the periodic assessments and progress reports will be used to drive instruction</p>
--	---

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

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

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 A
– CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	50	N/A	N/A				
1	60	40	N/A	N/A	1			
2	60	60	N/A	N/A	2			
3	80	80	N/A	N/A	3			
4	45	36			2			
5	49	37			5			
6	48	51	6	4	8			
7	36	32	7		5		1	
8	49	45	8				3	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<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>Extended Day providing group instruction after school. Push-in by support staff one time per week during the first period. Small group instruction is provided. SETTS small group instruction during the school day. Imani House, a CBO, after school program provides tutoring. Achieve 3000, a web based program used during the school day. Foundations used during the school day. Spaulding reading program</p>
<p>Mathematics:</p>	<p>Extended Day providing small group instruction after school. Imani House after school program provides tutoring. SETTS small group instruction during the school day.</p>
<p>Science:</p>	<p>Professional Development provided by the Network Science Coordinator. Educational school day field trips. Hands-on experiments during the school day. Science club on the weekend</p>
<p>Social Studies:</p>	<p>Educational trips during the school day. SETTS small group instruction</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and small group counseling sessions to address the following: Academic support (organizational skills, study skills, test taking skills), goal setting, decision making, peer relationships/coping strategies, communication, problem solving. Each student or group meets 1 or 2 times weekly for 30-45 minutes per session.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Direct and indirect services are provided to students on a daily basis which include counseling and crisis intervention. The counseling sessions include a variety of topics: family interaction, interpersonal skills, social skills, behavioral concerns affecting classroom performance and many other topics having to do with the overall mental and emotional well being of a student. The indirect services provided include: consulting with parents and working with teachers to develop intervention plans and strategies to work with students. These services are provided during the school day and can be delivered one-on-one and in group form.</p>

At-risk Services Provided by the Social Worker:	Provides individual and group counseling to students who have emotional and social problems in school and at home. Social worker also helps with the parents to try to find resolutions to some of the problems experienced by students in school. Other interventions that social worker conducts is consultation, interventions, working with teachers to try to find strategies to help children in the classroom who are having behavioral problems.
At-risk Health-related Services:	Students who are identified as in need of at-risk health related services receive support from the Lutheran Medical Hospital medical provider.

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.

Park Slope Elementary/Middle School

**PS/MS 282
District 13**

Language Allocation Policy 2010 – 2011

Narrative

Overview

PS/MS 282 is a Pre-K – 8 elementary/middle school. The school is located in Brooklyn in the Park Slope area. Park Slope is a diverse community that has a moderate-sized immigrant population mainly from Spanish-speaking countries, namely the Dominican Republic, Mexico, Puerto Rico, Ecuador, Honduras and Chile. We also have students from France, Haiti, China and the Middle East.

PS/MS 282’s school population is a diverse as the community, with a student body that is largely minority in composition, consisting of the following distribution: 69.8% African-American, 22.4% Hispanic, 5.3% White and 1.7% Asian and others. Twelve students are ELLs (English Language Learners). The Ell’s are currently serviced through a Pull-Out ESL program.

The ESL program at PS/MS 282 provides a rigorous and nurturing environment that promotes effective teaching and learning, encourages and respects the diversity of our students, staff and community, and meets the linguistic, social, academic and emotional needs of our ELL’s. All Ell’s are provided with the same high quality instruction that monolingual students receive.

Overview of Data

During the 2009-2010 school year, the largest cluster of ELL's were in kindergarten. We had a total of 39 ELL's.

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

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

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

Section I. Student and School Information

Grade Level(s) K - 8 _____ Number of Students to be Served: 17 LEP _____ Non-LEP _____

Number of Teachers 1 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.

Our school's language instruction program for Limited English Proficient students (LEP) is aligned with the NYS ESL standards and follows a disciplined curriculum. Our free-standing ESL pull-out program services a small population of less than 20 students from grades K to 7. Most of our ESL population is at the beginning/intermediate stages of language acquisition. These students are serviced sufficiently under the ESL provision and are provided with the required hours of instruction. We have a NYS certified ESL teacher who is qualified and experienced in providing ESL instruction to the students.

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.

Our staff has received extensive training in the administration of differentiated instruction. They are encouraged to meet the needs of all students including ESL students. The ESL teacher will be providing workshops for the staff on instructional strategies during the school year. The coaches will also assist by continuing to provide support in the form of training and resources.

Section III. Title III Budget

School: PS/MS 282 _____ BEDS Code: 331300010282

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$68,693	Salary for ESL Teacher Pay for substitute teachers
Purchased services - High quality staff and curriculum development contracts.	inclusive	In-house staff development from coaches In-house staff development from CFN 110 Network members ESL conferences
Supplies and materials - Must be supplemental. - Additional curricula, instructional	\$25,717	School supplies, such as book bags, uniforms, books, and pencils, provided for transient students School trips paid for students

materials. Must be clearly listed.		Supplemental books for after school
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$95,566	

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.

Our school consists of 29% Hispanic and 8% Asian students. Data is collected from the Home Language Identification Survey which the parent fills out at admission. This language survey determines whether or not the child receives ESL instruction. A Hispanic Family Assistant attends major parent workshops to provide translation if necessary.

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.

After a review of the needs assessment findings, we determined that our school needs an oral/written Spanish translator. Teachers have been informed that parent notices must be sent home in both Spanish and English. Also, when speaking to parents during parent teacher conferences, teachers must secure a translator when necessary.

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.

School-produced documents are translated by our Hispanic family assistant. The Department of Education also provides translated documents. Monthly notices are created at the end of the prior month. At this time, the necessary documents are translated before distribution.

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.

The school Family Assistant attends parent workshops to translate if needed. She is also available for parent teacher conferences, Educational Planning Committee meetings, home visits, and parent visitations. Most school aids and many staff members are Spanish proficient and offer a great deal of support when needed to communicate with family members. During NYS testing translators will be hired as needed.

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>.

The following important school documents have been translated and are available electronically and/or in hard copy:

- Report cards
- Registration and admission
- Parent Handbook
- Discipline letters/codes
- Testing memorandums
- Chancellor's code of conduct
- Medical forms through our Spanish speaking medical assistant

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$723,425	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,977		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,866	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 91.9% _____
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**.

School- Parent Compact

Park Slope Elementary/Middle School PS/MS 282

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

This school-parent compact is in effect during school year 2010-2011.

Required School- Parent Compact Provisions

School Responsibilities

The Park Slope Elementary/Middle School will:

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

In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Teachers will meet weekly with coaches. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with new standards.

Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support struggling students.

The students will be given many resources to assist them in their educational journey.

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

November, 2010 and March 2011.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Official report cards will be distributed in November, February, and June.

Kindergarten students will receive progress reports in November, and official report cards in February and June.

Parents will be provided access to ARIS and Acuity as a means of monitoring their child's performance and progress.

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

Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can a parent interrupt instruction to meet with the teacher. The parent is permitted to observe a teacher at any time as part of our open door policy.

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

We have an open door policy, which allows parents to observe classroom activities at any time. Parents are also encouraged to volunteer in their child's classroom.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Monitor my child's progress and inform the teacher immediately if I notice any problems
- Use the reading and math materials that school sends home each week to help my child
- Read to my child twenty minutes a day and keep a list of new words
- Limit TV to one hour a day and ask my child to present a written or oral report on our favorite program
- Help my child to see how to use reading and math to pursue interests and goals

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

This can be found in our needs assessment already included in this document

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We currently have 7 children in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
We provide extended day services four times per week. Small group instruction is provided in the classroom during class lessons. Our school uses differentiated instruction and tiered work throughout the day which provides scaffolding and more individualized support for the students. The school provides uniforms, coats, bookbags and school supplies as needed. The school covers expenses for school trips that enrich student's experiences outside the community.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 282 Park Slope								
District:	13	DBN:	13K28	School		331300010282			
DEMOGRAPHICS									
Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungrade	v	
	2	v	6	v	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	72	72	72				94.3	94.6	93.6
Kindergarten	108	103	116						
Grade 1	122	105	109	Student Stability - % of Enrollment:					
Grade 2	129	119	112	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	128	126	123				98.1	98.3	96.1
Grade 4	106	120	130	Poverty Rate - % of Enrollment:					
Grade 5	101	100	122	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 6	94	63	99				43.4	60.7	60.7
Grade 7	0	79	63	Students in Temporary Housing - Total Number:					
Grade 8	0	0	80	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 9	0	0	0				2	9	4
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	<i>(As of October 31)</i>			2007-	2008-	2009-
Grade 12	0	0	0				4	2	0
Ungraded	1	2	2						
Total	861	889	1028						
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	12	10	15	Principal Suspensions			0	9	30
# in Collaborative Team Teaching (CTT)	0	0	5	Superintendent Suspensions			5	11	5
Number all others	37	37	65						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				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-	2009-	2010-	<i>(As of October 31)</i>			2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD						
# in Dual Lang.	0	0	TBD	Number of Teachers			47	45	63
# receiving ESL services only	12	38	TBD	Number of Administrators and Other Professionals			5	8	7
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals			4	3	6
<i>These students are included in the General and Special Education enrollment information above.</i>									

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	2	% fully licensed & permanently assigned to this	100.0	100.0	98.3
				% more than 2 years teaching in this school	51.1	44.4	39.7
				% more than 5 years teaching anywhere	36.2	37.8	54.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		77.0	67.0	76.2
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	91.9	94.1
Black or African American	69.8	65.2	66.1				
Hispanic or Latino	22.4	23.8	24.3				
Asian or Native Hawaiian/Other Pacific	1.7	2.4	2.3				
White	5.3	6.9	7.1				
Male	45.3	47.2	47.0				
Female	54.7	52.8	53.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	43	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	27.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District K13	School PS/MS 282
Principal Mrs. Alexis	Assistant Principal Mrs Figueroa
Coach Mrs Cover	Coach Mrs. Scott
Teacher/Subject Area type here	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Larkins
Related Service Provider type here Mr. J. Benoit	SAF type here
Network Leader Mrs. C Smith	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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

C. School Demographics

Total Number of Students in School	1030	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	5.05%
------------------------------------	-------------	----------------------	-----------	---	--------------

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.

Part III: ELL Demographics

A. ELL Programs

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	Total
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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	3
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	52		3			3			1	52
Total	52	0	3	0	0	3	0	0	1	52

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	10	4	5	4	1	1		1	34
Chinese	2	1	1	1						5
Russian	1	1								2
Bengali	1	1								2
Urdu										0
Arabic	1					1				2
Haitian Creole			2	1						3
French										0
Korean										0
Punjabi										0

Polish											0
Albanian	1				1						2
Other											0
TOTAL	14	13	7	7	5	2	1	0	1		50

Programming and Scheduling Information

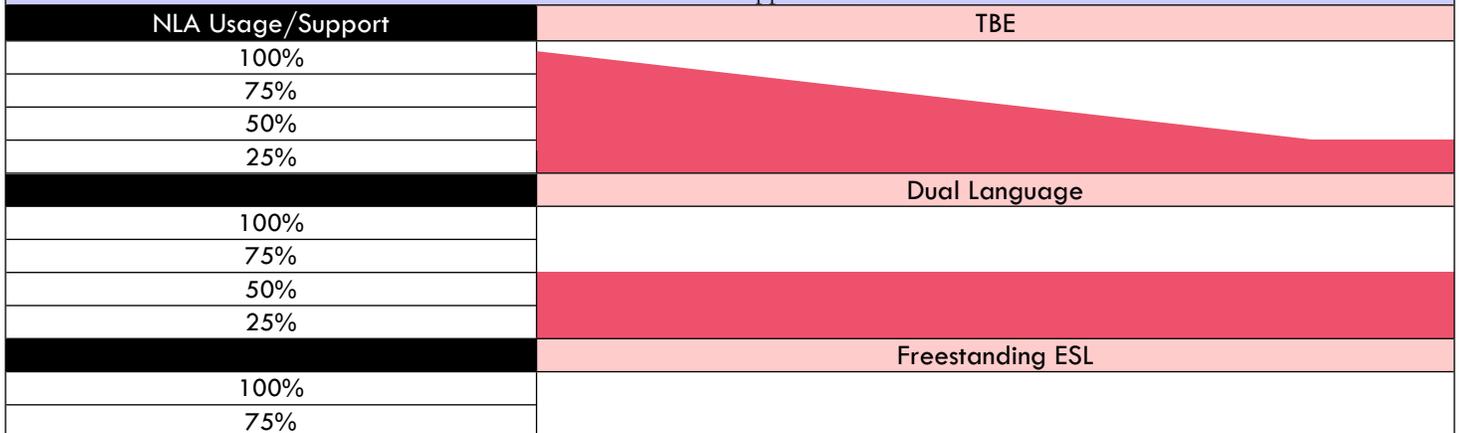
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	ELLs identified as having special needs.		
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	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	11	5	2				1			19
Intermediate(I)	2	3	1	2		1				9
Advanced (A)	2	2	1							5

Total	15	10	4	2	0	1	1	0	0	33
-------	----	----	---	---	---	---	---	---	---	----

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

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

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

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

8									0
NYSAA Bilingual Spe Ed									0

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

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 does 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.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09