



P.S. 309
THE GEORGE E. WIBECAN PREPARATORY ACADEMY

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K309

ADDRESS: 794 MONROE STREET, BROOKLYN, NY 11221

TELEPHONE: 718.574.2381

FAX: 718.453.0643

February 4, 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 309 **SCHOOL NAME:** The George E. Wibecan Preparatory Academy

SCHOOL ADDRESS: 794 Monroe Street, Brooklyn, NY 11221

SCHOOL TELEPHONE: 718.574.2381 **FAX:** 718.453.0643

SCHOOL CONTACT PERSON: Emily Elizabeth Zucal **EMAIL ADDRESS:** ezucal@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Georgette Lee, Audrey Huger (Co-Chair)

PRINCIPAL: Emily Elizabeth Zucal

UFT CHAPTER LEADER: Margaret Valerio-Canty

PARENTS' ASSOCIATION PRESIDENT: Georgette Lee

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 16 **CFN NAME:** The Grapevine Network

CFN NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Evelyn Santiago

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Emily Elizabeth Zucal	*Principal or Designee	
Sandra Noyola	*Assistant Principal, I.A.	
Margaret Valerio	*UFT Chapter Chairperson or Designee	
Georgette Lee	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Audrey Huger	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linoshka McDonald	Member/ Parent	
Frankie James-Boynes	Member/ Teacher	
Antandra Gorman	Member/ Staff	
Robert Oquendo	Member/ Staff	
Charlene Daniels	Member/ Parent	
Tanitra Moffett	Member/ Parent	
Lynetta Wright	Member/ Parent	

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

* Core (mandatory) SLT members.

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SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The George E. Wibecan Preparatory Academy, Public School 309, is located in the Bedford-Stuyvesant community of Brooklyn, New York. Our highly qualified teachers provide rigorous instruction for students in Pre-K through grade 5.

Our goal is to create success for every student in every classroom through an enriched and differentiated curriculum that addresses the needs of every child. We believe that through the arts, students will develop skills that will strengthen their learning in all curricular areas. Partnerships with Studio in a School Art Program, Music 144's Early Childhood Violin Program, American Ballroom Dance Theater, and Music and the Brain's Keyboard Program, as well as our school band, allows our students to express their special talents and creativity in order to develop positive self-esteem.

To provide academic support for students in need, we offer extended instruction in English Language Arts, Mathematics, Science, and Social Studies as part of our Early Bird and After-School Programs. During the instructional day, small group and one-to-one intervention services are provided by licensed teachers.

We realize that for students to do well in school, they must be in good health. Our partnership with the Bedford-Stuyvesant Family Health Center has created an on-site medical facility to meet the health needs of our students. There is a full-time Physicians' Assistant and Medical Assistant on the premises at all times, as well as a doctor who is on-site once day per week.

A strong parent-school community partnership is crucial in building successful students. To this avail, our school has a functioning Parent Teacher Association and School Leadership Team. We are proud to offer bi-monthly workshops in a variety of academic, social, emotional, and creative areas. In addition, we offer GED and English Language Learner classes for our parents, guardians, and community as a whole. Our Parent Coordinator is available to our parents at their convenience.

Our rigorous curriculum, strong arts component, Academic Intervention, health support, and parent partnership has helped move our school and students forward. Working together, we have achieved a level "B" rating, and will continue to strive for excellence for each and every student.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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. 309 The George E. Wibecan Preparatory Academy			
District:	16	DBN #:	16K309	School BEDS Code #: 331600010309

DEMOGRAPHICS									
Grades Served in 2008-09:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K	32	31	31		92.4	92.4			
Kindergarten	47	47	47						
Grade 1	63	60	43	Student Stability: % of Enrollment					
Grade 2	65	46	63	(As of June 30)	2008-09	2009-10	2010-11		
Grade 3	52	58	35		89.8	99.9			
Grade 4	52	50	62						
Grade 5	62	51	49	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2008-09	2009-10	2010-11		
Grade 7					100	100			
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11					21	8			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total	373	343	330		1	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Number in Self-Contained Classes	33	35	27						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	12	13	15	Principal Suspensions	3	7	
Number all others	11	14	13	Superintendent Suspensions	3	2	
<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)	2008-09	2009-10	2010-11	(As of October 31)	2008-09	2009-10	2010-11
				CTE Program Participants	0	0	0
# 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	19	20	20	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	5	5	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	33	34
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	6	6
(As of October 31)	2008-09	2009-10	2010-11	Number of Educational Paraprofessionals	4	4	4
	0	96	79				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.5	1.2	.6	Percent more than two years teaching in this school	88.6	77.1	85.3
Black or African American	69	68.5	69.2	Percent more than five years teaching anywhere	77.1	81.8	82.6
Hispanic or Latino	22	23.9	25				
Asian or Native Hawaiian/Other Pacific Isl.	5.6	4.1	4.8	Percent Masters Degree or higher	91.4	87.9	91.2
White	0.9	2	.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1	97.1	97.1
Multi-racial	1.3	.3	0				
Male	53.6	52.5	53.5				

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DEMOGRAPHICS						
Female	46.4	47.5	46.5			

2008-09 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10	<input checked="" type="radio"/> 2010-11	<input checked="" type="radio"/> 2011-12

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):			
<input checked="" type="radio"/> In Good Standing	<input checked="" type="radio"/> Improvement – Year 1	<input checked="" type="radio"/> Improvement – Year 2	
<input checked="" type="radio"/> Corrective Action – Year 1	<input checked="" type="radio"/> Corrective Action – Year 2	<input checked="" type="radio"/> Restructured – Year ____	

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	3	3	3			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	58.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	w
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	w
School Performance (Comprises 30% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	32.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8	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 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 the schools 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?
-

Based on a comprehensive review of our school's educational program, we have uncovered the following performance trends:

- Increase of English Language Arts scores
- Increase of Math scores
- Our school's Accountability Summary rating is IN GOOD STANDING according to No Child Left Behind (NCLB), and State Education Department (SED) criteria
- Increase in student attendance
- Increase in Parent Participation

Greatest Accomplishments over the last couple of years:

- Differentiation of instruction
- Use of data to drive instruction
- Academic Intervention Services for At-Risk Students
- Active and functioning Inquiry Teams (Literacy and Math)
- Increase in parental involvement
- Increase in percentage of students at proficiency in ELA and Math
- Increase in percentage of students making one year progress in ELA and Math
- Exemplary proficiency gains in closing the achievement gap with respect to special education students
- Exemplary proficiency gains in closing the achievement gap with respect to black students in the lowest third
- Quality Review rating as Proficient
- State accountability rating: School in Good Standing
- Mentoring of new teachers
- Empowerment of student leadership
- Parent academic, social and emotional support
- Formation of partnerships with School Based Organizations

Significant Aids:

- Highly qualified teaching staff
- Inclusions of the Arts in student curriculum
- Partnerships with Bedford-Stuyvesant Family Health, American Ballroom Dance Theater, Brooklyn Arts Council, City Gardens, Music 144 Violin Program and Studio in the School Art Program
- Student Government Organization, Student Nutrition Team, Kids Who Care Community Involvement
- Parent Empowerment Programs - GED and ESL

Barriers:

- Transient student population
- Decrease of funding due to budget cut backs

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 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 presumably be aligned to the school's annual goals described in this section.

- Goal 1. By June, 2011, Grade 5 students will show progress in reading levels and an increase in reading comprehension as measured by Fountas & Pinnell Reading Assessments, ACUITY exams and the NYS ELA.
- Goal 2. To increase student ELA competencies, with a specific focus on reading, resulting in a 12% increase in Level 3 and Level 4 student performance on the NYS ELA Spring 2011 over last year. (A move from 24% to 36% of all students tested).
- Goal 3. To heighten students' ability to solve math problems, resulting in a 7% increase in Level 3 and Level 4 student performance on the NYS Math Spring 2011 over last year. (A move from 39% to 46% of all students tested).
- Goal 4. To improve student attendance by 2.6% in the 2010-11 school year, resulting in an attendance rate of 95%.
- Goal 5. To increase communication with parents and teachers resulting in an increase over 2010 in the number of individuals satisfied with the home-and-school communications as evidenced by the School Environment Survey in Spring 2011.

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 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1. By June 2011, Grade 5 students will show progress in reading levels and an increase in reading comprehension as measured by Fountas & Pinnell Reading Assessments, ACUITY exams, and the NYS ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Year 1 Teachers’ College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning; model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our teachers will visit Teachers’ College for unit-related professional development sessions; access to AssessmentPro (TCRWPs progress reporting and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farina’s Principal and Assistant Principal Mentorship Groups. • The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles. • An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010. • Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Maryann Cozzolino. • Junior Great Books will be utilized three out of four days during the 37.5 minute Early Bird Intervention Program. • In addition to the use of Junior Great books during the 37.5 minute Early Bird Intervention Program, Salaried Literacy Coach, Margaret Valerio, Retired Literacy

	<p>Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.</p> <ul style="list-style-type: none"> • Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students. • Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels. • Building a library of professional materials for teachers and support staff • Words Their Way Word Study Program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The following budget allocations will support Goal Number 1:</p> <p>TCRWP contract funded with Title I 10% Schoolwide Program (SWP); Literacy Coach funded with TL FSF General Hold Harmless; A.I.S. Team Member (1) funded by TL FSF General Hold Harmless; A.I.S. Team Member (1) funded by MANY: TL FSF General Hold Harmless, TL DRA Stabilization, Title I AARA Supplement; Inquiry Team Funded with per session funds; separate allocation for Data Specialist Curriculum Development; support from Retired Coach funded with per diem funds (Title I SWP); Junior Great Books funded with TL FSF General Hold Harmless; Title I SWP Classroom and professional libraries funded with TL NYSTLE funds; Words Their Way funded with Core Curriculum funds.</p> <p>Implications for Staffing/Training, and Schedule:</p> <ul style="list-style-type: none"> • Salaried Literacy Coach to model, team-teach, plan visitations and support instruction. • Retired Literacy Coach, Maryann Cozzolino to model, team teach, plan inter-visitations, and support regular school day, Early Bird, and After School instruction • Principal and Assistant Principal to support instructional goals by collaborating with our Salaried Literacy Coach, Margaret Valerio, and Retired Literacy Coach, Maryann Cozzolino. Test prep mini lessons will be developed and modeled by the Coaches, in consultation with the Principal and Assistant Principal.

	<ul style="list-style-type: none"> • Purchase of Junior Great Books professional development and program materials • Purchase of Words Their Way program materials • Purchase of additional books for classroom libraries across genres, in accordance with units of study, and to meet students “just right” independent reading levels. • Purchase of test sophistication materials • Provide substitute coverage for specific professional development, curriculum planning, and student assessment sessions. • Schedule grade-specific common planning periods
<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"> • ITA and Predictive assessment tests are administered to students during the months of November, January, and March. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans. • New York State English Language Arts (ELA) assessment data • Grade level practice ELA assessment tests are administered to students during the months of October and January. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans. • Student writing and other authentic work • Daily Teacher observations • Daily Conference Notes • Fountas & Pinnell Running Records are administered, collected, and analyzed by classroom teachers and the Literacy Coach during the months of September, January, March and June to develop next-step instructional plans. • Increase in students’ “Just Right Book” levels by building students stamina via the reading workshop through the use of timers, charts, and other school wide activities (i.e. Family Reading Night, purchasing high-interest books for classroom libraries) geared towards the promotion of reading.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2. By June 2011, students in Grades 3 through Grade 5 will increase ELA competencies, with a specific focus on reading, resulting in a 12% increase in Level 3 and Level 4 student performance on the NYS ELA Spring 2011 over the last year. (A move from 24% to 36% of all students tested).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Year 1 Teachers’ College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning; model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our teachers will visit Teachers’ College for unit-related professional development sessions; access to AssessmentPro (TCRWPs) progress reporting and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farina’s Principal and Assistant Principal Mentorship Groups. • The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles. • An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010. • Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Maryann Cozzolino. • Junior Great Books will be utilized three out of four days during the 37.5 minute Early Bird Intervention Program. • In addition to the use of Junior Great books during the 37.5 minute Early Bird Intervention Program, Salaried Literacy Coach, Margaret Valerio, Retired Literacy Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites. • Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach,

	<p>Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.</p> <ul style="list-style-type: none"> • Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels. • Building a library of professional materials for teachers and support staff • Words Their Way Word Study Program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The following budget allocations will support Goal Number 2:</p> <p>TCRWP contract funded with Title I 10% Schoolwide Program (SWP); Literacy Coach funded with TL FSF General Hold Harmless; A.I.S. Team Member (1) funded by TL FSF General Hold Harmless; A.I.S. Team Member (1) funded by MANY: TL FSF General Hold Harmless, TL DRA Stabilization, Title I AARA Supplement; Inquiry Team Funded with per session funds; separate allocation for Data Specialist Curriculum Development; support from Retired Coach funded with per diem funds (Title I SWP); Junior Great Books funded with TL FSF General Hold Harmless; Title I SWP Classroom and professional libraries funded with TL NYSTLE funds; Words Their Way funded with Core Curriculum funds.</p> <p>Implications for Staffing/Training, and Schedule:</p> <ul style="list-style-type: none"> • Salaried Literacy Coach to model, team teach, plan visitations and support instruction • Retired Literacy Coach, Maryann Cozzolino to model, team teach, plan inter-visitations, and support regular school day, Early Bird, and After School instruction • Principal and Assistant Principal to support instructional goals by collaborating with our Salaried Literacy Coach, Margaret Valerio, and Retired Literacy Coach, Maryann Cozzolino. Test prep mini lessons will be developed and modeled by the Coaches, in consultation with the Principal and Assistant Principal. • Purchase of Junior Great Books professional development and program materials • Purchase of Words Their Way program materials • Purchase of additional books for classroom libraries across genres, in accordance with units of study, and to meet students "just right" independent reading levels • Purchase of test sophistication materials

	<ul style="list-style-type: none"> • Provide substitute coverage for specific professional development, curriculum planning, and student assessment sessions. • Schedule grade-specific common planning periods
<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"> • ITA and Predictive assessment tests are administered to students during the months of November, January, and March. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans. • New York State English Language Arts (ELA) assessment data • Grade level practice ELA assessment tests are administered to students during the months of October and January. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans. • Student writing and other authentic work • Daily Teacher observations • Daily Conference Notes • Fountas & Pinnell Running Records are administered, collected, and analyzed by classroom teachers and the Literacy Coach during the months of September, January, March and June to develop next-step instructional plans. • Increase in students' "Just Right Book" levels by building students stamina via the reading workshop through the use of timers, charts, and other school wide activities (i.e. Family Reading Night, purchasing high-interest books for classroom libraries) geared towards the promotion of reading.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3. To heighten students’ ability to solve math problems, resulting in a 7% increase in Level 3 and Level 4 student performance on the NYS Math Spring 2011 over last year. (A move from 39% to 46% of all students tested).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Salaried Math Coach to model, team teach, plan visitations and support instruction • Everyday Mathematics (EM) Curriculum • Participation in Performance Based Assessment Pilot as it connects with Kindergarten and Grade 5 Mathematics. • Understanding Mathematics (computer-based intervention program)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The following budget allocations will support Goal Number 3:</p> <p>Everyday Mathematics (EM) funded with Core Curriculum funds; Math Coach funded with MANY: TL FSF General Hold Harmless, Contract for Excellence FY 09; Performance Based Assessment Pilot funded through the Network Understanding Mathematics funded through the Network.</p> <p>Implications for Staffing/Training, and Schedule:</p> <ul style="list-style-type: none"> • Salaried Math Coach to model, team teach, plan visitations and support instruction • Salaried Math cluster teacher • Purchase of additional math books for classroom libraries • Purchase of test sophistication materials • Provide substitute coverage for specific professional development, curriculum planning sessions and student assessment • Schedule common planning periods by grade
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students authentic math work and performance-based tasks • ITA and Predictive assessment tests are administered to students during the months of November, January, and March. Classroom teachers and the Math Coach analyze the data to develop instructional plans • New York State Math assessment data is utilized to develop next-step instruction • Grade level practice Math assessment tests are administered to students during the

months of October and January. Classroom teachers and the Math Coach analyze the data to develop instructional plans.

- Daily Teacher observations
- Daily Conference Notes

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4. To improve student attendance by 2.6% in the 2010-11 school year, resulting in an attendance rate of 95%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Two (2) Family Workers, one (1) Children’s First Network (CFN) 306 Attendance Teacher, the Pupil Accounting Secretary, the Principal, and the Assistant Principal comprise our school’s Attendance Team. The Attendance Team meets on a formal basis bi-weekly to monitor student attendance, discuss issues and concerns pertaining to improving student attendance, and develop next step action plans for increased attendance. • Schoolwide incentives include the purchase of school-customized Attendance Award Tags that are distributed during scheduled Attendance Award Assemblies, a Principal’s Pizza Party for the class/s with the most perfect attendance is also offered. • A Monthly Bulletin Board display located in the main corridor outside of the Main Office lists the names of students with 100% Attendance for the month. • The Parent Coordinator collaborates with classroom teachers, our School Dean, and members of the Attendance Team to increase student attendance. The importance of student attendance is discussed in Parent Workshops and other school activities. • Invitations and flyers are created and distributed to all members of our school community including parents, guardians, and family members inviting them to our monthly schoolwide Attendance Award student celebrations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The following budget allocations will support Goal Number 4:</p> <p>Parent Coordinator funded with TL General funds; Pre-Kindergarten Family Work (1) funded with Pre-Kindergarten TL Funds; (1) funded with MANY: AIDP Funds, TL FSF Hold Harmless Funds; Incentives funded with AIDP funds and general school funds.</p>

	<p>Implications for Staffing/Training, and Schedule:</p> <ul style="list-style-type: none"> • One (1) Salaried Parent Coordinator • Two (2) Salaried Family Workers • Purchase of various incentives to support student attendance celebrations • Organization and implementation of School Assemblies celebrating students, parents, and teachers for achieving 100% monthly attendance. • Purchase of supplies to publicly display the names of students who reached 100% Attendance for the month
<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"> • Parental participation in schoolwide attendance celebrations, classroom attendance celebrations, and volunteer activities • An increase in responses of School Environment surveys, and the quality of those responses

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5. To increase communication with parents and teachers resulting in an increase over 2010 in the number of individuals satisfied with the home-and-school communications as evidenced by the School Environment Survey in Spring 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Grade Level Newsletters • Principal’s Newsletter • Parent Coordinator’s organization and scheduling of workshops and activities geared towards increasing home-and-school communications
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The following budget allocations will support Goal Number 5:</p> <p>Parent Coordinator funded with TL General Funds; supplies for newsletters funded with General School Funds</p> <p>Implications for Staffing/Training, and Schedule:</p> <ul style="list-style-type: none"> • Salaried Parent Coordinator • Salaried Family Workers • Family Reading Night • Family Movie Nights • Family Game Nights • Family Curriculum Night • Principal’s and Assistant Principal’s Open-Door Policy to address day-to-day parent concerns • Purchase of various incentives to support student attendance celebrations • Organization and implementation of School Assemblies celebrating students, parents, and teachers for achieving 100% monthly attendance. • Purchase of supplies to publicly display the names of students who reached 100% Attendance for the month

Indicators of Interim Progress and/or Accomplishment

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

- Parental participation in schoolwide attendance celebrations, classroom celebrations and volunteer activities
- Increase in responses of School Environment surveys, and the quality of those responses

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – 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	8	8	N/A	N/A	3	0	1	5
1	24	24	N/A	N/A	6	0	1	7
2	16	16	N/A	N/A	5	0	1	4
3	18	18	N/A	N/A	6	0	2	10
4	16	2	16	16	11	0	7	6
5	19	9	0	19	4	0	4	7
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS students in grades K – 1 are receiving ELA intervention through the use of supplemental ECLAS instruction, Foundations instruction, and instruction based on materials published by Options. They receive support 3-5 days a week for 50 minutes in both small group and one-to-one settings.</p> <p>AIS students in Grades 2 and 3 who have not met benchmarks in E-CLAS, as well as all students who were held over from the previous year, receive instruction 3-5 days a week for 50 minutes in both small groups and in one-to-one settings. These students benefit from the Foundations program, as well as extra support with respect to the Teachers' College Reading and Writing Units of Study.</p> <p>AIS students in Grades 4 and 5 who scored a Level 1 or 2 on the previous year's state ELA assessment receive instruction 5 times a week for 50 minutes. These students are provided support through the use of the Performance Series, Sylvan Learning curriculum based activities, and workbooks that support their work in reading and writing.</p>
Mathematics:	<p>AIS students in grades K-2 are receiving Everyday Math during the school day 2-3 times a week (push-in) in small groups and/or one-to-one tutoring for 45-50 minutes a day. Grades 3-5 AIS students receive Everyday Math 3-5 days a week for 45-50 minutes in both small group and individual settings. Students in grades 4-5 who scored between levels 1-2 on the previous year's standardized test will receive additional instruction, e.g., pull out. Students will be provided on-line (Diagnostic and Predictive) assessments using ARIS and Scantron Performance itemized instruction. AIS will also provide support through workbooks provided by Coach, Continental Press and other standards-based materials.</p>
Science:	<p>Science process skills are based on a series of discoveries. Students learn more effectively when they have a role in the discovery process. FOSS provides a core curriculum, and a student-centered, problem solving approach. AIS supplements this process through FOSS web based interactive modules endorsed by the State Dept. of Ed. AIS students in grades K-2 use FOSS classroom materials 1-2 days a week in small groups for 45-50 minute intervals (push-in). AIS grade 3 students are also provided with</p>

	<p>the same instruction, in addition to non-fiction trade books which supplement classroom instruction and includes test taking instruction. AIS 4th-5th grades are provided FOSS class materials and test preparation using FOSS web based modules and American Education Publishing's "Complete Book of Science" as a reference and activities associated with the state standards.</p>
<p>Social Studies:</p>	<p>AIS students in grades K-2 are given supplemental instruction in and out of the classroom. Guided reading groups use a concentration of non-fiction trade books related to the standards or instruction provided by the classroom teacher (e.g. Families and Neighbors/Scott Foresman and etc). AIS teachers' push-in and work with small groups for 45-50 minutes twice a week (based on classroom scheduling). Students in grades 3 and 4 are both pushed-in and pulled out for cross-curriculum instruction (literacy based) in small guided reading groups. Instruction is provided twice a week using test preparation techniques in relations to the ELA test. Grade 5 AIS students are provided extra instruction in preparation for the Social Studies Test using New York State Test Prep workbooks, trade books (guided reading) and text book instruction. AIS push-in and pull out students meet 3-5 days a week for 45-50 minutes a day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The school counselor works with students mandated for counseling, students who are at-risk and students experiencing sudden stressors such as a death in the family or the loss of a home. The counselor addresses the academic, personal and social development of students through an array of services. There is frequent collaboration with all members of the school community to support these needs. The counselor chairs and interdisciplinary child study team whose goal is to identify students experiencing difficulty and put interventions in place to remove barriers to learning. Ensuring that students improve their attendance and are receiving necessary services such as AIS is also the work of the counselor. Through an after school violence prevention program, and other student oriented activities, the counselor encourages positive motivation among students and they are given the opportunity to contribute to the school in a positive way. Additionally, through partnerships with parents, the counselor facilitates access to community resources when necessary.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our School Psychologist's primary function is to conduct the comprehensive evaluations for students who are at-risk for significant learning and/or behavioral concerns. Based on the students' learning and/or behavioral profile(s), develop, in conjunction with their teachers, strategies and goals to address the students' needs.</p> <p>Also, services to at-risk students are provided in an indirect manner. Teachers consult with</p>

	<p>the Psychologist regarding students that are exhibiting academic and behavioral concerns. Strategies are reviewed that may work with the students to address their needs. Secondly, the School Psychologist participates on the Child Study Team which meets to discuss students and develop intervention plans to address the referral question(s). Thirdly, the School Psychologist is available to provide counseling to students who are in crisis (e.g., experiencing suicidal thoughts, grief reaction, and/or trauma). Also, the School Psychologist works with the students' parent(s) to get them connected with medical facilities to provide the student with ongoing social-emotional support.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school Social Worker provides a variety of at-risk services to students and their families in the community. Students are seen for short term work related to issues of loss, such as a death in the family or a family separation. Also, children who have exhibited longer term behavioral or classroom adjustment problems are seen. The Social Worker develops a relationship with these students in order to facilitate their ability to express the underlying issues that may be causing them to experience emotional difficulties. Ongoing work with these children may include a referral for outside counseling or family counseling. As part of this work, the Social Worker often meets with parents and teachers to open up lines of communication, which allows for a greater understanding of the problem and allows for the creation of appropriate interventions. These interventions involve collaboration between the parent, teacher and student. Parents and teachers are also free to come in for consultations that may lead to a recommendation for at-risk counseling or may involve a discussion on how to develop an intervention for a particular problem. Daily crisis work involving students who may have had difficulty with a peer during lunch or a problem with the teacher is also a part of the at-risk work. During at-risk counseling with children, the Social Worker works on helping children express themselves and their emotions in positive ways so that they are free to put more of their mental energy towards their academic work.</p>
<p>At-risk Health-related Services: Speech/O.T./P.T.</p>	<p>The mission of Speech and Language Therapy is:</p> <ul style="list-style-type: none"> • To improve students' capacity for communication through various techniques or the Use of special equipment • Provide prevention, screening, assessment, and intervention for disorders of speech, language, and cognitive aspects of communication. • To evaluate students with communicative problems, diagnose and create treatment plans, and carry these plans out. • To enhance and preserve communication skills so that students can achieve their

full potential in interacting successfully in a natural environment (home, school and social setting).

- Provide direct services to students with speech and language disorder using a variety of service delivery models to treat and/or address communication concerns.
- Help students communicate effectively with others and learn to solve problems and make decisions independently.
- Work in collaboration with teaches to recommend strategies that can be used in the classroom to assist youngsters in development of language and communication skills.
- Organized activities that focus on improving students' communication skills using several techniques.
- Help students overcome their communication disorder, and build self-esteem, resulting in better educational, social, and emotional experiences for students.

School-Based Occupational Therapy:

School based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. Eligibility for special education does not mean automatic eligibility for related services, including OT. The final determination is made by the multidisciplinary team in concert with the OT evaluation.

Occupational Therapy services are provided by New York State licensed Occupational Therapists to students mandated to receive such services as designated on their Individualized

Education Plan (IEP). Occupational Therapy is designed to maintain, improve, or restore function of students in all education-related activities, including neuron-musculoskeletal function, motor function including fine motor, oral motor and visual motor integration, sensory and perceptual function, cognitive, and psychosocial function. Activities emphasize independence in daily living skills and school participation in various settings, including classroom, bathroom, cafeteria, and playground. This might include working or handwriting

Or fine motor skills so the child can complete written assignments, helping the child organize himself or herself in the environment (including work space in and around the desk), working

with the teacher to modify the classroom and/or adapt learning materials to facilitate

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

NCLB/SED requirement for all schools

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

Please see the attached Language Allocation Policy (LAP) Appendix 2.

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.

Please see the attached Language Translation and Interpretation Policy (Appendix 3) .

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:	\$331,917	\$33,719	\$365,636
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,319		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,595	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,191	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.1%

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.
 - a. Year 1 Teachers' College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning; model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our teachers will visit Teachers' College for unit-related professional development sessions; access to Assessment Pro (TCRWPs) progress reporting and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farina's Principal and Assistant Principal Mentorship Groups.
 - b. The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles.
 - c. An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010.
 - d. Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Maryann Cozzolino and Salaried Literacy Coach, Margaret Valerio.
 - e. Junior Great Books will be utilized three out of four days during the 37.5 minute Early Bird Intervention Program.
 - f. In addition to the use of Junior Great books during the 37.5 minute Early Bird Intervention Program, Salaried Literacy Coach, Margaret Valerio, Retired Literacy Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.
 - g. Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.
 - h. Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels.
 - i. Building a library of professional materials for teachers and support staff
 - j. Words Their Way Word Study Program
 - k. Salaried Math Coach to model, team teach, plan visitations and support instruction
 - l. Salaried Math cluster teacher
 - m. Purchase of additional math books for classroom libraries
 - n. Purchase of test sophistication materials
 - o. Provide substitute coverage for specific professional development, curriculum planning sessions and student assessment
 - p. Schedule common planning periods by grade

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

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

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

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

Please see Pages 35 and 36.

Public School 309K
794 Monroe Street
Brooklyn, NY 11221

Emily Zucal, Principal
Telephone # (718) 574 – 2381

Sandra Noyola, Assistant Principal, I.A
Fax # (718) 453 –0643

February, 2011

TITLE I PARENT INVOLVEMENT POLICY

1. Bi-monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor’s Promotional Policy, E-Class, and Student Code of Behavior
2. Parents will be notified by a monthly school calendar. In addition, letters, flyers as to the date and time of meetings and workshops to address the implementation of Teachers College Reading/Writing Project, Everyday Math, and other instructional programs.
3. Parents and teachers will share responsibility for student performance through Parent/Teacher Conferences, School Leadership Meetings, Child Study Team and Intervention Conferences.
- 4/5. Parental involvement will occur through attendance at Annual Fall Open House to present and discuss curriculum expectations, assembly programs, use of parent volunteers for the classroom and lunch programs as well as completion of the School Learning Environment Survey, and Family Reading Day. PTA fundraising events to support student achievement. Family Reading Day on the last Friday of the month.
6. Meetings are scheduled at various times during and after the school day to accommodate parents.
7. Responses to parent written comments will be done through verbal or written Communication from Parent Coordinator, Teachers, School Administration, or PTA President.
8. Parent contact will be made through monthly calendars, newsletters, Principal Updates, Parent Handbook, flyers, letters and phone calls to inform of school’s instructional programs, workshops, activities, trips, performance standards, student assessments and summer programs.

February 4, 2011

-----Tear Off -----

I have received and reviewed the Title 1 Parent Involvement Policy.

Parent's Signature: _____ Date: _____

Child's Name: _____ Class _____

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.

Please refer to Pages 37 and 38.

The George E. Wibecan Preparatory Academy
Public School 309K
794 Monroe Street
Brooklyn, NY 11221

Emily Zucal, Principal
Telephone # (718) 574 – 2381

Sandra Noyola, Assistant Principal, I.A.
Fax # (718) 453 –0643

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SCHOOL PARENT/GUARDIAN COMPACT

Parent Responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Maintain a Home/School communication folder and check it on a daily basis.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.
- Dress students in their school uniform.

Student Responsibility

- Ask the teacher any questions about the homework.

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- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.
- Show parent Home/School communication folder on a daily basis.
- Dress for success – wear your uniform.

Teacher Responsibility

- Provide quality teaching and leadership.
- Assign grade-level appropriate homework.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give positive corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework and Home/School communication folder has been completed and forms have been signed by parent/guardian.
- Respect cultural, racial, and ethnic differences.
- Communicate with parents on a regular basis.

Please sign and return to your child's teacher.

_____ I have reviewed and understand the School Compact with my child and we have each signed it.

Child's Name _____ Class _____ Child's Signature _____

Parent's Signature _____ Date: _____

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.

Based on a comprehensive review of our school's educational program, we have uncovered the following trends:

- Increase of English Language Arts scores
- Increase of Math scores
- Our school's Accountability Summary rating is IN GOOD STANDING according to No Child Left Behind (NCLB), and State Education Department (SED) criteria
- Increase in student attendance
- Increase in Parent Participation

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Goal 1. By June 2011, Grade 5 students will show progress in reading levels and an increase in reading comprehension as measured by Fountas & Pinnell Reading Assessments, ACUITY exams, and the NYS ELA.

- Year 1 Teachers' College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning; model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our teachers will visit Teachers' College for unit-related professional development sessions; access to AssessmentPro (TCRWP's progress reporting and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farina's Principal and Assistant Principal Mentorship Groups.

- The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles.
- An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010.
- Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Maryann Cozzolino.
- Junior Great Books will be utilized three out of four days during the 37.5 minute Early Bird Intervention Program.
- In addition to the use of Junior Great books during the 37.5 minute Early Bird Intervention Program, Salaried Literacy Coach, Margaret Valerio, Retired Literacy Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.
- Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.
- Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels.
- Building a library of professional materials for teachers and support staff
- Words Their Way Word Study Program

Goal 2. By June 2011, students in Grades 3 through Grade 5 will increase ELA competencies, with a specific focus on reading, resulting in a 12% increase in Level 3 and Level 4 student performance on the NYS ELA Spring 2011 over the last year. (A move from 24% to 36% of all students tested).

- Year 1 Teachers' College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning; model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our teachers will visit Teachers' College for unit-related professional development sessions; access to AssessmentPro (TCRWPs progress reporting and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farina's Principal and Assistant Principal Mentorship Groups.
- The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles.
- An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010.
- Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Maryann Cozzolino.
- Junior Great Books will be utilized three out of four days during the 37.5 minute Early Bird Intervention Program.
- In addition to the use of Junior Great books during the 37.5 minute Early Bird Intervention Program, Salaried Literacy Coach, Margaret Valerio, Retired Literacy Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.
- Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.
- Book orders will be placed throughout the school to grow our classroom libraries across varied genres, and to support our students' "just right" independent reading book levels.
- Building a library of professional materials for teachers and support staff

<p>and tracking tool); English Language Learner (ELL)-specific and teacher support; Carmen Farinas Words Their Way Word Study Program</p>	<p>s Principal and Assistant Principal Mentorship Groups.</p>
<p>An Inquiry Team facilitated by Network Specialist, Jane Lester will target students who performed at a Level 2 on the Grade 4 NYS ELA in May 2010.</p>	<p>at a Level 2 on the Grade 4 NYS ELA in May 2010.</p>
<p>Curriculum development support in the area of literacy will be provided by retired Literacy Coach, Goal 3, to highlight students' ability to solve math problems, resulting in a 7% increase in Level 3 and Level 4 student performance on the NYS Math Spring 2011 over last year. (A move from 39% to 46% of all students tested)</p>	<p>Maryann Cozzolino. Salaried Literacy Coach, Margaret Valerio, Retired Literacy Coach, Maryann Cozzolino, and select teacher grade leaders will demonstrate test-prep specific mini lessons during the 37.5 Early Bird Intervention Program. These teachers will also make their classrooms available as lab sites.</p>
<p>Two After School Program will be offered to our target Level 1, Level 2 students, and low Level 3 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-lead by Salaried Math Coach to model, team teach, plan visitations and support instruction</p>	<p>Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.</p>

- Participation in Performance Based Assessment Pilot as it connects with Kindergarten and Grade 5 Mathematics.
- 3. Instruction by highly qualified staff.
 - Professional development sessions on how to utilize the Understanding Mathematics (computer-based intervention program).
 - Retired Literacy Coach, Maryann Cozzolino to model, team teach, plan inter- visitations, and support regular school day, Early Bird, and After School instruction
- 5. Strategies to attract high quality, highly qualified teachers to high-need schools.
 - Principal and Assistant Principal to support instructional goals by collaborating with our Salaried Literacy Coach, Margaret Valerio, and Retired Literacy Coach, Maryann Cozzolino. Test prep mini lessons will be developed and modeled by the Coaches, in consultation with the P. Principal and Assistant Principal.
 - P.S. 309 recruits teachers from the New York City Teaching Fellows and Teach for America programs. As the aforementioned are streams for teacher recruitment, in order to retain teachers at P.S. 309, this year the current leadership has adopted the research-based balanced literacy model of instruction. Balanced Literacy instructional support and professional development is provided by Columbia University's Teacher's College Reading and Writing Project. A Salaried Literacy Coach, and a Retired Literacy Coach collaborate with the TCRWP Staff Salaried Math Coach to model, team teach, plan visitations and support instruction
 - Developers to demonstrate instructional best practices via demonstration lessons, coaching-in teaching, and side-by-side teaching. Numerous common grade-specific planning times are provided weekly for teachers to plan Units of Study in a collaborative fashion alongside the Staff Developers, Literacy Coaches, and School Building Leadership. Classroom teachers are also sent out to Calendar Days at Teachers' College for professional development sessions that are aligned to the TCRWP reading and writing units of study. Teachers who are sent are to TCRWP Calendar Days are required to take ownership over their own learning while supporting their colleagues by turn-keying the information gleaned from these sessions through scheduled in-house professional development days.
- 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
- Year 1 Teachers' College Reading and Writing Project School (TCRWP): TC Upper Grade Staff Developer to visit our school to support Units of Study Planning, model components of Balanced Literacy instruction with a focus on the Reading & Writing workshop, create lab sites; our
- 6. Strategies to increase parental involvement through means such as family literacy services
- teachers will visit Teachers' College for unit-related professional development sessions; access to Assessment Pro (TCRWP's) progress reporting

- Grade Level Newsletters
- Principal's Newsletter
- Parent Coordinator's organization and scheduling of workshops and activities geared towards increasing home-and-school communications
 - Salaried Family Workers
 - Family Reading Night
 - Family Movie Nights
 - Family Game Nights
 - Family Curriculum Night
- Principal's and Assistant Principal's Open-Door Policy to address day-to-day parent concerns
- Purchase of various incentives to support student attendance celebrations
- Organization and implementation of School Assemblies celebrating students, parents, and teachers for achieving 100% monthly attendance.
- Purchase of supplies to publicly display the names of students who reached 100% Attendance for the month
- Parental participation in schoolwide attendance celebrations, classroom celebrations and volunteer activities
- Increase in responses of School Environment surveys, and the quality of those responses

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.

Two (2) Salaried Family Workers and the Parent Coordinator assist families by organizing scheduled open houses and workshops designed to familiarize parents with our school's instructional program.

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.

See response to Question 9.

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.

Math and English Language Arts ITA and Predictive assessment tests are administered to students during the months of November, January, and March. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans.

New York State English Language Arts (ELA) and Mathematics assessment data is used to develop next-step instruction.

Grade level practice ELA and Math assessment tests are administered to students during the months of October and January. Classroom teachers and the Literacy Coach analyze the data to develop instructional plans.

Student writing and other authentic work

Daily Teacher observations

Daily Conference Notes

Fountas & Pinnell Running Records are administered, collected, and analyzed by classroom teachers and the Literacy Coach during the months of September, January, March and June to develop next-step instructional plans.

Increase in students' "Just Right Book" levels by building students stamina via the reading workshop through the use of timers, charts, and other school wide activities (i.e. Family Reading Night, purchasing high-interest books for classroom libraries) geared towards the promotion of reading.

Student authentic math work and performance-based tasks

Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.

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.

The Academic Intervention Team (A.I.S.) Team is trained in the use of the Wilson Language Program for students in Grades 3, 4, and 5, and the Wilson Foundations Language Program for students in Grades K, 1, and 2. Note: The Wilson Foundations Language Program will be used for students across all grades, as deemed necessary. The A.I.S. Team will provide targeted instruction to struggling students. The efficacy of the targeted instruction, and student progress monitoring will occur in six-week cycles.

Two After School Program will be offered to our targeted Level 1 and Level 2 students. One After School Program will be offered by a supporting Community Based Organization led by a retired teacher, and co-led by Retired Literacy Coach, Maryann Cozzolino. This program will offer instruction to our students three days per week. The second After School Program will be offered to other targeted students as revealed by the data at our school. These students will meet for one (1) hour per day, three or four times a week excluding Friday's. The After School Programs and the 37.5 Early Bird Intervention Programs will support our Level 1, 2, and low scale score Level 3 students.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP) listed on Page 43 of this document.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			\$278,810	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			\$33,719	<input checked="" type="checkbox"/>	
Title II, Part A	Federal	<input checked="" type="checkbox"/>			\$499,146	<input checked="" type="checkbox"/>	

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

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

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

Title III, Part A	Federal		R		n/a	n/a	n/a
Title IV	Federal		R		n/a	n/a	n/a
IDEA	Federal	R					
Tax Levy	Local	R			\$2,136,932	R	

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 address elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **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)

February 4, 2011

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.)

P.S. 309 currently has eight students living in temporary housing.

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

Students in temporary housing receive a closer monitoring of their attendance to ensure that they are attending school regularly and receiving any necessary academic intervention. In addition, each student's academic progress is monitored monthly to determine if progress has been made. Also, students receive the same services available to the general student population including school supplies if and when necessary, and the opportunity to participate in academic, violence prevention and Club Day after school programs

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 FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 309 The George E. Wibecan Preparatory Academy					
District:	16	DBN:	16K309	School	331600010309	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	31	31		92.3	93.7	92.4
Kindergarten	38	47	45				
Grade 1	63	59	43	Student Stability - % of Enrollment:			
Grade 2	60	45	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	58	58	35		87.0	82.0	85.0
Grade 4	57	50	62				
Grade 5	60	51	49	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.5	89.7	89.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		21	21	28
Grade 12	0	0	0				
Ungraded	0	2	4	Recent Immigrants - Total Number:			
Total	367	343	330	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	35	28	Principal Suspensions	4	2	6
# in Collaborative Team Teaching (CTT) Classes	10	13	15	Superintendent Suspensions	3	3	2
Number all others	13	10	17				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	24	20	TBD				
# ELLs with IEPs	0	3	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	38	37	35
Number of Administrators and Other Professionals	9	11	5
Number of Educational Paraprofessionals	4	5	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	84.2	75.7	77.1
				% more than 5 years teaching anywhere	65.8	75.7	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	91.4
American Indian or Alaska Native	0.5	1.2	0.6	% core classes taught by "highly qualified" teachers	98.3	98.3	87.9
Black or African American	68.9	68.5	69.4				
Hispanic or Latino	22.3	23.9	24.8				
Asian or Native Hawaiian/Other Pacific	5.7	4.1	4.8				
White	1.9	2.0	0.3				
Male	53.4	52.5	53.6				
Female	46.6	47.5	46.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	33.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	19.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 3 Grapevine	District 16	School Number 309	School Name George E. Wibecan
Principal Emily Elizabeth Zucal		Assistant Principal Sandra Noyola	
Coach Literacy, M. Valerio		Coach Math, I. Lim	
Teacher/Subject Area R. Wiley		Guidance Counselor J. Reid-Ali	
Teacher/Subject Area .		Parent R. Reyes	
Teacher/Subject Area Ms. Roberts, ELA		Parent Coordinator A. Aponte	
Related Service Provider M. Leibowitz		Other ESL Teacher Shirley MacLellan-	
Network Leader Marqarita Nell		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	330	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	5.76%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Language backgrounds of our ELLs represented in our school are notably Spanish (13), French (4), and Bengali (2). The ESL Teacher/Coordinator, Shirley MacLellan-Bennicke, Certification Area: English/French To Speakers of Other Languages (completed requirements for the Professional in 2006) conducts the initial screening of the Home Language Identification Survey (HLIS) and administers the LAB-R.

The initial identification of those students who may possibly be ELLs is done by the ESL Teacher who administers the HLIS (in the parents' home language) which includes the informal oral interview in English or in the native language (an interpreter, usually a parent or teacher in the school or otherwise a translator will be used, if required), and the formal initial assessment. The ESL Teacher reviews the Home Language Identification Survey (HLIS). Students that speak another language other than English in the home are eligible for the English Proficiency Test called the Language Assessment Battery Exam (LAB-R) administered by the Licensed ESL Teacher. Students are screened to determine whether they are possible English Language Learners. Once identified as an ELL - student scores at the Beginning, Intermediate, or Advanced level (the ELL Identification Process is completed within 10 school days of initial enrollment), parents will be notified in writing, Parent Entitlement letters are sent home either in the student's book bag or by mail, and parents are invited to a Parent Orientation Session. At the meeting, parents will view an orientation video in their home language informing them of the three instructional programs available for ELLs. The ESL Teacher gives a brief summary of the different program options available: the Transitional Bilingual Education Program, the Dual Language Program, and English as a Second Language (ESL) before showing the video. Parents upon arrival will sign in and refreshments will be available before and after the session. In the Transitional Bilingual Education Program, students learn to speak, read, and write English within three years. The program begins with instruction that is 60% Academic and 40% English. The student's home language decreases as English increases. The student is taught in his/her home language until the student becomes proficient in English and can go into a monolingual classroom. In the Dual Language Program, students receive instruction in two languages: 50% in the home language and 50% in English. Students become proficient in the home language and in English resulting in a two-way ability to read and write in the two languages, and to study together in the two languages at or above grade level. In the ESL program, students become proficient in English. All classes are taught in English. Once the student is proficient in English, he/she enters into a monolingual classroom within three years. The ESL Teacher will make sure that the parents understand the three program options that are available, that it is their choice, and should the parents want a program that is outside the district that is not at P. S. 309, they would be responsible for transporting the child to and from school, as well as the costs involved. All materials will be in the parents' native language to the extent possible. Parents will also be informed of the various support programs available for ELLs at P. S. 309. The parents will complete the Parent Survey and Program Selection Forms (which are sent home with the student usually four or five days in advance of the meeting) either at home, if not attending an Orientation Session, or after attending the Parent Orientation Session. Parents who do not attend the meeting and do not return the form will receive a telephone call or another form may be sent home. Entitlement letters are distributed to parents by mail or sent home with the child.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting is ESL with 100% of the services (push-in/pull-out) being rendered in English. The ESL Program offered at our school is aligned with parent requests, 47 in number.

ELLs are placed in the program parents select based on availability and parent preference. Parents are notified in writing (Placement Letter) of their child's placement. ELLs whose parents did not attend the Parent Orientation Session and did not select a program will be placed in the ESL program, English as a Second Language, the only program offered at P.S. 309.

The ESL Teacher is responsible for ordering and implementing the NYSESLAT, a yearly assessment in the speaking, listening, reading, and writing modalities that is implemented in the spring. The 2010 NYSESLAT analysis indicates three students in grade kindergarten with one student at the advanced level, one student at the intermediate level, and one student at the advance level in the speaking/listening modality; two students in grade one at the intermediate and advance levels; six students in Grade three with one student at the beginner level, one student at the intermediate level, one student at the advanced level, and three students at the proficiency level; three students in grade four with one student at the intermediate level and two at the proficiency level. In the reading/writing modality the analysis indicates three students in grade kindergarten at the beginner level; two students in grade one at the beginner and intermediate level; six students in grade three with two at the beginner level, three students at the intermediate level, and one student at the advanced level; three students in grade four all at the intermediate level.

Students who are no longer ELLs (who score at the Proficiency level), indicated by the spring New York State English as a Second Language Achievement Test (NYSESLAT, which tests student’s speaking, listening, reading, and writing ability) 2010, are entitled to two year of transitional services to help them succeed in an all English program. Parents will be notified whether their child is still entitled or not entitled to receive English as a Second Language services. Newly enrolled ELLs will be placed in the appropriate grade level programs. Students who do not score at the Proficiency level on the NYSESLAT will be at the Beginner, Intermediate, or Advanced levels as determined by the students’ scores.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="checkbox"/>														
K	1	2	3	4	5	6	7	8	9	10	11	12	13	14

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	0		4	0	1	0	0	0	19
Total	15	0	0	4	0	1	0	0	0	19

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other <u>0</u>																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	2		6	2								13
Chinese														0
Russian														0
Bengali	1					1								2
Urdu														0
Arabic														0
Haitian														0
French	1	1	1		1									4
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	2	4	3	0	7	3	0	19						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

PS 309 uses the TC workshop model for all students including ELLs. Using small ESL pull-out group sessions, one of nine students - Ungraded, grades K, 1, and 2 and one of three students - Heterogeneous, grade 2, students read level appropriate books, are involved in accountable talk, reflect upon and write about what they have read and confer with their teacher daily. Mathematic strategies are also taught using the workshop model. Students are taught a skill and then have the opportunity to apply what they have learned in problem solving activities with their peers. Students share what they have learned with one another. Using the workshop model allows the opportunity to practice, apply, and extend student skills. The ESL Teacher supports the instruction of ELL students in grades 3-5 through the Literacy/Math lessons planned by the classroom teacher during the push-in periods made up of a group of seven students- heterogeneous, grade 4; and one group of three students - homogeneous, grade 5. Upcoming lessons and student work are discussed with classroom teachers during informal conversations throughout the school day. The Santillana Intensive English Activity materials as well as supplemental reading materials are also used to reinforce the concepts and vocabulary already practiced in the classroom. Technology materials used to support instruction are Award Reading.

P.S. 309 ESL Program for the school year 2010-2011 includes two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in English Language Arts and English as a Second Language. The content area instructional component is delivered through instruction in English and ESL methodologies. The ESL Teacher will push-in and pull-out a certain number of students (see above) to receive ESL instruction to students at Beginning and Intermediate levels for at least two units per day (120 minutes), six units per week for a total of 360 minutes, and Advanced levels for one unit per day (60 minutes), three units per week for a total of 180 minutes. In order to reach them effectively and productively, the ESL Teacher will employ and continuously provide the students with ESL methodology and work with the students

B. Programming and Scheduling Information--Continued

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

ELLs are divided into subgroups by number: 15 newcomers (ELLs receiving service 0-3 years); four ELLs receiving service 4-6 years; one is in Special Education; and there are no long term ELLs (completed 6 years). In the ELL subgroup (0-3 years) there are 15 ELLs in all, zero SIFE, and zero Special Education; in the 4-6 year ELL subgroup there are four ELLs in all, one in Special Education.

Two ELLs are in Kindergarten at the B level; four are in Grade 1, all at the B level, except for one at the advance level; three in Grade 2 at the B, I, and A levels; seven are in Grade 4 with three at the I level, one at the A level, and three at the B level; three are in Grade five all at the I level with Spanish as the dominant language among the vast majority. Of the 19 ELLs, four need additional support in all the modalities. Sixteen ELLs at the beginner and intermediate levels have 360 minutes of ESL instruction per week, while three ELLs at the advanced level have 180 minutes of ESL and 180 minutes of ELA instruction per week.

Performance data in Math (2010) indicate two ELL students in Grade 3 at levels four and three, two at level two, and two at level one; two ELL students in Grade 4 at levels two and one. Performance data in the ELA (2010) indicate one ELL in Grade 3 at level three, one at level two, and two at level one; three in Grade 4 one at level one. Performance data in Science (2010) indicate two Grade 4 ELL students at level one, and one at level two. ELLs that pass the NYSESLAT are transitional students for two years. The ESL Teacher provides staff support to assist ELLs in reaching proficiency on the NYSESLAT, as they transition from one school level to another by providing bilingual dictionaries, bilingual glossaries, cognates (Spanish), signal words and phrases, suggested list of mathematical language, social studies academic language, and supporting ESL students in learning the language of mathematics. Supplemental programs (English only) for ELLs are AIS, and Early Bird. To help ELLs' performance on standardized tests, two full time AIS teachers do pull-out work. Our IEP Teacher also works with at-risk students in small groups (pull-out). Cluster teachers push-in for Small Group Push-In support at least three times a week in Grades 3-5 during reading workshop. These preventative programs target level 1 and 2 students most in need.

ELL students less than three years receive differentiated instruction in language development, phonics, vocabulary development, and technology. Students in years 4-6 use academic language within the curriculum. The curriculum focuses on literacy through the content area. Students are exposed to the Award Reading Language Development program technology. Students are exposed to the four language modalities of listening, speaking, reading and writing. The Writer's Writing Process is a major component. Students use writing strategies

to complete research projects and prepare reading summaries. The school provides Early Bird, Award Reading, and additional academic interventions. Instructional strategies are: count the number of syllables in a word, blend spoken sounds to form words, identify and produce letter-sound correspondences, decode grade level words, sight-read automatically grade-level words, answer simple question words, such as, Who? What? Where? Why? and How?. For ELLs in years 4-6 (four students) the school provides the development of individualized intervention plans. The school also provides the usage of software, peer tutoring for newcomers, as well as orientation and summer school opportunities for newly enrolled ELL students. For alternative placement in Special Education (one ESL student), the school provides Paraprofessionals as well peer tutoring and the Early Bird Program. For students reaching proficiency, the school offers priority in early morning Early Bird Program, individualized tutoring plans, and peer tutoring. For student who are long term ELLs, they will meet 4 days per week during the Early Bird Program. ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

C. Schools with Dual Language Programs

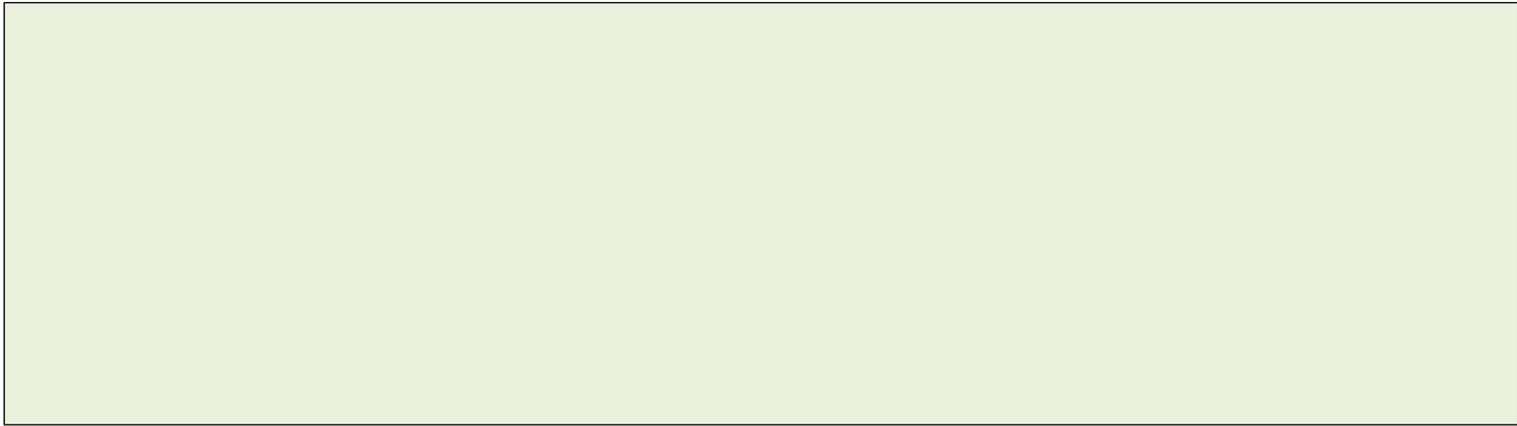
1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used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

D. Professional Development and Support for School Staff

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

Through our school's participation in the Teacher's College Reading and Writing Project, we receive three days of professional development from a TCRWP ELL specialist. The ELL specialist will meet with bands of lower and upper grade teachers to share with them strategies for supporting the ELL students in their classrooms. Additionally, we will be sending select teachers to day-long workshops at Teacher's College that are dedicated to meeting the needs of ELL students. Teachers who attend off site professional development workshops are responsible for turn-keying information learned for the benefit of their colleagues at faculty conferences here at school.

Professional development workshops at our school will be conducted throughout the course of the academic year by the Literacy Coach, Math Coach, and Part-Time Literacy Curriculum Consultant. Teachers will develop instructional strategies to use when working with English Language Learners. Topics may include: Identification of ELLs, Increasing Parental Involvement of the ELL student, Scaffolding, and Language Acquisition. A minimum of 7.5 hours of ELL training for all staff is required, and is maintained by an attendance sheet (for teachers who train at the school) and kept on record in the teachers' files in the school. Topics may include differentiation, student-directed activities, such as modeling, bridging, contextualization, schema building, text re-presentation, metacognition - these scaffolding activities promote the use of language in meaningful ways – and others that come up over the course of the year.



E. Parental Involvement

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

Parent/Community involvement activities include Weekly Parent/Workshops, parents of ELLs included. Some sample topics are Literacy/Math standards, asthma, high blood pressure, preparing for state assessments, HIV, helping your child at home, literacy instruction (health, crafts, and academic), guest presentations from the 81st Precinct, and presenters from city/private agencies.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3	1		3									9
Intermediate(I)			1		3	3								7
Advanced (A)		1	1		1									3
Total	2	4	3	0	7	3	0	0	0	0	0	0	0	19

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

WRITING	I		1		3	3								
	A				1									
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1		4
4	1				1
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	2		2		1		1		6
4	1		1						2
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	2		1						3
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

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

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

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

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

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

Continued from page 11

As previously mentioned, a Parent Orientation meeting is conducted in September for newly enrolled ELL students and throughout the year as needed. Our fully functioning PTA focuses on academic, social, and emotional issues. Our SLT consists of fifty percent parents and meets twice a month to focus on curriculum and instruction. Parental involvement activities of ELLs may include trips to the museum or theater planned by the ESL Teacher.

P. S. 309 use the Fountas & Pinnell Assessment System to assess the early literacy skills of the ELL students. The Fountas & Pinnell Benchmark Assessment System 2 provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K-8. The standard is set by the benchmark books a student reads aloud and talks about during the assessment conference. Fountas & Pinnell levels represent twenty-six points on a gradient of reading difficulty. Each point on the gradient, from the easiest at level A to the most challenging at level Z, represents an increase in difficulty over the previous level. The benchmark books (fiction and nonfiction) are used to identify the student's reading level. Independent reading and instructional reading are determined by the benchmark results. The results also tell about the text level that would be too demanding. As of October 2010, the data shows three students in Grade five, one at reading level M, an increase from level J, one student at level J, an increase from level H, and one student at level C, an increase from level A; seven students in Grade four, two at reading level A, one at level C, an increase from level B, one at level L, an increase from level K, one at level N, an increase from level M, one at level M, an increase from level L, one at level I, an increase from H ; three students in Grade two, two at reading level C, an increase from level B, and one at level A; four students in Grade one, two at reading level A, one at level B, an increase from level A, and one at level C; two students in Kindergarten at the A and B levels, an increase from AA and A levels. The school goal is to move the students to the next reading level until they are at their grade level. The ESL teacher uses the TCRWP to assess the reading levels of ELLs, the results basically equal the results of the Fountas & Pinnell Assessment. The results of the ELL Periodic Assessment (winter 2010) show three students in Grade five, one at level 4 and two at level 3; three students in Grade four, one at level 3, one at level 2, and one at level 1; and three students in Grade three at level 3.

After looking at the ELA, Math, NYSESLAT, LAB-R and Periodic Assessment data, we have designed the already mentioned extended day program for our ELL students. The purpose of the program is to help our ELL students to gain more content area vocabulary skills and comprehension skills. This will help the ELL students achieve success on all the content area exams - Math, Science, as well as the ELA and NYSESLAT.

ELLs are permitted to use their native language with their peers to express understanding or ask for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

An increase in students' raw scores in the speaking, listening, reading, and writing modalities (less than 30 students making adequate yearly progress) and the number of ELLs who score out of the NYSESLAT to become English Proficient indicate the success of the program. The EPs are generally levels 3 and 4 in the ELA and Math assessments after exiting the ESL Program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		