



[P.S. 506]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (20K 506)
ADDRESS: 330 59 STREET BROOKLYN, NY 11220
TELEPHONE: 718- 492- 0087
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K506 **SCHOOL NAME:** The School of Journalism and Technology

SCHOOL ADDRESS: 330 59th Street

SCHOOL TELEPHONE: 718 492 0087 **FAX:** 718 492 9431

SCHOOL CONTACT PERSON: Elizabeth Waters **EMAIL ADDRESS:** ewaters@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Grajales

PRINCIPAL: Elizabeth Waters

UFT CHAPTER LEADER: Lulinda Grinaway

PARENTS' ASSOCIATION PRESIDENT: Paola Banda

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Waters	*Principal or Designee	
Lulinda Grinaway	*UFT Chapter Chairperson or Designee	
Paola Banda	*PA/PTA President or Designated Co-President	
Mercedes Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Grajales	Member/Staff	
Mariella Galanti	Member/Staff	
Nancy Bongiovanni	Member/Staff	
Christine Sinnott	Member/Staff	
Adela Garcia	Member/Parent	
Nina Romano	Member/Parent	
Jane Camilo	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement

At P.S. 506, we all come to school to learn!

Our school is a safe and nurturing environment where together with our teachers, classmates and families:

WE ACHIEVE THE IMPOSSIBLE!

P.S. 506 is a Pre K - Grade 5 School created in 2006. We are located in the Sunset Park section of Brooklyn. There are currently 749 students enrolled in our school.

P.S. 506 is a Magnet School for Technology, Journalism and Global Communication. Technology instruction is project based and enhanced through the usage of computer programs, laptops and SMART boards. As part of our Magnet program, our teachers and students participate in Paideia Seminars which are aligned with our Social Studies curriculum.

We have an amazing cluster/enrichment program. The four strands of literacy: Listening, Speaking, Reading and Writing are woven throughout each of the programs. As part of our cluster programs, we have two technology teachers, two science teachers, a print and photo journalism teacher, a physical education teacher, a dance teacher and a theater/drama teacher. Students participate in hands-on science experiments and learning activities. The journalism teacher assists the students in the creation of our school newspaper, "The Star Times" which is published two times during the school year. Following the Blueprints for the Arts, the dance and drama teachers work very closely in scaffolding and developing skills for their students throughout the grades. They also collaborate with classroom teachers to plan monthly assemblies and performances.

Aside from our cluster program, we have a full time violin teacher. Students as early as kindergarten receive violin instruction based upon the Suzuki and classical method of instruction. Our students have performed throughout the city.

Instruction is based on the NYC and NYS standards and is delivered using the workshop model. We are working with Teachers College Reading and Writing Project this year. We have two staff developers working directly with teachers. Lab sites have been created on each grade. Teachers are also attending Teachers College Calendar Days. We use a Balanced Literacy Approach which allows teachers to differentiate instruction and form small groups based upon data analysis and student need. We follow the Everyday Math curriculum in all grades. Monthly Science and Social Studies pacing calendars are also followed on all grades.

AIS providers work closely with classroom teachers. Through the usage of data to identify students considered at risk, AIS providers conduct targeted individualized and small group instruction, while closely monitoring and assessing progress.

Our after school programs include an ELA/Math Academy for our Grade 3-5 students, an early childhood intervention /prevention program, a Saturday Math Academy, an ELL program and Wednesday Enrichment Clubs. This year, we were unable to maintain our Enrichment Clubs due to the budget cuts.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 506: The School of Journalism & Technology								
District:	20	DBN:	20K506	School BEDS Code:	332000010506				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		94.4	94.5	TBD		
Kindergarten	117	138	129	Student Stability - % of Enrollment :					
Grade 1	119	125	137	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	120	114	126		93.4	93.9	TBD		
Grade 3	115	111	113	Poverty Rate - % of Enrollment :					
Grade 4	109	120	112	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	125	103	120		87.5	87.5	97.9		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		13	41	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	4	3		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	1	1	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	742	748	774						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	44	44	39	Principal Suspensions	6	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	3	5	TBD		
Number all others	41	40	34	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	59	59	TBD		
# receiving ESL services only	205	195	207						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	6	31	Number of Administrators and Other Professionals	15	15	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	1.7	88.1	TBD
				% more than 5 years teaching anywhere	57.6	57.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	73.0	73.0	TBD
American Indian or Alaska Native	0.3	0.3	0.1		95.3	92.7	TBD
Black or African American	0.8	0.7	0.6				
Hispanic or Latino	77.9	78.3	76.9				
Asian or Native Hawaiian/Other Pacific Isl.	17.8	17.6	18.7				
White	3.2	2.9	3.4				
Male	53.4	52.4	52.7				
Female	46.6	47.6	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	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							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	74.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	11			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	16.2			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	42.4			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	5.3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCI B/SFD accountability reports are not available							

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 506 Needs Assessment

Progress Report

P.S. 506 received a **B** on the 2009-2010 Progress Report with an Overall Score of 48.3 which included 3.5 points in Extra Credit and Exemplary Proficiency Gains for *Special Education Students* in ELA and Math. Our Progress Report Overall Score decreased by 26.6 points when compared to the 2008-2009 Report, largely due to the new cut scores for both the ELA and Math State tests.

As indicated on the report, 37.3% of our students are at Proficiency (Levels 3 and 4) in ELA with a median of 2.71 and 52.2% are at Proficiency (Levels 3 and 4) in Math with a median of 3.06.

Our results clearly show a need to increase the number of Level 3 and Level 4 students in both ELA and Math.

Quality Review

As per our Review in February 2008, P.S. 506 received a **Well Developed**. The school was noted for collecting and using a wide range of performance data to raise student achievement. Teachers are using data effectively to plan and differentiate instruction. In addition, the reviewer highlighted the "wealth of excellent support for English Language Learners and Special Education students." Improvements are needed in the area of the goal setting process at all levels to ensure that goals are measurable and therefore better aid in the process of evaluation and to extend the collection and analysis of data to include a more detailed understanding of the progress of all subgroups.

Learning Environment Survey

We have shown an increase in all areas of the 2009-2010 Learning Environment Survey as compared to the 2008-2009 Learning Environment Survey:

	2008 - 2009	2009 - 2010	change
<i>Academic Expectations</i>	8.0	8.4	+.4
<i>Communication</i>	7.4	7.9	+.5
<i>Engagement</i>	7.3	8.0	+.7
<i>Safety and Respect</i>	8.1	8.4	+.3

Significant Improvements have been made in all areas.

Formal and Informal Observations

As a Year 3 Reading and Writing Project School, teachers are participating in lab sites with our Teacher College Staff Developers. Through modeling and coaching sessions, teachers are developing their instructional skills within the Reading and Writing Workshops. This year, we will continue developing individualized professional development goals for our teachers. Formal and informal observations will focus on supporting these goals. We are also conducting schoolwide inquiry. Our Core Inquiry Team is focusing on differentiated Math instruction for our higher level students.

NYSESLAT

2008-2009

Of the 163 students tested, 50 students were first time test takers (31%), 15 students passed the NYSESLAT (10%), 42 students showed progress (26%), 49 students (30%) remained on their previous level and 7 students (4%) regressed levels.

Accomplishments

- ❖ We are the recipients of the following grants:
 - 2010 Lowe's Grant to build a portable stage for our Theater Program
 - 2007-2010 Federal Magnet Grant for Global Communication and Technology
 - Capezio Dance Grant --for dance wear, shoes and costumes to support our dance program
 - Parents as Arts Partners Grant—to assist us in increasing parental involvement through shared art experiences
 - Trust for Public Land Grant- a million dollar renovation of our shared space schoolyard
- ❖ Identified as a Penny Harvest School of Excellence (SY 2007-2008, 2008- 2009 and 2009-2010)
- ❖ Identified as a School in Good Standing ('06- '07 , '07 – '08 , '08-'09 and '09-'10) by the New York State Education Department
- ❖ Received Extra Credit for Closing the Achievement Gap as per the School Progress Report
- ❖ We are a Teachers College Reading and Writing Project School (Year 3)

Aids and Barriers

We are a Teachers College Project School (Year 3). Our partnership with Teachers College is enabling us to differentiate our professional development and instructional practices to better meet the needs of our students.

Many of our students enter Kindergarten with limited English language literacy experiences. One third of our population is compiled of ELLs who qualify for ESL instruction. Many other students, although not entitled to ESL services, come from homes where languages other than English are spoken.

Parental Involvement has always been a challenge in our school community. We continue to strive to meet the needs of our parents and involve them in their child's education. The Magnet Grant and Parents as Arts Partners Grant has afforded us the opportunity to conduct meaningful technology and arts related workshops for parents.

The continuous budget cuts have been a major obstacle in providing necessary support services for our student population. It also impacts our growth as a school since we are continually asked "to achieve and do more with less".

SECTION V: ANNUAL SCHOOL GOALS

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

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

By June 2011, to further support individualized reading instruction, Grade 1-5 students will participate in leveled, guided reading instructional groups based upon the DRA assessment results and informal reading assessments resulting in an increase in student achievement as measured by DRA assessments.

By June 2011, 90% of classroom and AIS teachers will participate in differentiated professional development groups led by our Teachers College staff developers and teacher leaders resulting in an increase in student achievement as measured by summative and formative data.

By June 2011, in addition to the school report cards (November and March), individualized, standards-based student reports will be distributed to parents resulting in an increased Parent Communication score on the Learning Environment Survey.

By June 2011, 95% of teachers will participate in Inquiry Teams. Our Core team will focus on differentiated math instruction for our Level 3 and 4 students resulting in increased student achievement as measured by EDM unit tests and teacher assessments.

By June 2011, 25% of our self contained Special Education students will participate in mainstreaming and transitional programs as part of the Phase 1 Special Education reform resulting in increased student achievement as measured by formative and summative data.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, to further support individualized reading instruction, Grade 1-5 students will participate in leveled, guided reading instructional groups based upon the DRA assessment results and informal reading assessments resulting in an increase in student achievement as measured by DRA assessments.</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"> • Teachers will review incoming student data(September) and begin informal reading assessments and DRA • Administrators and teachers will review DRA data results (October) and begin to rearrange leveled groups for both classroom and AIS instruction. • Restructuring of both classroom leveled groups and AIS groups will be ongoing throughout the year based upon informal reading assessments and DRA results.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Classroom Teachers (FSF) AIS Providers(Title I, Title I ARRA, Title II) ESL Teachers (FSF) TC Staff Developers (Title I) TC Resources (FSF and Title I)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Informal Reading Assessments and DRA results (ongoing) Articulation with teachers (ongoing) Classroom visits and observations (ongoing) Predictives and ITAs (Grades 3-5)</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of classroom and AIS teachers will participate in differentiated professional development groups led by our Teachers College staff developers and teacher leaders resulting in an increase in student achievement as measured by summative and formative data.</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"> • Continue our work with 2 Teachers College staff developers (ongoing) • Teachers will participate in labsites and debriefing sessions throughout the year • Five teacher leaders will attend leadership/specialty groups at Teachers College. These teachers will lead professional development groups at the school. • Teachers will participate in calendar days at Teachers College.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TC Staff Developers (Title I) Classroom Teachers (FSF) AIS Providers (Title I, Title I ARRA, Title II) Resources (FSF, Title I)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Classroom visits and observations (ongoing) Grade meetings and faculty conferences(ongoing) Articulation sessions with administrators (ongoing) Teacher reflection sheets (June) Planning sessions, labsites and debriefing sessions (ongoing)</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, in addition to the school report cards (November and March), individualized, standards-based student reports will be distributed to parents resulting in an increased Parent Communication score on the Learning Environment Survey.</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"> • Teachers will finalize the format for the parent reports (September- October) • Teachers (including cluster teachers, AIS and ESL) will prepare the initial report for January distribution. (December) • Administrators will review student reports (early January) and provide feedback • The same procedure will be followed for a May report.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Classroom Teachers (FSF) Cluster, AIS, ESL Teachers(FSF, Title I, Title I ARRA, Title II) Parent Coordinator (TL Parent Coordinator) Literacy Resources (FSF, Title I)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Reports will be reviewed by administrators in January and May. Individualized standards based rubrics will be sent home monthly. DRA data will be reviewed to determine at risk students. PPT will review all students identified as below grade level standards (Level 1) and develop support plans(ongoing) Increase in Communication Score on the Parent Learning Survey for 2010- 2011</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of teachers will participate in Inquiry Teams. Our Core team will focus on differentiated math instruction for our Level 3 and 4 students resulting in increased student achievement as measured by EDM unit tests and teacher assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SBO vote to include 1 teacher meeting session as part of the 37.5 minute program Classroom teachers, clusters, AIS and support teachers will participate in inquiry teams Core Team will meet after school with a focus on Math Instruction for Level 3 and 4 students in Grades 4 and 5. Inquiry Teams will share finding with staff throughout the year AIS and after school programs will be modified based upon inquiry assessments and findings</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Core Inquiry Team Data Specialist Resources After school Programs</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>DRA Assessments Formative Assessments(ongoing) Inquiry Team meetings and teacher planning sessions (ongoing) Classroom observations</p>

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Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 25% of our self contained Special Education students will participate in mainstreaming and transitional programs as part of the Phase 1 Special Education reform resulting in increased student achievement as measured by formative and summative data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implement a Transitional Classroom to provide small group and individualized instruction Collaborate with TCIC (Teachers College Inclusive Classroom) to provide on site training, calendar days and in classroom teacher support for inclusive and transitional classrooms PPT reviews cases to create individualized flexible programs and evaluate student progress (ongoing) Provide afterschool support program for students</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Transitional Classroom Teacher (\$69,442) Partnership with TCIC(\$10,000) Instructional Resources(\$3000) Afterschool Support Program</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>DRA Assessments (October, February and May) Informal Reading Assessments (ongoing) Parent Reports (January and May) Math EDM Unit Assessments (monthly) State Testing Data Teacher Articulation Sessions (ongoing) PPT Reviews (ongoing)</p>

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	At-risk Services: Guidance Counselor	37 ½ mins	At-risk Services: Social Worker
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K	50	TBD	0	TBD	-	0
1	50	20	0	13	70	0
2	32	22	0	18	86	2
3	39	24	0	9	82	1
4	30	15	0	13	70	0
5	42	12	4	18	67	2
6						
7						
8						
9						
10						
11						
12						

*** Awaiting NYS Testing Data**

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>Early Literacy Intervention (K-2) – Students will participate in small group reading & writing instruction so that students have the necessary support to meet grade level expectations.</p> <p>Grade 1- Students in Grade 1 participate in a Reading Recovery program. Students are recommended by the teacher to receive additional support in reading. All students participating in the reading recovery are assessed and an individualized program is developed for each student. Students meet everyday for 30 minutes. It is a 20 week program. All students are evaluated at the end of the program. Students meet in one to one and in small groups.</p> <p>Grade 2 – In addition to small group instruction within the classroom students in grade 2 also participate in small group AIS instruction. The AIS reading teacher uses Foundations and guided reading. In the program students are assessed periodically to evaluate their progress. The AIS reading teacher & the classroom teacher articulate and discuss next steps with students. The program meets everyday for 45 minutes.</p> <p>Grades 1-3 – Two F-status Reading Recovery teachers will work with small groups of beginner level readers for guided instruction using Reading Recovery strategies & methodologies.</p> <p>Grade 4 - Students meet everyday for 45 minutes with a small group AIS reading teacher. The AIS reading teacher assesses each student and provides skills and strategies instruction through leveled books. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teacher & the classroom teacher articulate throughout the year to discuss students growth and next steps.</p> <p>Grade 5 - Students participate in small group instruction with an AIS reading instructor for 45 minutes everyday. The AIS reading teacher utilizes the Soar to Success Reading program. This program focuses on reading comprehension and fluency. Student progress is documented. The AIS teacher & the classroom teacher meet throughout the year and discuss student growth and next steps.</p> <p>37 ½ Minute Program – Students meet 4 mornings each week for small group guided instruction in ELA/Math/ Science and/or S.S.</p>
Mathematics:	<p>Following the Math Predictive, Grade 4 students, identified as AT-Risk, will participate in small group instruction with an AIS teacher for 45 minutes everyday. This instruction is aligned to the Math Standards and the Everyday Math Program. The AIS teacher and the students work on problem solving strategies. The AIS teacher critically analyzes their responses.</p> <p>37 ½ Minute Program – Students meet 4 mornings each week for small group guided instruction in ELA/Math/Science and/or Social Studies.</p>
Science:	<p>37 ½ Minute Program – Students meet 4 mornings each week for small group guided instruction in ELA/Math/ Science and/or S.S.</p>
Social Studies:	<p>37 ½ Minute Program – Students meet 4 mornings each week for small group guided instruction in ELA/Math/ Science and/or S.S.</p>

At-risk Services Provided by the Guidance Counselor:	One to one and small group instruction utilizing play therapy and IEP mandates.
At-risk Services Provided by the Social Worker:	Our school social worker also works closely with students and their families in providing individualized and family support services.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 214 LEP 530 Non-LEP

Number of Teachers 34 Other Staff (Specify) 3 ESL Teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: 20K506 BEDS Code: 332000010506

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Assessment of our school translation needs has been conducted through our PTA Executive Board, Parent Coordinator, Guidance Counselors, The Center for Family Life (CBO) and school staff.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have found that there is a need for written and oral translations in both Chinese and Spanish. This information is communicated to the school community at staff meetings and PTA meetings.

Part B: Strategies and Activities

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

Our school documents are translated into Spanish and Chinese. School staff assists with the translations to ensure the timely provision of translated documents to parents in need of language assistance. If necessary, per session will be given. Computer software has been purchased to assist with translations. In addition, an outside vendor will be secured for the translation of comprehensive documents such as Quality Review Report and Progress Report.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Translators from outside agencies are secured to assist with Parent Teacher Conferences. They are available for any parent in need. Our school has invested in a translation system which allows us to simultaneously present information in 3

languages, English, Spanish and Chinese. Additional headsets and transmitters will be purchased each year. School staff members also assist with on-site oral translations, as well as phone communication. The Dept. of Education translation service is also used by the school to assist with oral interpretation services.

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

Information has been disseminated to all parents. In addition, the Parents' Bill of Rights packets, in all covered languages, are available in the main office. Translation signs in all covered languages are posted in the main lobby.

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:	\$715,352	\$153,033	\$868,385
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,154	\$1,530	\$8,684
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,768	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$71,535	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Our needs assessment is on pages 9- 11 of the CEP.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Not highly qualified teachers are mentored by our Literacy Coach. In addition, they receive professional development through Teachers' College. The professional development includes, lab sites followed by debriefing sessions and attendance at Teachers' College calendar days. Opportunities are given for Not Highly Qualified teachers to get reimbursed for their coursework and credits toward becoming Highly Qualified.

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.

P.S. 506 is a Teachers College Reading and Writing Project School. Teachers are receiving extensive literacy professional development. Teachers are working with an AUSSIE Math Consultant and are receiving professional development sessions throughout the year. Teachers are attending ELL professional development sessions.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our efforts to attract highly qualified teachers include attending job fairs and contacting local colleges and universities to identify, interview and possibly hire properly licensed candidates. We have also hired NYC Teaching Fellows and will continue to do so in high need/specialty license areas.

6. Strategies to increase parental involvement through means such as family literacy services.

Monthly Parent Calendars highlighting school meetings & events are distributed to all parents. Our Parent Coordinator conducts parent workshops. Monthly PTA meetings are held. School-wide Publishing parties are held monthly. We work closely with The Center for Family Life to provide our parents with community services & resources.

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.

Classroom visitations are scheduled in which our Pre-K class visits a Kindergarten class prior to moving up. Our Pre-K teachers attend a yearly orientation in which information is given to assist students and parents with the entry into Pre-K and the exit from Pre-K to Kindergarten.

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.

Classroom teachers are members of our Inquiry Team. The team meets to analyze data and review instruction & assessments to best meet the needs of individual students. Literacy and Math Articulation Teams have been formed this year. Teachers use many different forms of data to assess students and plan for instruction.

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.

We have one PPT teams. The team reviews the needs for struggling students. Interventions are determined by the team. Each student is reviewed after 6 weeks to determine the effectiveness of the instruction.

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.

As a Beacon school we work closely with The Center for Family Life, a Sunset Park Social Services agency.

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

Explanation/Background:

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

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

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

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

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

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

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.

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	X			\$715,352	X	13,14 ,15,16,17
Title I, Part A (ARRA)	Federal	X			\$153,033	X	13,14 and 15
Title II, Part A	Federal	X			\$125,806	X	13,14 and 15
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS Title III, Part A	Federal				\$32,920		
Title IV Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.	Federal Federal Local		X		N/A \$235,018 3,967,158		
		X				X	13,14, 15,16,17

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

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.

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)

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.)

Four students

2. Please describe the services you are planning to provide to the STH population.
Our school social worker and guidance counselors work closely with the students and families in temporary housing. Referrals and services are provided to local social service agencies such as Center for Family Life. Our social worker conducts Parenting Journey Workshops. Parents are encouraged to remain active and involved in our school community. Attendance is closely monitored and outreach is given. Whenever necessary, direct student support such as paying for trips, school items or other supplies is given.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 506: The School of Journalism & Technology					
District:	20	DBN:	20K506	School		332000010506

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		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	36	36	36		94.4	94.5	94.1
Kindergarten	138	129	129				
Grade 1	125	137	137	Student Stability - % of Enrollment:			
Grade 2	114	126	126	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	111	113	134		93.4	93.9	90.3
Grade 4	120	112	113				
Grade 5	103	120	104	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		87.5	97.9	90.1
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		13	41	25
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number:			
Total	748	774	779	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	4	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	39	30	Principal Suspensions	6	3	9
# in Collaborative Team Teaching (CTT) Classes	0	9	17	Superintendent Suspensions	3	5	6
Number all others	40	34	45				

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	195	207	TBD				
# ELLs with IEPs	6	31	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	59	59	57
Number of Administrators and Other Professionals	15	15	9
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	98.2
				% more than 2 years teaching in this school	1.7	88.1	84.2
				% more than 5 years teaching anywhere	57.6	57.6	61.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	73.0	86.0
American Indian or Alaska Native	0.3	0.1	0.3	% core classes taught by "highly qualified" teachers	95.3	92.7	97.1
Black or African American	0.7	0.6	1.0				
Hispanic or Latino	78.3	76.9	75.4				
Asian or Native Hawaiian/Other Pacific	17.6	18.7	19.5				
White	2.9	3.4	3.9				
Male	52.4	52.7	52.9				
Female	47.6	47.3	47.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	48.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	30					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.5					

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

P.S. 506

The Magnet School of Global Communication through Journalism and Technology

330 59th Street
Brooklyn, NY 11220
718-492-0087
718-492-9431 (fax)

Elizabeth Waters
Principal

Elibelk Vargas Maria Grajales
Assistant Principals

SCHOOL PARENTAL INVOLVEMENT POLICY

PART 1 – GENERAL EXPECTATIONS

P.S. 506 agrees to implement the following statutory requirements:

- ◆ The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118 – Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ◆ In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ◆ The school will involve the parents of children served in Title 1, Part A program(s) in decision about how the Title 1, Part A funds reserved for parental involvement is spent.
- ◆ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1:118 – Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 506 will take the following actions to involve parents in the process of school review and improvement under *Section 1116 – Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - ◆ 50% of the School Leadership team is comprised of parents.
 - ◆ These parents, along with the other members of the SLT, review statistics, formulate the Comprehensive Educational Plan, and assist in the determination of a budget.
2. P.S. 506 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:
 - ≥ *Reading AIS Support*
 - ≥ *Funded Literacy and Math Programs*
 - ≥ *Universal Pre-Kindergarten Program*
3. P.S. 506 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who have limited English proficiency). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Our Parent Coordinator will develop a needs assessment survey to be distributed over the course of the school year. The surveys will be collected and reviewed by the Parent Coordinator and Administration. The information collected will be disseminated to all parents at our PTA meetings and a newsletter. The newsletter will list P.S. 506's successes and future steps being taken towards increasing parental involvement.

4. P.S. 506 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - ◆ The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

P.S. 506 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed in September to every parent and on-going awareness sessions will be offered by our Parent Coordinator throughout the year, in an effort to familiarize the parents with the handbook. Training will be provided by our Parent Coordinator for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem. In September, parents will attend curriculum conferences where

the teachers will review the Balanced Literacy Approach, Everyday Mathematics and other curriculum areas. The parents will be given material explaining the following: end of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year.

- ◆ The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - ≥ *Offering workshops*
 - ≥ *Developing a parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children.*

- ◆ The school will, with the assistance of the district community and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - ≥ *Offering workshops given by the Parent Coordinator*
 - ≥ *Disseminating the information the Parent Coordinator receives at regional meetings.*

- ◆ The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language that parents can understand:
 - ≥ *Staff members will translate letters into various languages.*
 - ≥ *Students will record important meeting dates in their homework.*
 - ≥ *Parents will be provided with information in a timely manner.*

P.S. 506
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Elizabeth Waters
Principal

Elibelk Vargas Maria Grajales
Assistant Principals

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with the parents of children participating in Title 1, Part A programs, as evidenced by the agenda and minutes from the December 2010 Parent Teacher Association meeting.

This policy will be adopted by P.S. 506 for the 2010-2011 SY and will be in effect for the period of the 2010 – 2011 school year.

Principal

Date

I received a copy of the Policy and the School-Parent Compact.

Parent's Signature

Date

P.S. 506

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SCHOOL-PARENT COMPACT

P.S. 506 and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010 – 2011.

PART I – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 506 will:

- ◆ **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - ≥ *Our teachers will meet weekly with their peers, coaches and the administration for study groups, planning sessions and professional discussions. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - ≥ *Teachers on each grade will follow standards based curriculum maps which were developed by classroom teachers.*
 - ≥ *Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.*
 - ≥ *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors and other topics relevant to that particular grade level.*

- ◆ **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - ≥ *Parent-Teacher conferences are held in November and March*

- ◆ **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - ≥ *Official report cards will be distributed in November, March and June.*
 - ≥ *Kindergarten students will receive progress reports in January and June*

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

≥ *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*

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

≥ *Parents can request in writing their interest to volunteer in the classroom. The teacher will notify the parent what time to come and assist. The parent's name will be placed on a list at the front desk with the security guard.*

≥ *After each unit of study in Writing, the parents will be invited to a publishing celebration in the classroom.*

≥ *Parents are also invited for special events and culminating project presentations throughout the school year.*

PARENT RESPONSIBILITIES

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

- ◆ **supporting my child's learning by making education a priority in our home by:**
 - ≥ *making sure my child's on time and prepared everyday for school*
 - ≥ *monitoring attendance*
 - ≥ *talking with my child about his/her school activities everyday*
 - ≥ *scheduling daily homework time*
 - ≥ *providing an environment conducive for study*
 - ≥ *making sure that homework is completed*
 - ≥ *monitoring the amount of television my children watch*
- ◆ **participating, as appropriate, in decisions relating to my children's education**
- ◆ **promoting positive use of my child's extracurricular time**
- ◆ **participating in school activities on a regular basis**
- ◆ **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding as appropriate**
- ◆ **reading together with my child everyday**
- ◆ **providing my child with a library card**
- ◆ **communicating positive values and character traits, such as respect, hard work and responsibility**
- ◆ **respecting the cultural differences of others**
- ◆ **helping my child accept consequences for negative behavior**
- ◆ **being aware of and following the rules and regulations of the school**
- ◆ **supporting the school discipline policy**
- ◆ **express high expectations and offer praise and encouragement for achievement**

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ◆ **come to school ready to do our best and be the best**

- ◆ come to school with all the necessary tools of learning: pens, pencils, books, etc.
- ◆ listen and follow directions
- ◆ participate in class discussions and activities
- ◆ be honest and respect the rights of others
- ◆ follow the school's/class' rules of conduct
- ◆ follow the school's dress code
- ◆ ask for help when we don't understand
- ◆ do your homework everyday
- ◆ study for tests and assignments
- ◆ read everyday outside of school time
- ◆ read at home with our parents
- ◆ get adequate rest every night
- ◆ use the library to get information and to find books that we enjoy reading
- ◆ give to your parents or to the adult who is responsible for your welfare, all notices and information we receive at school everyday

OTHER RESPONSIBILITIES

P. S. 506 will:

- ◆ involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way
- ◆ hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings such as, in the morning or evening so that as many parents as possible are able to attend.
- ◆ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents, with disabilities and to the extent practical, in a language that parents can understand
- ◆ provide information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and proficiency levels students are expected to meet.
- ◆ at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible
- ◆ provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics
- ◆ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

**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 #409	District 20	School Number 506	School Name P.S.506
Principal Elizabeth Waters		Assistant Principal E. Vargas / M. Grajales	
Coach NA		Coach NA	
Teacher/Subject Area L. Peralta / Y. Kravchik / ESL		Guidance Counselor L. Cuervo / F. Lai	
Teacher/Subject Area N. Scaccia / R. Catillo-Siegel		Parent	
Teacher/Subject Area D. Garcia / ESL 3rd grade		Parent Coordinator J. Penate	
Related Service Provider M. Gomez (School Psychologist)		Other	
Network Leader Neal Opromalla		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	780	Total Number of ELLs	214	ELLs as Share of Total Student Population (%)	27.44%
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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.

The first step for the initial identification of those students who may possibly be English Language Learners (ELLs) begins at the time of enrollment. The ESL coordinator, a licensed ESL teacher, meets with the parents to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter.

If the student's home language is only English, the student is not an English Language Learner and enters a general education program. If the home language is other than English or the student's native language is other than English, an informal student interview is conducted in both English and the child's native language to determine language dominance.

The ESL coordinator conducts all informal interviews in English and Spanish. Translators assist the coordinator in conducting informal interviews in languages other than Spanish. If the student does not speak any language other than English, the student is not LEP. If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment LAB-R, within ten days of enrollment, to establish English proficiency level.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services. Students who speak Spanish at home and score below proficiency levels on the LAB-R are administered a Spanish LAB-R to determine language dominance. Entitlement Letters are sent home to parents of newly arrived ELLs to the NYC school system.

The NYSESLAT is administered annually to all LEP students in grades K-5. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

To ensure that parents understand all three program choices available for ELLs, a parent orientation is held within ten days of students' enrollment. Parents are invited, via letters, to attend a parent orientation where the ESL coordinator, assistant principal who supervises ESL and the parent coordinator discuss the methods and purpose of each program. Translators are made available during the meeting to provide support in the parents' native language.

Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a DVD which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The DVD is viewed in the parents' native language.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms.

ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. In September, Continued Entitlement Letters are given to the existing students in the program and are to be returned signed by the parents. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year.

Parent Survey and Program Selection Forms are completed at the parent orientation and at one-to-one meetings. All forms are collected and filed by the ESL coordinator.

Parent option is exercised for program placement. The ESL coordinator and the assistant principal, who supervises ESL, review the Program Selection Forms completed at the parent orientation. After careful analysis parent choices are honored and students are placed

in a Freestanding English as a Second Language Program. Students whose parents request a Transitional Bilingual program are also placed in a Freestanding ESL program. The parent coordinator and the ESL coordinator inform parents of their right to transfer. Information and assistance is also made available.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program. Last year 68% of parents opted for the Freestanding English as a Second Language Program, while 32% of the parent surveys reflected a choice for a Transitional Bilingual program. This year 82% of parents opted for the Freestanding English as a Second Language Program, and 13% of the parent surveys reflect a choice for a Transitional Bilingual Program.

Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. Because we honor parent choice, parents who choose a transitional bilingual education program are informed of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education are referred to our parent coordinator for a list of schools and further assistance.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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	1	1	1	1	0	0								4
Push-In	3	2	1	2	2	2								12
Total	4	3	2	3	2	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	214	Newcomers (ELLs receiving service 0-3 years)	182	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	32	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	182	0	17	32	0	4	0	0	0	214
Total	182	0	17	32	0	4	0	0	0	214

Number of ELLs in a TBE program who are in alternate placement: 10

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL L
Spanish	21	27	21	31	16	18								134
Chinese	25	13	8	11	8	4								69
Russian														0
Bengali														0
Urdu														0
Arabic	1	0	1	2	1	3								8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	0	0	1	2	0								3
TOTAL	47	40	30	45	27	25	0	0	0	0	0	0	0	214

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.

Free Standing English As A Second Language

Description

English as a second language program includes two models: Self contained and push-in / pull-out. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Self contained classes are in grades kindergarten through grade 3. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

The Push-in model involves ELLs in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the advanced proficiency level receive 180 minutes of ESL instruction provided by the ESL teacher and 180 minutes of English Language Arts instruction provided by the general education teacher. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualize instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State performance Standards.

Instructional Components

- Language Development activities that address the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of the balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment

The appearance of the environment in which ELLs receive their instruction is just as important as the lessons taught there. A positive, organized and risk-free environment denotes respect for the learners. It is a classroom that motivates the learner and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should promote language and become comprehensible to the students whose native language is other than English. These include:

- A meeting area to promote whole class instruction.
- Children's work folders, located in a specific, neatly organized, visible area.
- Leveled classroom libraries with culturally relevant stories available for their use.
- Print rich environment provided by charts, student work and content area word walls.
- Furniture arranged to allow easy access and visibility by the teacher in clusters for group discussions and cooperative learning.
- Assessment binders list all the ELLs and their level of instruction and areas of need.
- Print-rich environment
- A flow of the day denoting the activities of the day
- Vocabulary charts
- Charts specific to unit of study in literacy and other content areas
- Word walls with high frequency words aided by visuals as may be needed for ELLs at the beginning and intermediate levels

Mandated Instructional Minutes

Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent choice and instructional periods needed.

The schedules for the ESL teachers that are pushing-in to general education classrooms is completed by the supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance to the services the child requires.

Differentiating instruction for ELL Subgroups

Students with Interrupted Formal Education (SIFE)

SIFE students will be placed in an age appropriate grade. After orientation, parents will have the opportunity to meet the supervisor of that grade, and meet the ESL coordinator to discuss the educational plan for the student. The parent will be encouraged to participate in our Parenting Journey Program. This native language program supports and develops parent skills.

The goal is to provide our students with differentiated lessons that highlight student strengths to support areas of need. With this goal in mind, our SIFE population will receive the following support:

- Small group reading and writing instruction at the students' ability level.
- Participation in the Title III extended day program.
- Teachers will preview their lessons with careful consideration to the SIFE student need and modify instruction where needed.
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance aimed specifically at working with students at their ability level.

New Comers Less Than Three Years:

Students identified, through their home language survey, are eligible for testing and the administration of the LAB-R, within ten days of registering. In the case of students coming from other city schools, a verification of testing is done through ATS. Students categorized as beginners or intermediates are provided with 360 minutes of ESL instruction per week. Students who scored at the advanced level of proficiency are provided with 180 minutes of ESL instruction. Support for these students is given in the following:

- Participation in Title III extended program.

- On our Way to English is used in the classroom to provide ESL instruction in the classroom.

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

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

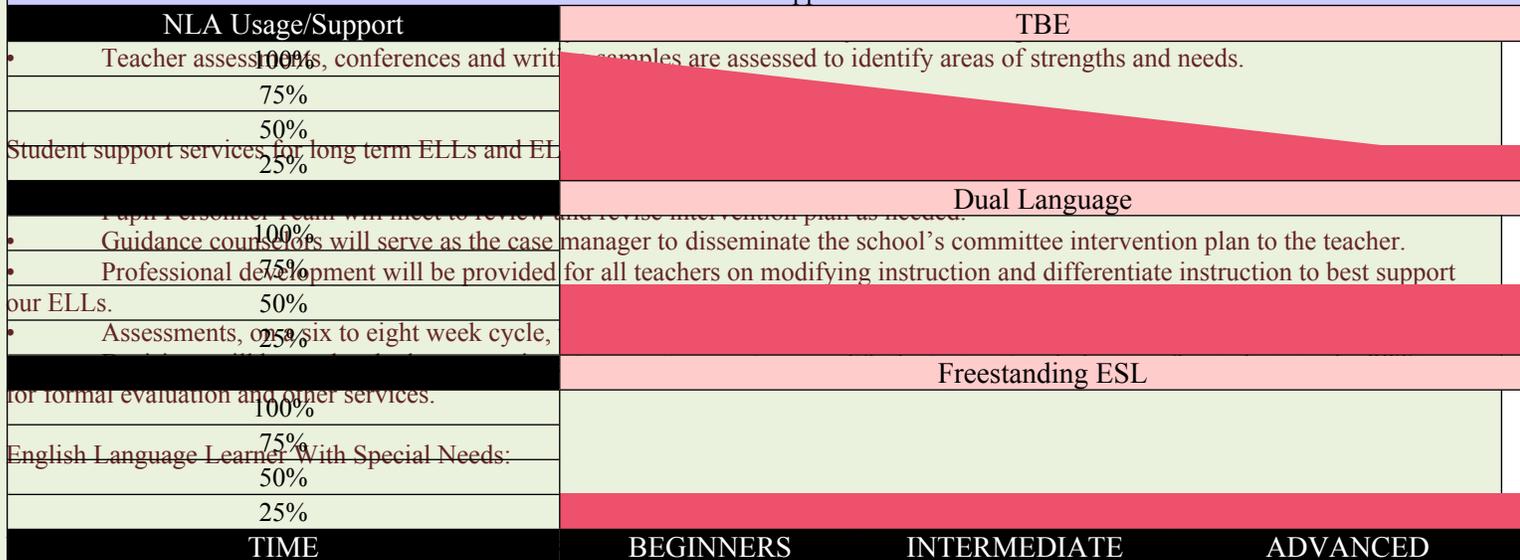
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

To meet the needs of our long term English language learners and ELLs receiving service four to six years, we propose the following:

Native Language Arts and Native Language Support

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



In addition, we have a 12:1:1 in grades 3 through 5th grade. Services for our special education students are provided by our push-in ESL teacher. The ESL teacher works collaboratively with special education teacher in the 12:1:1 to review the goals of each student as indicated on their individualized education plan.

Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide lessons that support the teaching point addressed by the special education teacher. Our English language learners with special needs participate in our literacy through the arts program. This program allows for our entire English language learner to speak, listen, read and write through the arts. Students write and perform original plays and shows. This program in conjunction with their individualized educational plan and a curriculum that is standard based, support all our students with special needs.

Careful analysis of the students' needs with the PPT team will help teachers identify areas where students will need additional support.

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?

These ELL students will participate in the 37 ½ program, Enrichment and Title III extended day program. Revisions on students' intervention plans are modified as needed.

The Pupil Personnel Team is composed of the Principal, Assistant principal, school psychologist, guidance counselors and the AIS provider of the grade. The PPT team meets once a month to discuss academic intervention for the long term ELLs. The members of the team discuss and outline areas of concerns and propose possible interventions. A plan is developed and student progress is monitored over a six to eight week cycle. Classroom teachers are debriefed on intervention plans proposed.

- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

Transitional Support for English Language Learners reaching Proficiency

Students in this category are placed in a self contained ESL class or receive ESL pull out/push in services with an ESL teacher. In addition, the students receive academic intervention services with a Literacy and or math specialist. Literacy and mathematics AIS providers work with these children, differentiating instruction during the literacy and math periods. Parents of these students are given the opportunity to enroll their children in an afterschool Tutorial program and Saturday Academy program that will provide continuing ESL, literacy and mathematics support for learners who may be at risk of not meeting promotional standards. These students will continue to receive, for two years, testing modification for ELLs.

The explicit teaching of ESL is done within the context of Reading, Writing and Mathematics Workshop. We support the methodology that students bring social and cultural knowledge in addition to everyday life experiences that students can use as they are learning new and challenging information.

Freestanding ESL Self-contained Program:

- Content ESL lessons are done daily to aid students' ability to comprehend academic language.
- Interactive Writing everyday to provide the students in learning how to share the pen and how to use high frequency words taught during the week.
- During the reading workshop, the teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend and practice reading strategies.
- Shared reading lessons are conducted everyday to teach literacy skills and build comprehension.
- Pictorials are added to new vocabulary in order for the children to gain conceptual understanding of terms in math.
- Read Alouds are conducted daily in order to build discussions amongst students around elements and character development. This allows for students to develop oral language skills around topics found in their readings.

Freestanding ESL Program Push-in Model:

- The Push-in ESL teacher conducts strategy lessons guiding children's understanding of procedures for addressing and

comprehending text.

- During the reading workshop, the Push-in teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend English reading.
- The ESL teacher preview mathematics terms that the children will need to know prior to the introduction of the lesson. These are addressed and discussed before and later within context.
- The Push-in ESL teacher may conduct interactive writing lessons aimed at addressing strategies the children may have difficulties with. It is expected that the children carry over these skills into their independent writing.
- The ESL teacher will read aloud fiction and nonfiction texts to build discussion amongst students around story elements and character development. Accountable talk amongst peer or groups of students, depending on children's ability to interact in English, gives teachers the opportunity to build oral language skills around topics found in the reading.
- The use of organizers such as KWL allows children to preview the concepts they may already know, so that building of schemata is possible. This process provides scaffolding opportunities for the children.

Resources and Support

Instructional Materials

Classroom libraries are leveled appropriately and include culturally motivating books as part of each classroom library. All instructional materials are appropriate for ELLs, ages and grade levels. Literacy is taught using meaningful literature where students are actively engaged in practicing strategies taught. Before initiating a unit of study, the general education teachers and ESL teachers who are responsible for delivering instruction to ELLs meet to plan the teaching points for the unit. Careful consideration is given to the specific skills that readers should master on their given independent reading level. As the mini-lesson takes place, ESL teacher works with individual students or small groups that are in similar levels or need assistance with similar strategies in order to differentiate and reinforce the mini lesson. Guided reading is provided using multiple copies of stories -Sundance Guided Reading sets. Big books -fiction, Wright Group, Story Box and nonfiction- National Geographic are used to teach shared reading lessons that focus on different literacy skills. Students maintain book baggies with several books at their level that the ESL teacher has assisted them in selecting (beginners). Children at the Intermediate and Advanced levels of proficiency, who are able to manage their own book selection, are encouraged to do so.

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ESL teachers use. Our ESL teachers use the program On Our Way to English. It is a program that includes guided reading materials, big books and audio tapes for the students to listen and follow stories. They also use Getting Ready for the NYSELAT and Beyond in Preparation for the NYSELAT as supplementary test prep materials.

Content area materials include those used in the citywide curriculum. Support for ELLs is conducted by the ESL teacher through differentiated methods and techniques. Other content materials consist of multiple nonfiction collections in Social Studies and FOSS kits. The use of, Write Time for Kids provide support in the area of writing and language development.

Technology is used to support ELLs with programs such as Kids Spiration and Pixie. These programs are interactive. They have audio feedback and reinforce phonic and phonemic awareness instruction. All teachers have access to these programs to utilize with their students. In addition, we have a technology lab where SMART boards are readily available as well as laptops for use in the classroom setting.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: The Literacy coach, assistant principal, self contained ESL teachers and the ESL coordinator. The professional development goal for the 2010-2011 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices. As part of our collaboration with Teacher's College, teachers will attend workshops and turnkey information at grade meetings. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning. The ESL coordinator will attend workshops provided by the Integrated Service Center and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all self contained ESL and common branch teachers as well as paraprofessionals. The focus of these sessions will be to examine the units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners.

The workshops/study groups for 2010 - 2011 school year will be provided on, but not limited to the following dates:

September 24, 2010
 October 1, 2010
 October 8, 2010
 October 14, 2010
 October 15, 2010
 January 28, 2011
 March 14, 2011

E. Parental Involvement

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

Parental involvement is encouraged through participation in PTA, classroom activities and school events. The school has an affiliation with Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program. Parents complete an annual school survey, expressing their opinions regarding the school. The survey is evaluated on a yearly bases and improvements are made according to the specific needs of our parents. Parents are encouraged to attend the monthly meet and greet to discuss their concerns. We have a parent coordinator who addresses parental needs and concerns as well as directing parents to appropriate school personnel. The parent coordinator will facilitate parental workshops such as: Computer workshops; Preparing your child for Junior High School; and Preparing your child for the Standardized Tests.

- ESL teachers will conduct on-going orientation sessions to parents, providing them with important information regarding program placement and program availability.
- English Language Learner related information will be translated and distributed to parents of ELLs via letters, which will be sent home with the students.
- ELL Parent Workshops will be conducted by the ESL teachers, coaches and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator will develop monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home.
- The parent coordinator will organize a lending library for parents consisting of native language and English read-aloud books to

promote literacy at home.

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)	40	21	9	15	6	2								93
Intermediate(I)	5	18	5	20	10	8								66
Advanced (A)	3	1	16	10	10	15								55
Total	48	40	30	45	26	25	0	0	0	0	0	0	0	214

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	1	4	2	0							
	I		20	3	2	2	1							
	A		14	19	22	15	6							
	P		1	5	15	6	18							
READING/ WRITING	B		18	7	12	5	2							
	I		19	5	22	10	8							
	A		2	10	9	9	15							
	P		0	6	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	7	0	0	20
4	6	14	8	0	28
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	7	3	11	2	3	1	2	0	29
4	3	16	1	5	10	0	1	0	36
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	5	1	7	1	8	3	9	0	34
8									0
NYSAA Bilingual Spe Ed									0

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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

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

Our school uses the DRA-2 to assess the early literacy skills of our ELLs. The DRA-2 provides data on reading engagement, accuracy, oral reading fluency, and comprehension. The DRA Word Analysis gives us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition, phonics, and structure analysis and syllabication. The data helps us monitor the literacy growth of our ELLs over time. Teachers also use running records, student conferences, and classroom observations to assess the literacy progress of ELLs.

The data from the DRA-2 provides teachers information that helps them determine each student’s independent reading level and identify what the student needs to learn next. The DRA-2 Class Profile provides the focus for instruction, and helps teachers differentiate

When we analyzed the Overall NYSESLAT Proficiency Results, we noticed that when students reached the end of a testing band, the number of students who became proficient increased. For example, the total number of our second grade ELLs is lower when compared to our total number of first and third grade ELLs. This is the result of students who reached proficiency on the NYSESLAT at grade 1, the end of a testing band (K-1), and are now in grade 2. However, our third grade population remains high due to the fact they took the test in grade 2, the beginning of the next testing band (2-4).

Patterns across NYSESLAT modalities indicate that students acquire listening and speaking skills earlier than reading and writing skills. Students have scored proficient in listening and speaking, while scoring intermediate/advanced in reading and writing. The NYSESLAT modality proficiency levels affect instructional decisions by allowing teachers to form groups and differentiate instruction focusing on the areas of need. Based on this year's data, instruction will focus primarily on reading and writing for our intermediate and advanced students.

Examining the ELA results, we noticed there are a higher number of students who scored level 1 in grade four, than in grade 5. When looking at grade 5, there are more students who scored level 2 than level 1. This is due to the fact we have more advanced students in grade five than in grade four.

Overall our ELLs performed best on the Math and Science standardized tests when the test was administered in English versus their native languages.

School leadership, classroom teachers and ESL teachers analyze the results of Predictive and ITA Assessments. Periodic assessments provide us with data to target the needs of our students. The data supports teachers in differentiating instruction. This data is also used to create enrichment programs such as the ESL after school program.

The school is learning about the overall growth, strengths, and areas of need of our ELLs from periodic assessments. Furthermore, we are learning about the skills that need to be targeted for instruction for ELLs to be successful.

The success of our programs for ELLs is evaluated by monitoring the growth of ELLS as evidenced by the results on the DRA-2, ITAs, Predictives, informal assessments, New York standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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