



**P.S. 676**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K/676**  
**ADDRESS: 27 HUNTINGTON STREET, BKLYN, NY 11231**  
**TELEPHONE: 718-330-2238**  
**FAX: 718-596-6446**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 676      **SCHOOL NAME:** Red Hook Neighborhood School

**SCHOOL ADDRESS:** 27 Huntington Street

**SCHOOL TELEPHONE:** 718-330-2238      **FAX:** 718-596-6446

**SCHOOL CONTACT PERSON:** Rochel Brown      **EMAIL ADDRESS:** Rbrown24@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Karin Miller

**PRINCIPAL:** Rochel Brown

**UFT CHAPTER LEADER:** Joanne Agnes Porter

**PARENTS' ASSOCIATION PRESIDENT:** Oswaldo Miguel

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** 110

**NETWORK LEADER:** Dr. Charlene Smith

**SUPERINTENDENT:** Anita Skop

**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
Rochel Brown	*Principal or Designee	
Joann Porter	*UFT Chapter Chairperson or Designee	
Oswaldo Miguel	*PA/PTA President or Designated Co-President	
Cecilia Wellington	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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#### **Mission:**

At P.S.676 we believe all children are capable of learning and through education, our students and families will be able to make informed choices that will have a positive impact on their lives. Through our core values of collaboration, high expectations, responsibility, and accountability, students will embark upon a journey into the 21<sup>st</sup> Century as confident young adults equipped with skills that will enable them to access multiple paths of opportunity as they enter into adulthood. Students who attend P.S.676 will leave with a vast knowledge about the world.

At P.S.676 we are committed to providing opportunities for students and their families to experience education. We seek to inspire our students and their families to strive for greater educational and personal opportunity and advances by exposing them to a vast array of information on all topics that affect child development including academic, social, and emotional needs and linking them to real life experiences within NYC. We will work to achieve this task in many ways. We plan to utilize the University of Pittsburgh's Principles of Learning and collaborations with Good Shepherd Services, the City Parks Foundation, Kentler Gallery, and Community Word to guide us in our quest to provide a top quality education to families.

To support our students academically we use the Harcourt Story Town curriculum for reading as well as Wilson and Wilson Foundations. Our students leave Pre Kindergarten as readers. To ensure that our students are able to seek opportunities in the areas of Mathematics, Science, and Technology we use a hands on approach in which students participate in inquiry based activities to stretch their thinking in these subject areas. We have two fully operational computer labs where children gain experience on both the Mac /Apple platforms as well as Windows platforms. Our children are already well versed in multimedia applications including word processing, PowerPoint, and several graphics programs.

To enrich the academic curriculum we are developing our music program. Students receive music a minimum of twice weekly. Instruction is provided in choral music for all grades and grades k- 2 receive Keyboard instruction as our grades 3 & 4 students receive instruction on the recorder. Additionally, we have partnered with Studio in A School and Kentler Art Gallery to encourage our students to seek out careers or opportunities in the visual arts.

We believe the overall health and wellness of our students plays an integral part in their academic success. Therefore, we have a salad bar as well as a electric water fountain in our cafeteria. The salad bar provides a "greener" meal option for our students while the water fountain provides them with an alternative to milk for their lunch beverage. Our students are also provided with a mid day nutrition break in which all students are provided with a fruit or vegetable snack to give them a mid day boost. Lastly, we partner with Good Shepherd Services who provides a free afterschool program for all K – 4

students. As part of the transition from day school to afterschool all students receive a hot meal to carry them through to dinner time at home.

P.S. 676, Red Hook Neighborhood School is a diamond in the rough. We Aspire to be the number one school in the country. We provide students with Experiences to motivate them to higher levels of achievement and most importantly, we believe all children can Learn.

**SECTION III – Cont’d**

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

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

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

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K			11						
Kindergarten			16						
Grade 1			31	<b>Student Stability: % of Enrollment</b>					
Grade 2			34	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3			47						
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							81.5%		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			140				3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			19						
No. in Collaborative Team Teaching (CTT) Classes			18	Principal Suspensions					
Number all others			3	Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs			10	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native			0.7	Percent more than two years teaching in this school				
Black or African American			49.3	Percent more than five years teaching anywhere				
Hispanic or Latino			38.6					
Asian or Native Hawaiian/Other Pacific Isl.			2.9	Percent Masters Degree or higher				
White			5.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>			53.6					
<b>Female</b>			46.4					

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

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

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

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## SECTION 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. 676 Red Hook Neighborhood School resides in the Red Hook section of Brooklyn, a historically under-resourced community. The population of the community is reflected in the demographics of the school. Our population consists of 49% African American, 27% Hispanic, 3% Asian, 6% White, and 4% other. Of our total population 25% are students with special needs.

P.S.676 is a new school that opened its doors in September of 2009 with grades prek – three and we will grow to include grades 4 and 5 over the next two years. However, the school replaced a school that has been closed for a history of failure and is currently being phased out. As a result, our grades K -3 consisted of children from the phase out school. Therefore, we have undertaken the task of remediation and reorganization of our current students, and school wide systems as well as the implementation and development of new programs and policies.

Given the fact that 25% of our student population are students with special needs we have had to create an organizational structure to meet those needs resulting in an increase in staffing in order to create collaborative team teaching classes, fund a position to monitor, maintain, and facilitate our special education program as well as create programs before and after school to meet the needs of our students and support their families in supporting them. Our academic program has been designed to encourage independent work habits and critical thinking skills.

Since writing the new school proposal, our beliefs have evolved on a trajectory of building a sound foundation of access to content through literacy skills in a thinking curriculum. Instead of following a non traditional approach to exposing our students to content, through item analysis of skills in reading and math and creating a unique scope and sequence we implemented the Story Town curriculum a "pre-packaged" literacy program.

We rely on formal and informal observations coupled with teacher reflections to identify collective and individual areas of support. Teachers are given individualized attention by leadership, consultants, and coaches regarding effective lesson planning, and feedback regarding their practice. We also examine teacher's benchmark assessment results alongside student work to identify support of instructional strategies that will result in increased student performance. Teachers are held accountable through analysis of benchmark and real time assessments to re-teach and/ or modify instruction in a whole class or small group setting.

At P.S.676 we are committed to providing opportunities for students and their families to experience education. We seek to inspire our students and their families to strive for greater educational and personal opportunity and

advances by exposing them to a vast array of information on all topics that affect child development including academic, social, and emotional needs and linking them to real life experiences within NYC. We will work to achieve this task in many ways.

We use the balanced literacy approach for literacy instruction in all grades. Students receive two periods of literacy instruction per day in the form of a reading period in which students will be instructed in comprehension and a writing period in which students will be immersed in a writing workshop. Our math, science, and social studies classes will follow the New York City curriculum. Students will be further enriched by field trips to corresponding destinations within the city of New York as they are related to the curriculum.

We clearly define and communicate what we expect as well as provide and administer assessments that are fair and standards based including the New York State and City assessments. We provide differentiated assessment so that all students will have the chance to show growth.

Learning alongside side an expert is a strategy for instruction that has been done for years. Not only do students learn well from experts our staff does also. As such we have established many partnerships to enhance instruction and achievement by all constituent groups. These partners include but are not limited to Community Word Teaching Artists, and Authors Read Aloud for literacy instruction and enrichment, AUSSIE consultants for mathematics instruction. Each year we hope to partner with a new organization that can aid us in increasing the opportunities available for our students, staff, and families.

Everything in the school setting is organized to promote and support effort. Our schedule is designed to allow teachers to receive a one hour lunch period which affords the school 50 minutes per week for professional development and common planning periods that provide time for teachers to have one to one planning meetings with consultants in the areas of literacy and mathematics. More professional development opportunities are offered on Saturdays, before and after school, and during lunch periods.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal 1:** Increase by 10% the number of students who achieve at or above grade level on the New York State ELA Exam.

*Description: Grades 3 and 4 students who are part of the bottom third of students in terms of achievement will receive targeted support and interventions based on assessment data. Instruction will be differentiated to ensure that all the needs of all students are met.*

**Goal 2:** Increase by 10% the number of students who achieve at or above 3% on the New York State Mathematics Exam

*Description: Grades 3 and 4 students who are part of the bottom third of students in terms of achievement will receive targeted support and interventions based on assessment data. Instruction will be differentiated to ensure that all of the needs of students are met.*

**Goal 3:** Decrease services and or decertify 3% of our current special needs population

*Description: Through teacher collaborations and support programs, special needs students will receive small group instruction, AIS services, provider support services to ensure that students' needs are met and to ultimately placed them in a least restrictive environment.*

**Goal 4:** To increase the schools attendance average for 2010-2011 by at least 1 %

*Description: An Attendance Team was formed to closely monitor and implement a plan of action to increase the school's average attendance.*

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase by 10% the number of students who achieve at or above grade level on the New York State ELA Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>P. S. 676, Red Hook Neighborhood School recognizes that in order to ensure success for all students it will take several collaborations amongst all of the school community. Therefore, we will take the following steps to increase achievement levels in literacy:</p> <ul style="list-style-type: none"> <li>• Harcourt “Story Town reading program will be utilized for literacy instruction in all grades</li> <li>• A Balanced literacy instructional block of 90 minutes will be utilized in all grades</li> <li>• Drop Everything And Read independent reading block in all classrooms</li> <li>• Create a calendar of Professional Development offerings for teachers on a monthly basis to address areas of need based on classroom observations and student assessment results</li> <li>• Professional articles will be read and discussed by teachers in grade and staff conferences to identify best practices and improve instructional strategies</li> <li>• Literacy Coach to mentor new teachers in planning for ELA instructional delivery and developing a literate classroom environment</li> <li>• Professional development before and/or afterschool, and in grade team meetings will focus on balanced literacy aligned with “Story Town” implementation</li> <li>• An extended day program for instruction in ELA for students in need of AIS services will be created and take place on Saturdays, before, and after school.</li> <li>• Small group instruction will be provided by classroom teachers, IEP teacher, and ELL Teacher four days per week for 40 minutes each day.</li> <li>• Inquiry Teams will be formed to analyze student assessment data and drive instruction</li> </ul> <p>Timeline Sept - June</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget resources will be aligned to provide the following human capital and OTPS to support the instructional program in ELA. Title 1 funding for Professional Development and AIS. NYSTL software/hardware funding will be used to support supplemental programs such as Extensions in Reading, and Reading Reform. These funds will also be used for consultants such as AUSSIE and Reading Reform.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will utilize various assessment tools to determine strengths, weaknesses, and growth of students including but not limited the following:</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell running records, Reading Assessment Inventory, Teacher made exams, interim assessments)</li> <li>• Internal(school generated) benchmark assessments</li> <li>• Assessment Binders to organize, collect, and store student assessment data</li> <li>• An Inquiry Team will be formed to analyze ELA data and make recommendations for instruction</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Decrease services and or decertify 3% of our current special needs population</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>P. S. 676, Red Hook Neighborhood School recognizes that in order to ensure success for all students it will take several collaborations amongst all of the school community. Therefore, we will take the following steps to decertify 3% of our students from special education and move them into least restrictive environment:</p> <ul style="list-style-type: none"> <li>• Review and update all IEP’s quarterly and set new goals based on assessment data</li> <li>• Monthly meetings of all service providers and the classroom teacher to review instructional plans for students.</li> <li>• Professional development will be provided to all teachers regarding differentiation of instruction based on learning styles and assessment data.</li> <li>• Professional development will be provided to special education teachers regarding the writing of appropriate IEP goals</li> <li>• Professional articles will be read and discussed to inform instruction and identify best practices</li> <li>• Inquiry Teams will be formed to analyze student assessment data and drive instruction</li> </ul> <p style="text-align: center;">Timeline September to June</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staffing will include an IEP Teacher, ELL Teacher, and guidance services. Professional development will be provided for ICT classes and self contained classes.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The objective evidence we will use throughout the year to evaluate progress toward meeting our goal.</b></p> <ul style="list-style-type: none"> <li>• Assessment binders to include assessment results ( Interim Assessments in Mathematics, ELA and results of teacher made exams)</li> <li>• Student IEPs</li> <li>• Teachers using assessment data to differentiate and spiral instruction</li> <li>• Learning walks done by administration and staff to ensure and assess instruction</li> <li>• Teacher lesson plans to reflect differentiation of instruction</li> <li>• Classroom observations to ensure and assess implementation of Everyday Mathematics</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase by 10% the number of students who achieve at or above grade level on the New York State Mathematics Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>P. S. 676, Red Hook Neighborhood School recognizes that in order to ensure success for all students it will take several collaborations amongst all of the school community. Therefore, we will take the following steps to increase achievement levels in literacy:</p> <ul style="list-style-type: none"> <li>• Everyday Mathematics program for Math instruction in grades PreK – 3</li> <li>• Envision math will be piloted on grade four</li> <li>• Balanced mathematics instruction in all grades with the establishment of a mathematics instructional block in all classrooms</li> <li>• Implement Math Game Fridays in grades 3 and 4 to enrich mathematics instruction</li> <li>• Create a calendar of Professional Development offerings for staff members on a monthly basis to address areas of need based on classroom observations and student assessment results</li> <li>• Professional development in grade team meetings will focus on balanced mathematics aligned with Everyday Mathematics implementation</li> <li>• Professional articles will be read and discussed to inform instruction and identify best practices</li> <li>• Create an Inquiry Team to analyze Math data and make recommendations for instruction</li> <li>• Utilize various assessment tools to determine strengths and weaknesses of students ( Everyday Mathematics Unit Assessments, Teacher made exams, interim assessments)</li> <li>• Administer internal(school generated) benchmark assessments</li> <li>• Create Assessment Binders to organize, collect, and store student assessment data</li> <li>• Implement extended day program for instruction in Mathematics for students in need of AIS services</li> <li>•</li> </ul> <p>Timeline Sept - June</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget resources will be aligned to provide the following human capital and OTPS to support the instructional program in Mathematics. Title 1 funding for Professional Development and AIS. NYSTL software/hardware funding will be used to support supplemental programs such as Envision Math, and STARS Mathematics test Prep. These funds will also be used for consultants such as AUSSIE. Additionally, workshops will be provided for families regarding how to support their children in the areas of mathematics.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>The objective evidence we will use throughout the year to evaluate progress toward meeting our goal.</b></p> <ul style="list-style-type: none"> <li>• Assessment binders to include assessment results ( Interim Assessments in Mathematics, and results of teacher made exams)</li> <li>• Teachers using assessment data to differentiate and spiral instruction</li> <li>• Learning walks done by administration and staff to ensure and assess mathematics instruction</li> <li>• Teacher lesson plans to reflect differentiation of instruction</li> <li>• Classroom observations to ensure and assess implementation of Everyday Mathematics</li> <li>• Grades K-3 daily schedules will reflect mathematics block</li> <li>• Extended day program timed and scheduled to provide more intense support to struggling students and those who require a more enriching and challenging program (Tuesday – Friday 3:15 – 4:15 pm)</li> <li>• Grade 3 and Grade 4 state Mathematics test results</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	AIS will be provided using Wilson Foundations , Harcourt Story Town intervention, in individual and in small groups. Students will receive these services weekly throughout the school day and twice weekly during afterschool.
<b>Mathematics:</b>	AIS will be provided using Every Day Mathematics and Envision Math. Students will receive these services weekly throughout the school day and twice weekly during afterschool
<b>Science:</b>	Hands on science instruction will occur using FOSS for science investigations. Concepts will be reinforced in small group.
<b>Social Studies:</b>	AIS will use reading in the content area through Historical Fiction and Nonfiction text. Students will use role play, video, and computer software to reinforce content.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation.
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>School Nurse will provide professional development classes in Asthma and Nutrition for students and teachers.</b>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) PreK - 4      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

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

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

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

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

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

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

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**Section III. Title III Budget**

School: 676 BEDS Code: 15K676

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 253.	Leveled Libraries
<b>Educational Software (Object Code 199)</b>	N/A	(Example: 2 Rosetta Stone language development software packages for after-school program)
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$ 253</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - *At P.S. 676 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher will work with parents complete the Home Language Identification Survey. If it is determined that the student's home language is not English and that he or she speaks little or no English, the ESL teacher assesses the student with the LAB-R. A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to.*
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - *Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every month to discuss issues related on how best to meet the needs of all our students including our ELLs.*
  - *In collaboration with the parent coordinator, a series of workshops will be given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using Title III funds. During these meetings there is translation available for those parents who need it.*

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - *Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every*
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.
  - *In collaboration with the parent coordinator, a series of workshops will be given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using Title III funds. During these meetings there is translation available for those parents who need it.*
  - *Orientation meetings are scheduled for September and throughout the school year for parents/guardians of ELLs to provide information on our ESL program. The orientation for new ELL's will provide an overview of the program and option for students/parents as described per DOE*

TEMPLATE - MAY 2010

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>.
- *Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand their transfer right. Also, the ESL teacher or parent coordinator conducts any necessary follow ups to ensure program selection and other forms are returned.*

## 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:	175,037	7781	182,818
2. Enter the anticipated 1% set-aside for Parent Involvement:	1751		1751
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8752	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

- **The administration of P. S. 676 believes that teaching is a shared responsibility between home and school, with parents being our student's first teachers. We also acknowledge that research has shown that students' academic success including self esteem and a general outlook on education and life are greatly influenced b their parents and extended families' involvement in their education from pre kindergarten through high school and beyond.**
- **P.S. 676 recognizes that in order for our students to reach their maximum potential, we must provide an environment that will enable them to flourish and develop a life long lust for learning. We must institute and consistently maintain systems that will allow families and the school community to function as partners. Therefore, P.S. 676 commits to**
- **Planning, implementing, assessing and as necessary, revisiting effective parent involvement activities aimed at improving student academic achievement and school performance.**
- **Increasing the school's and parents capacity for committed and sustained parent involvement through collaborative school-parent planning, ongoing communication, and integration of parents into school activities.**
- **Informing and explaining to parents the NYC, NYS, and federal academic achievement standards students are expected to meet, how progress is measured, and provide information regarding the curriculum currently in use at the school.**
- **Provide parents with sample curriculum materials and appropriate training on their use to support children at home.**
- **Inform families of resources such as transportation and child care that may be available in order to allow them to participate in school events.**
- **Included in our Parental Involvement Policy a School Parent compact, a written agreement outlining and describing the rights, responsibilities, and commitments of the parents, the children, and the school regarding their partnership roles in helping the students realize their maximum academic and social potential.**

**P. S. 676 plans to accomplish these goals by:**

- **Convening monthly meetings of the general Parent Teachers Association and the School Leadership Team**
  - **Meetings of standing PTA committees and School Leadership Team Committees**
  - **General meetings called by the school in order to maintain open communication with the parents and monitor their concerns, interests, and needs**
- **Establish clear and consistent communication with the parents through letters, email, and phone calls to encourage regular discussion about participation I school programs, students' academic success and behavior management. This communication**

will be in alternate languages as appropriate and necessary and shall stress the importance of communication between home and the school.

- Provide parents with an alternate means of communicating with the school via a suggestion box, and an open door policy to administration.
- Provide all families with a copy of the Parent Involvement Policy in English and other appropriate languages and its inherent School –Parent Compact component.

**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.

#### **P. S. 676 School Parent compact**

**The administration, teachers, staff, and parents of P.S. 676 in support of student’s educational and social endeavors pledge commitment to fulfilling the responsibility of ensuring that all students are successful by signing the agreements stated below:**

#### **The School Agrees to:**

- Show respect for each child and his\her family, each teacher, and staff member
- Provide a safe, clean, and orderly environment
- Establish and maintain an open line of communication
- Provide teachers and staff with materials to fulfill their obligations to the students and one another.
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance.
- Involve parents in planning, reviewing, and improving Title I programs and the parental involvement policy.
- Celebrate students success
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results.

- **Provide parents with all relevant and pertinent district and department of education information.**
- **Inform parents of all school policies, procedures, and seek their support in enforcing them at school through parent reinforcement at home.**

**The Teacher Agrees To:**

- **Show respect for each child and his\her family.**
- **Provide quality instruction and leadership.**
- **Believe that all children can and will learn.**
- **Come to class prepared and positive.**
- **Give each student appropriate and immediate feedback.**
- **Enforce school and classroom rules fairly and consistently.**
- **Maintain open lines of communication between the school and families.**
- **Assign homework that is meaningful and appropriate to the grade level.**
- **Recognize each child's unique abilities and challenge him\her to reach their full potential.**
- **Provide clear progress reports to parents at reasonable intervals or as necessary to ensure each child meets grade level standards.**
- **Seek ways to involve parents in the school program and value their contribution.**

**The Student Agrees To:**

- **Show respect for my classmates, teachers, principals, school staff, parents, and myself.**
- **Attend school regularly and be on time.**
- **Believe that I can and will learn.**
- **Come to school each day prepared for learning.**
- **Complete and return all assignments on time.**
- **Follow all classroom and school rules of my classroom and school**
- **Ask questions if I do not understand assignments**
- **Work cooperatively with my classmates**
- **Respect school Property.**

**The Parent/Guardian Agrees To:**

- **Show respect for my child, his/her teacher, and the school**
- **Ensure that my child attends school regularly and on time.**
- **Discuss with my child his/her school activities daily**
- **Provide my child with the necessary and appropriate tools to complete his/her assignments in a timely fashion.**

- **Make sure my child gets adequate and appropriate nutrition and rest each day.**
- **Read to my child daily**
- **Be available to assist my child**
- **Attend all parent-teacher conferences**
- **Communicate with my child’s teacher regularly.**
- **Support the school in developing positive behaviors**
- **Support the school in implementing school policies and behaviors**
- **Seek opportunities to volunteer at my child’s school**
- **Participate in school activities and events**

## **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.

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

- ***Extended time is implemented either before or after school and on Saturdays to provide additional support in literacy and mathematics***
  - ***Instructional programs such as Harcourt Story Town, Wilson, Envision Mathematics, and Foundations have been implemented to support instruction.***
  - ***AIS services are provided as push in and pull out programs to minimize class disruption throughout the school day. Service providers meet with students in the classroom and plan with classroom teachers to support learning. Small group instruction is provided as an added AIS service to all eligible grades 3 & 4 students at the same time daily. All classroom teachers work with a small group of students in the areas of literacy and mathematics four days per week according to the skill level of the students.***
  - ***Students are supported both academically and emotionally. Instructional staff is utilized to provided academic support while the school's mental health team works in collaboration instructional staff to support emotional needs. Guidance services are provided by the guidance counselor. PBIS (Positive Behavior Intervention and Support) is implemented to encourage students to do their best. Competitions and reward systems are in place to encourage children to aim for and/or maintain 100% attendance in order to increase their academic performance. The school partners with outside agencies such as Seeds To Trees and studio in a school to provide enrichment programs for all children.***
- Instruction by highly qualified staff.
    - ***All Teachers are NYS licensed in the area that they are teaching.***
  - 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 School wide Program to meet the State's student academic standards.
    - ***Professional development for staff is provided both in the classroom and outside of the classroom to minimize teacher absence due to attendance at professional development meetings. Professional Development opportunities for administrators will be offered and through CFN#4 and utilized in the areas of Differentiated***
    - ***Instruction, Team Building, Data Interpretation, Quality Review, Chancellor's Regulations, and Inquiry Process***
  - Strategies to attract high-quality highly qualified teachers to high-need schools.
    - ***Recruitment efforts begin in the spring and continue until all vacancies are filled. A team consisted of UFT members and administration is formed to interview all candidates for teaching positions.***
  - Strategies to increase parental involvement through means such as family literacy services.
    - ***A Parent Involvement committee was formed and works in collaboration with the PTA Executive Board to schedule monthly school wide events for family participation. The school hosts Family Friday monthly to encourage parents to participate in a learning activity with their child. Parents and children have breakfast together in the classroom and the parent gets to experience how students begin their day at school. A monthly calendar and newsletter is***

***backpacked home with students to inform families of happenings around school. School messenger alerts families of special events at school via telephone.***

- 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.
  - ***Parent/Student Walk-Through, June and August Orientation sessions are provided for incoming Pre-K and Kindergarten students***
- 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.
  - ***Inquiry teams have been formed to examine the results of student assessments and to utilize these results to plan for differentiated instruction. These teams meet weekly to review assessment data then modify instruction accordingly.***
  - ***The school wide program has been developed to allow for grade team meetings during preparation periods where teachers on the same grades are able to meet with one another to plan for instruction. Inquiry teams have been formed to allow staff members to look at students data in order to facilitate differentiation of instruction in all classrooms.***
- 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.
  - ***Please see above***
- 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.
  - ***Several community based organizations are partnered with the school to address both academic and social/emotional issues of students and their families. The school houses good shepherd services which acts as a liason between the school and the community. Additionally, the school has been awarded a grant to address health and wellness within the school and the community of its immediate surroundings.***

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

### ***Explanation/Background:***

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			175,037.	x	
Title I, Part A (ARRA)	Federal	x			7781.	x	
Title II, Part A	Federal	n/a					
Title III, Part A	Federal	x			253.	x	
Title IV	Federal	n/a					
IDEA	Federal	x			185,625.	x	
Tax Levy	Local	x			921,351.	x	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

2. Use program resources to help participating children meet the State standards. ( See page
3. Ensure that planning for students served under this program is incorporated into existing school planning.
4. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - Help provide an accelerated, high –quality curriculum, including applied learning; and
  - Minimize removing children from the regular classroom during regular school hours;
5. Coordinate with and support the regular educational program;
6. Provide instruction by highly qualified teachers;
7. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
8. Provide strategies to increase parental involvement; and
9. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - *We currently have no students in temporary housing.*
2. Please describe the services you are planning to provide to the STH population.

### **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**

<b>School Name:</b>	RED HOOK NEIGHBORHOOD SCHOOL						
<b>District:</b>	15	<b>DBN:</b>	15K67	<b>School</b>		331500010676	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5		9		Ungrade
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		11	18				NR
Kindergarten		16	21				
Grade 1		31	21	<b>Student Stability - % of Enrollment:</b>			
Grade 2		34	42	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		47	39				86.4
Grade 4		0	44	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5		0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		0	0			81.5	86.8
Grade 7		0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		0	0				12
Grade 10		0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11		0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		0	0				3
Ungraded		1	0				
Total		140	185				
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		19	21	Principal Suspensions			5
# in Collaborative Team Teaching (CTT)		18	21	Superintendent Suspensions			7
Number all others		3	7				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		17	TBD				18
# ELLs with IEPs		10	TBD	Number of Teachers			
				Number of Administrators and Other Professionals			3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			6

Overage Students (# entering students overage for				Teacher Qualifications:			
	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
(As of October 31)			0	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			94.4
American Indian or Alaska Native		0.7	1.6	% core classes taught by "highly qualified" teachers			100.0
Black or African American		49.3	54.1				
Hispanic or Latino		38.6	41.1				
Asian or Native Hawaiian/Other Pacific		2.9	3.2				
White		5.7	0.0				
Male		53.6	54.1				
Female		46.4	45.9				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First 110</b>	District <b>15</b>	School Number <b>676</b>	School Name <b>Red Hook Neighborhoo</b>
Principal <b>Rochel Brown</b>		Assistant Principal <b>Karin Miller</b>	
Coach <b>TBD</b>		Coach <b>TBD</b>	
Teacher/Subject Area <b>Rossy Crisostomo-Abreu</b>		Guidance Counselor <b>Ms. Lizard</b>	
Teacher/Subject Area <b>Stephen Greco</b>		Parent <b>Maria Estrada</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Eduardo Martinez</b>	
Related Service Provider <b>Lisa Robin</b>		Other <b>Chelsea Chen</b>	
Network Leader <b>Charlene Smith</b>		Other <b>Camilla Holmes</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>167</b>	Total Number of ELLs	<b>23</b>	ELLs as Share of Total Student Population (%)	<b>13.77%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At P.S. 676 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher have parent complete the Home Language Identification Survey. If it is determined that the student's home language is not English and that he or she speaks little or no English, the ESL teacher assesses the student with the LAB-R.

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand their transfer right. Also, the ESL teacher or parent coordinator conducts any necessary follow ups to ensure program selection and other forms are returned.

After examining the parent choice surveys from last year, it is clear that the large majority of parents who have children eligible for ESL services choose to have their children in a freestanding ESL program.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	4	5	5	6									23
<b>Total</b>	3	4	5	5	6	0	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18		7	5		2				23
<b>Total</b>	<b>18</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
<b>TOTAL</b>	<b>0</b>													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	4	6									17
Chinese	1	2	2	1										6
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	4	5	5	6	0	0	0	0	0	0	0	0	23

# 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.

Our ESL student population is served by one full time ESL teacher using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, teacher- assistants and/or peers to express understanding and ask for clarification. In most cases bilingual “buddy; students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup. Our long term ELLs are all in the 4th grade. They will meet the same standards as the rest of the students in the same grade. They are serve under the belief that each student progress at his/her own rate through the language acquisition process. We use a Response to Intervention (RTI) approach to provide high quality intervention that matches each student’s needs. Our primary goal with these subgroups is to develop CALP so that they can achieve mastery of reading, writing, listening, and speaking skills for application in the academic content areas.

At our school 45% of ELLs’ (9) have Individualized Education Plans (IEP). Some of these students are in CTT(collaborative team teaching) classes and others are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), and the ESL teacher as prescribed by their IEP.

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

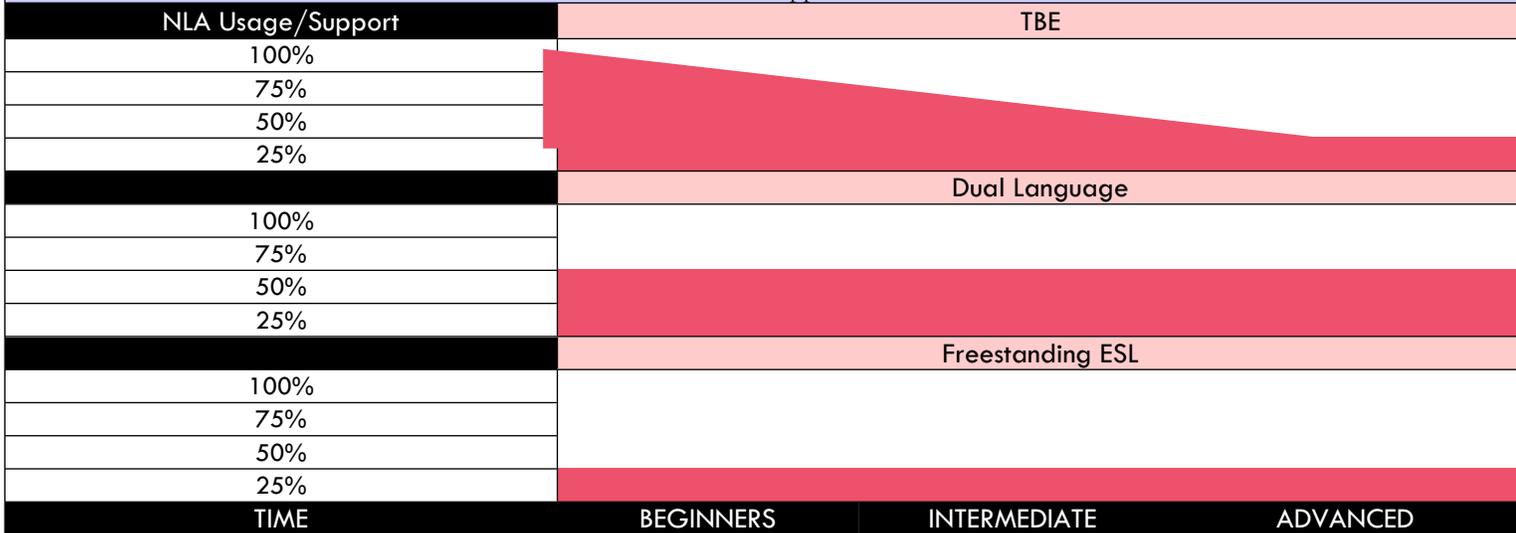
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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.



### 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?

As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs such as project read and project math. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions.

**Targeted intervention for ELLs**

Teachers use scaffolding techniques in their classrooms to accommodate the ELL population, and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. The ELL population of The Red Hook Neighborhood School is given equal access to all programs. English Language Learners are invited to participate in project read and project math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks. Native language support is delivered through the use of dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student native language. The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. The ESL teacher works closely with the technology teacher to help differentiate instruction for those newly arrived students who are struggling with the language. We will have in place an early start program for these students in order for them to feel more at ease as the beginning of the school year. All students in P.S. 676 including the ELLs are taught to be critical thinkers, technologically savvy and to appreciate and understand other perspective of cultures. We are preparing them to meet the challenges of the 21 century.

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

Professional development is specifically tailored to meet the needs of the ESL teacher and the entire school staff. There are many workshops and professional developments courses offered by the office of English Language Learners and BETAC (Bilingual/ESL Education Technical Assistance Center) which focus on differentiated instruction, the 7.5 hours of ESL training as per Jose P. and other relevant themes though out the year . Professional development is conducted on a monthly basis through lunch and learn, during weekly workshops and grade conference meetings. These workshops are provided by mentor teachers, the assistant principal and principal as well as professional consultants throughout the year. These trainings are another opportunity for all teachers to receive training geared toward the specific needs of our ELL population. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. This data is then used to map out instructional strategies that are geared toward individual, small group, whole class, and differentiated instruction for all English Language Learners. Staff will also receive professional development for the Story Town Literacy Program. This program uses a ninety minute block to teach the readers and writers workshop model. This program will also provide systemic supplement of professional development based on proven methods of early detection and on English Language Learners intervention and support program. In addition, the ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. The ESL teacher offers support and suggestions to classroom teachers on a needed basis.

**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?

Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every month to discuss issues related on how best to meet the needs of all our students including our ELLs.

In collaboration with the parent coordinator, a series of workshops will be given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using Title III funds. During these meetings there is translation available for those parents who need it.

Orientation meetings are scheduled for September and throughout the school year for parents/guardians of newly enrolled ELLs to provide information on our ESL program. The orientation for new ELL's will provide an overview of the program and option for students/parents as described per DOE video for ELLs. The ESL teacher will work closely with the parent coordinator to provide support to the parents of all ESL students throughout the school year. A number of informational meetings will be held throughout the year and culminating by April 2011 for all our parents including those parents of ELLs on standards, assessments, effort required of all the students to improve their performance on tests, and what way school-home connection can help with this crucial task. Meetings will also be held during the month of April to acquaint parents with NYSESLAT. The ESL teacher, Administrators and the parent coordinator will make combined efforts to encourage more and more parents to get involved in our school.

Our school has the privilege of attracting resources from in and outside of the community such as groups involved in conflict resolution, mediation, art, Physical Activity Program etc. Parents of ELLs are always encouraged to join these meetings and workshops.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	4	4	2	2									14
Intermediate(I)				1										1
Advanced (A)	1		1	2	4									8
Total	3	4	5	5	6	0	0	0	0	0	0	0	0	23

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

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

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

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

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

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

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

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

- 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 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?

with teachers ongoing assessments are use to drive instruction. The data also shows that our newcomer ELLs progress rapidly from beginning to the intermediate level in their language acquisition as measured by the NYSESLAT. These students continue to receive instruction that target all modalities.

We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly on-going assessment.

### 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.

Most of the students(45%) who took the NYSESLAT in spring 2010 either scored proficient or increased their performance level from intermediate to advanced. We will continue to provide support to all ELLs including those who scored proficient.

## 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		