



19K677

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K677

ADDRESS: 605 SHEPHERD AVENUE BROOKLYN, NY 11208

TELEPHONE: 718-272-6075

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K677 **SCHOOL NAME:** East New York Elementary
School of Excellence

SCHOOL ADDRESS: 605 Shepherd Avenue Brooklyn NY 11208

SCHOOL TELEPHONE: 718-272-6075 **FAX:** 718-272-6257

SCHOOL CONTACT PERSON: Judy Touzin **EMAIL ADDRESS:** jtouzin@schools.
nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Shondel Fraser and Darlene Settles</u>
PRINCIPAL:	<u>Judy Touzin</u>
UFT CHAPTER LEADER:	<u>Elvin Padilla</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Darlene Settles</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>NA</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **CFN:** CFN 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Dr. Nicole Williams

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
Judy Touzin	*Principal or Designee	
Elvin Padilla	*UFT Chapter Chairperson or Designee	
Darlene Settles	*PA/PTA President or Designated Co-President	
Aysha Gourdine	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Shondel Fraser	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Nikki Lucas	Member/Parent	
Karen Currency	Member/Parent	
Virgen Lopez	Member/Parent	
Melissa DelGaudio	Member/UFT Teacher	
Natalie Sepulveda	Member/UFT Teacher	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The East New York Elementary School of Excellence (**ENYESE**) is an elementary school in our second year serving students in Pre-Kindergarten to fourth grade. We are one of four schools housed in the PS/IS 72 complex in the East New York section of Brooklyn.

Our mission is to create an environment where the collaboration between our families, our staff and our community enables us to provide our students with the academic and social emotional resources they need in order to excel. Each student that graduates from the East New York Elementary School of Excellence will possess the knowledge, skills, and commitment to succeed in all academic endeavors and to make positive contributions to his or her local and global community.

Students at **ENYESE** receive a quality educational experience. Students receive instruction in the core subjects of reading, writing, math, science, and social studies, and have opportunities to study visual arts, dance, music, and technology weekly.

As a school, we are committed to providing students with direction and teaching them the power of their choices and their voices. Each student at **ENYESE** will have the opportunity and the responsibility to participate in grade appropriate service and advocacy projects at certain points throughout the year. Students identify problems within the class, school, or local community and work together to determine how they will work to address them.

At **ENYESE**, we believe our work is only as effective as the partnership that we build and sustain with our families. We have been working on increasing our family engagement since the start of the year.

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.

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

School Name:		EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE					
District:	19	DBN:	19K677	School BEDS Code:	331900010677		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
K	√		4	8		12	
1	√		5	9		Ungraded	
2		√		6		10	
Enrollment (As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended:			
Pre-K			27	2007-08	2008-09	2009-10 (As of June 30)	
Kindergarten						TBD	
Grade 1			72			Student Stability - % of Enrollment:	
Grade 2	72		2007-08	2008-09	2009-10	(As of June 30)	
Grade 3			76			TBD	
Grade 4				0			
Grade 5			0			Poverty Rate - % of Enrollment:	
Grade 6	0		2007-08	2008-09	2009-10	(As of October 31)	
Grade 7			0			91.5	
Grade 8				0			
Grade 9			0			Students in Temporary Housing - Total Number:	
Grade 10	0		2007-08	2008-09	2009-10	(As of June 30)	
Grade 11			0			TBD	
Grade 12				0			
Ungraded			0			Recent Immigrants - Total Number:	
Total	316		2007-08	2008-09	2009-10	(As of October 31)	
0							
Special Education Enrollment: (As of October 31)			2007-08	2008-09	2009-10	Suspensions (OSYD Reporting) - Total Number:	
# in Self-Contained Classes	0					2007-08 2008-09 2009-10 (As of June 30)	
# in Collaborative Team Teaching (CTT) Classes	5					TBD Principal Suspensions	
Number all others						TBD Superintendent Suspensions	
<i>These students are included in the enrollment information above.</i>							
2007-08		2008-09		2009-10		(As of October 31)	
0						CTE Program Participants	
0						Early College HS Program Participants	
English Language Learners (ELL) Enrollment: (BESIS Survey)			2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes			0			Number of Staff - Includes all full-time staff:	
# in Dual Lang. Programs	0		2007-08	2008-09	2009-10	(As of October 31)	
# receiving ESL services only		19		TBD		Number of Teachers	

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?

Trends:

School culture: There are too many scholars going to the store right before arrival which significantly impacts our percentage of late scholars. Our attendance rate for this current school year has steadily declined, although it is significantly better than last year's attendance rate of 88.8%.

Assessment and Instruction: State assessment results from last year showed that only 35% of the 3rd grade scholars who took the state math assessment last year were proficient or advanced. A careful review and analysis of the data revealed that most scholars struggled with problems that required a solid understanding of number sense (addition, subtraction, multiplication and division number stories) and that many had a difficult time explaining their thinking or showing their work on the day two portion of the assessment.

Accomplishments:

School culture: Fewer scholars are walking out of the classroom and there is less running in the halls, which were both key features of last school year's environment. Overall the building is much quieter and has a calmer climate. More scholars are wearing uniform. The attendance rate is better except for the month of January. Arrival is more organized, smoother, and faster. Scholars are internalizing the values (R-E-S-P-E-C-T) more. There is an increase in family school communication due to the behavior logs. The main office has been transformed. There are more engaged assemblies and community circles. The school store has been more effective this year.

Assessment and Instruction: 78% of our Kindergarten scholars are currently reading on or above grade level.

Family and Community Engagement: "The PTA meetings have been phenomenal" (as stated by the PTA president and the PTA store is profitable).

Aids to continuous improvement:

- Learning Leaders-increasing their support and presence in the classroom
- Consistent school store schedule
- Consistency with the behavior tracking system
- Increased instructional materials (Making Meaning, Being a Writer, guided reading resources)

Barriers to continuous improvement:

- Logistics of shared space pose a challenge to creating and maintaining our desired school culture
- School behavior tracking system does not have the same significance for scholars at lunch and at specials as in the main classroom with their educators
- Lack of instructional resources and support personnel due to being under projected and therefore underfunded- many more scholars need at –risk services

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.

Rock #1 School Culture

Goal 1: We will create a school culture that will provide a safe and orderly environment for scholars to learn and educators to teach. This will result in at least a 3.0% drop in our school wide suspension rate from the 2009-2010 school year.

Rock # 2 Assessment and Instruction

Goal 2: Our goal is to increase the percentage of fourth grade students who are proficient or advanced in mathematics. NYStart data from the 2009-2010 school year indicates that 35% of our scholars were proficient or advanced in mathematics. Assessment results for the 2010-2011 school year will demonstrate an increase of at least 10% in proficiency.

Rock #3 Family and Community Engagement

Goal 3: We will establish a strong partnership with our families and the community that we serve, by increasing their participation in school events. Our greatest measure will be the results from the Learning environment survey that will be completed by our families. By June 2011, our goal is to have 70% or greater family participation in the completion of the learning environment survey, which will represent a 16% increase from our results for the 2009-2010 school year.

Goal 4: The non-published progress report for the 2009-2010 school year reflects an attendance rate of 88.8%, a rate which is significantly below even the minimum on the horizon (89.2%). Our goal is to have a yearlong attendance average of 93% or greater, which will represent a 3.2% increase and place us within the 50th percentile of our peer horizon.

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): School Culture: Suspensions

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will create a school culture that will provide a safe and orderly environment for scholars to learn and educators to teach. This will result in at least a 2.54% drop in our school wide suspension rate from the 2009-2010 school year. Year end suspension data will reveal a suspension rate of 7% or less, which will represent a decrease of 2.54%, putting us within range of the criterion.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Our school wide stoplight system, inclusive of clear and enforceable expectations for student conduct in all classrooms and throughout the school, has been revised. Scholars now receive an “auto-red” for the two most dangerous persistent behavior concerns from the 2009-2010 school year: walking out of supervised spaces without permission and fighting. Both behaviors now warrant red without the possibility of working your way back up, which exists for other behaviors and carry detention minutes. Detention is served on Fridays at sessions called Responsibility Fridays. • Routines, instructional practices, and learning environment will be consistent across classrooms and matched to meet grade level expectations. • Guidance staff will work to support educators’ efforts using the Pre Referral intervention Manual to identify strategies to use to address challenging and/or persistent behaviors. Students who are considered “frequent fliers” may be presented for discussion and intervention during our weekly Scholar Study Team Meetings. • As part of establishing a culture of positive discipline, we will recognize students throughout the school that have met or exceeded our behavioral and academic expectations during our “Examples of Excellence” assemblies held at the end of each month. • Resources obtained from our network (CEIS –coordinating early intervening services-grant) will be used to develop and implement a peer mediation program as well as allow us to bring in Educators for Social Responsibility to teach constructive conflict resolution.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> Resources obtained from our network (CEIS –coordinating early intervening services-grant) will be used to develop and implement a peer mediation program as well as allow us to bring in Educators for Social Responsibility to teach constructive conflict resolution.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Suspension data will be tracked through OORS, the Online Occurrence Reporting System. Such data will be pulled and reviewed each quarter to see what our percentage is in relation to our gal for the 2010-2011 school year.</p> <p>Weekly data that details which students are serving detention during Responsibility Fridays will be collected. The data will be analyzed to determine if there are patterns and trends related to students who are in detention, the behaviors they are receiving detention for, and the overall effectiveness of the weekly detention program as a means of extinguishing the unwanted behaviors.</p> <p>Our “Peace Balloons” Bulletin Board reflects the number of peaceful, fight free days in the school. Balloons are added to the board only if each class in the school had a peaceful, fight free day.</p>

Subject/Area (where relevant): Assessment and Instruction: 4th Grade Math Results

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to increase the percentage of fourth grade students who are proficient or advanced in mathematics. NYStart data from the 2009-2010 school year indicates that 35% were proficient or advanced in mathematics. Assessment results for the 2010-2011 school year will demonstrate an increase of at least 10% in proficiency.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Following each assessment period, results will be analyzed by teachers, lead administrator, and staff developer to determine student(s) strengths, weaknesses and trends. The results will be used to develop instructional action plans and to set quarterly proficiency targets. We will measure our growth towards our goal using the results from the Acuity predictive assessment administered in January. At least 45% of our 4th grade scholars will be predicted at a level 3 or level 4 for the 2011 state math assessment.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Two full time AIS providers have been added to the staff</p> <p>Resources from the 2010-2011 budget have been used to purchase resources (Making Meaning and Being a Writer) to ensure a more coherent effective tier I educational experience for scholars. Additionally, resources have been purchased (Leveled Literacy Intervention System) to support the implementation of tier II instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly walkthroughs will indicate that teachers are using assessment data to plan and differentiate instruction. Each scholar will have made progress from one assessment cycle to the next. Capture sheets from inquiry meetings will reflect the implementation of the inquiry cycle resulting in student growth. Acuity results (diagnostic and predictive) will be reviewed and used to monitor and drive progress.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To establish a strong partnership with our families and the community that we serve, by increasing their participation in school events. Our greatest measure will be the results from the Learning environment survey that will be completed by our families. Our goal is to have 70% or greater family participation in the completion of the learning environment survey, which will represent a 16% increase from our results for the 2009-2010 school year.</p>												
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Our family coordinator will work to assess family concerns and interests at our first family meeting (held Saturday, August 28, 2010) and throughout the year. She will use this information to plan family/community events that address these interests. We will schedule one major event each quarter. Resources that will be used to meet these goals are Title 1 Parental Involvement resources.</p> <p>In addition, we will continue to mail home our monthly family calendar. The calendar always upcoming events as well as suggested ways to be more involved. We will partner with the DOE translation department to ensure that we are able to send the calendar home in English and in Spanish monthly.</p>												
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>School Messenger</p> <p>Family Coordinator position-Our family coordinator, Zareta Ricks will be largely responsible for tracking our progress towards our goal and ensuring the timely communication to families concerning our events.</p> <p>Per session opportunity for ESL and GED instruction for families</p>												
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be measured using family attendance information as well as feedback forms that our families will complete. We will track attendance to ensure steady growth at each function towards our goal of 70%.</p> <p>We have already begun tracking attendance data at key functions (see table below).</p> <table border="1" data-bbox="732 1206 2001 1451"> <thead> <tr> <th>Function</th> <th>Date</th> <th>Purpose</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>ENYESE Family Orientation Year 2</td> <td>8/28/10</td> <td>To introduce /re introduce ENYESE to families and share policies and goals for 2010-2011 school year</td> <td>124 families representing more than 200 ENYESE scholars.</td> </tr> <tr> <td>ENYESE</td> <td>10/14/10</td> <td>To allow families to</td> <td>71 families</td> </tr> </tbody> </table>	Function	Date	Purpose	Attendance	ENYESE Family Orientation Year 2	8/28/10	To introduce /re introduce ENYESE to families and share policies and goals for 2010-2011 school year	124 families representing more than 200 ENYESE scholars.	ENYESE	10/14/10	To allow families to	71 families
Function	Date	Purpose	Attendance										
ENYESE Family Orientation Year 2	8/28/10	To introduce /re introduce ENYESE to families and share policies and goals for 2010-2011 school year	124 families representing more than 200 ENYESE scholars.										
ENYESE	10/14/10	To allow families to	71 families										

	Curriculum Night		visit their scholars' classroom to hear more about the instructional program and goals for the 2010-2011 school year; to complete an expedited election for our PTA.	
	ENYESE Family School Conferences	11/16/10	To share scholar progress to date with respective families	72% of our families attended our family school conferences. We believe this is a solid indication that we will meet or exceed our goal of 70% completion of the learning environment survey because we distribute them during our spring conferences and encourage families to submit them before leaving for the evening.

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

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	4	1	0	0	2			
1	17	12	0	0	4			
2	28	15	0	0	8			
3	21	12	0	0	2			
4	27	21			4			
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>We are currently using the RTI breakdown for ELA AIS services. AIS providers are using Fountas and Pinnell LLI, Voyager, Ear-robics or teacher created materials to give students targeted instruction. Students receive targeted instruction in phonics, phonemic awareness, fluency, vocabulary or comprehension. Some students may receive targeted instruction in any combination of the five reading strands. Instruction is delivered in small groups, one-on-one and push-in; based on student need. The frequency ranges from twice to five times per week during the school day as well as during extended day.</p>
<p>Mathematics:</p>	<p>We are currently using teacher created material for math intervention. Instruction is delivered in small groups, one-on-one and push-in; based on student need. The frequency ranges from twice to five times per week during the school day as well as during extended day. * We are currently researching math intervention programs/materials.</p>
<p>Science:</p>	<p>Hands on science learning experiences in the class and with a science cluster offered three days a week</p>
<p>Social Studies:</p>	<p>Scholars that require support will be placed in project based groups that last for a four to six week period where they learn research and presentation skills while mastering grade specific content.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our guidance counselor will provide at-risk counseling in 6-week cycles. The cycles will require a pre-, mid, and post survey that must be completed by the classroom teacher and staff members who have consistent interactions with the student. The surveys will be used to assess the student's progress. The sessions will consist of role-playing, biblio-therapy, play-therapy, group discussions, and the use the arts.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School psychologist will assist with the creation of behavior intervention plans for scholars who are presented to the scholar study team</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker will offer support to the families of scholar selected for scholar study as needed (counseling, financial aid etc.)</p>

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 **Not Applicable**

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget **We will not receive Title III Funding because we have fewer than 35 ELL students at ENYESE**

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

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:	376,298	31,125	407,423
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,762.98	311.25	4,074.23
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,814.90	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,629.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
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. One teacher is out of license area. She will be reassigned as soon as a suitable educator is hired to fill her position.

* 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**.

The School Agrees To:

- Show respect for each scholar and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning, for the entire ENYESE community;

- Establish an atmosphere conducive to open, regular communication among educators, scholars and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations to the scholars and one another;
- Clearly communicate performance expectations to the educators and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between family and the educators;
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual scholar's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 families to inform them of the Title 1 program and their right to be involved;
- Give families and scholars opportunities to participate in school governance;
- Actively involve families in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide families with information about all programs;
- Clearly communicate expectations for scholar performance to the families and provide them with scholar profiles and assessment results;
- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators and the families through: parent-teacher conferences; students progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Teacher Agrees To:

- Show respect for each scholar and his/her family;
- Provide quality teaching and leadership;
- Believe that each scholar can learn;
- Recognize each scholar's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;

- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignment so not exceed time limits;
- Give each scholar corrective, constructive and encouraging feedback;
- Celebrate each scholar's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the scholar and his/her family;
- Provide full and clear classroom expectations to each scholar and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the scholar meets grade standards;
- Seek ways to involve families in the school program and value their contribution.

Teacher's Signature

Date

The Scholar Agrees to:

- Show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set my educators and the Department of Education;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my family all notices and information received by me from my school every day.

Student's Signature

Date

The Family Agrees To:

- Show respect for my child, his/her educators and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

Family Member's Signature

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See NEEDS ASSESSMENT section above (p. 9)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

Consolidating the funds has allowed us to maintain smaller class sizes (i.e classes of less than 25 scholars across from 2nd through 4th grade).

3. Instruction by highly qualified staff.

Consolidated funds will help support two AIS positions by highly qualified educators

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

6. Strategies to increase parental involvement through means such as family literacy services.
We have implemented an adult ESL program to help foster increased student achievement by enabling families to better support student learning at home.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Additional resources have allowed us to create more per session opportunities for classroom teachers to plan, instruct, assess, analyze data, and reteach-activities which all promote increased student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Implementation of our scholar study team that allows at-risk scholars to be identified and supported immediately. Support is provided by the classroom teacher or by one of our two AIS providers, both of whose positions have been made possible through the conceptual consolidation

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			316,090	✓	14, 18
Title I, Part A (ARRA)	Federal	✓			30,814	✓	14, 18
Title II, Part A	Federal	N/A					
Title III, Part A	Federal	N/A					
Title IV	Federal	N/A					
IDEA	Federal	✓			77,284	✓	14, 18
Tax Levy	Local	✓			1,700,890	✓	14, 18

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.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have a total of 14 students in Transitional Housing.

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

East New York Elementary School of Excellence (19K677) is committed to assisting and servicing its students and their families in transitional housing. A committee has been set up to address the needs of STH. The committee will consist of the Administration, Guidance Counselor, Pupil Accounting Secretary, Parent Coordinator and School Aide. The needs of the students and their families will be assessed on an individual basis. The needs of students will be determined through conferences between the parents/guardians and the school counselor. East New York Elementary School of Excellence will use Title I funds to equip students with **school supplies** and basic necessities. The school will also ensure that students in temporary housing will receive a **free breakfast and lunch**. **Academic support and intervention will also be provided for the students by members of the academic support team which may include the IEP teacher, AIS provider, staff developer, and ESL teacher.** The school counselor will be readily available to meet the social and emotional needs of the student, **providing at-risk counseling to scholars in temporary housing on a weekly basis.** The school counselor will also be available as an advocate to ensure that the rights of the student under the McKinney-Vento Act are respected. Students in transitional housing and their families will be given opportunities to be partnered with agencies in our community that may support them in finding permanent housing and provide additional counseling and academic support.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE						
District:	19	DBN:	19K677	School	331900010677		

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		27	33				NR
Kindergarten		69	96				
Grade 1		72	85				
Grade 2		72	75				
Grade 3		76	57				85.5
Grade 4		0	88				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				91.5
Grade 8		0	0				86.5
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				19
Grade 12		0	0				
Ungraded		0	2				
Total		316	436				0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	10	Principal Suspensions			16
# in Collaborative Team Teaching (CTT) Classes		5	18	Superintendent Suspensions			11
Number all others		20	21				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only		19	TBD
# ELLs with IEPs		1	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers			25
Number of Administrators and Other Professionals			4
Number of Educational Paraprofessionals			6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			32.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.3	0.2	% core classes taught by "highly qualified" teachers	100.0		
Black or African American		63.3	69.0				
Hispanic or Latino		30.1	26.6				
Asian or Native Hawaiian/Other Pacific		2.2	2.3				
White		2.2	1.8				
Male		48.7	45.9				
Female		51.3	54.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	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 Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 606	District 19	School Number 677	School Name ENYESE
Principal Judy Touzin		Assistant Principal Jubilee Mosley	
Coach Antoinette Jenkins		Coach	
Teacher/Subject Area Ada Vaca, ESL Teacher		Guidance Counselor Elvin Padilla Jr.	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Zareta Ricks	
Related Service Provider Sarah Bert		Other	
Network Leader Victoria Armas, Language		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	438	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	5.71%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

The East New York Elementary School of Excellence (ENYESE/PS 677) is located on Shepherd Ave. in the East New York section of Brooklyn. ENYESE is a new school that is in its first year of existence. There are approximately 438 students spread across 6 grades, pre-k-4th grade. There are 2 pre-k classes, 4 Kindergarten classes, 4 first grade classes, 3 second grade classes, 3 third grade classes, and 4 fourth grade classes. There are approximately 18-27 students in each general education class. There are 25 students being served by the ESL teacher during the 2010-2011 school year. All students are of Hispanic or Haitian heritage.

At P.S. 677, we have a thorough process for identifying ELL's. As the school year begins, parents register their children. Upon registration, they fill out a form called the "Home Language Identification Survey". The bilingual spanish, school secretary, Ana Velez along with the ESL teacher, Ada Vaca, give the parent an informal interview in English and in the native language, if spanish. Mrs. Vaca, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LAB-R test. The Spanish LAB-R is given to students whose only language is Spanish. This test is administered by Mrs. Ada Vaca, the ESL/Bilingual Spanish speaking teacher.

In order to identify students who are already ELL's, a computerized report known as the RLAT and RNMR are retrieved from ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are where they should be. Another process to identify potential ELL's, is to look through their cumulative folders in all grades K-4. The HLIS forms are signed by the LAB-R coordinator and is then designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains on file in the ESL classroom. If there is a potential ELL to be LAB-R tested, they are done so within 10 days of registration.

In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.

After all the ELL's have been identified for the school year, the following steps take place to ensure that parents understand all three program choices available to their child. First, a parent orientation meeting is held after the completion of the LAB-R. A parent invitation is sent home in English and the parents' native language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The meeting is held in the ESL or computer lab room. A television with DVD player is used for the showing of the parental choice video. A breakfast is offered for the parents. Translators are present to translate in the parent's native language. The translators are from our staff or supplied by the Department of Education. Once the parents arrive, an agenda and parent brochures are distributed to them. They also sign in and identify their child's.

Once the video is complete, the 3 programs are explained in depth. The parents choose which program they desire as their 1st, 2nd, and 3rd choice. The ELL orientation meeting is continuously held until all parents have signed and submitted a parental choice form.

Upon the completion of LABR testing and parental meetings, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, and Placement letters are sent home via the student. Copies of all letters are kept and placed in binders. The placement letters are sent after the parent signs the parental choice form and chooses the program for their child.

Since P.S. 677 is a new school, this is the first year in which parents of ELL's choose a program for their child. After reviewing the Parent Survey and Program Selection forms thus far, the trend in the selection of a language program is a free standing ESL program. Out of the 25 ELL's, all parents have chosen ESL as a 1st choice. The ESL program model offered at our school is aligned with parent requests.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	6	6	5	4	7									21
Total	6	6	5	4	0	0	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	0	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	25	2	1	0	0	0	0		0		25
Total	25	2	1	0	0	0	0	0	0	0	25

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	6	5	4	0	15								

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
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	6	5	4	6									23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1				1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	3													3
Other														0
TOTAL	6	6	5	4	7	0	28							

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 instructional program for our ELL students is a pull out program serviced by 1 licensed ESL teacher, Mrs. Ada Vaca. The students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS ESL and ELA standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments.

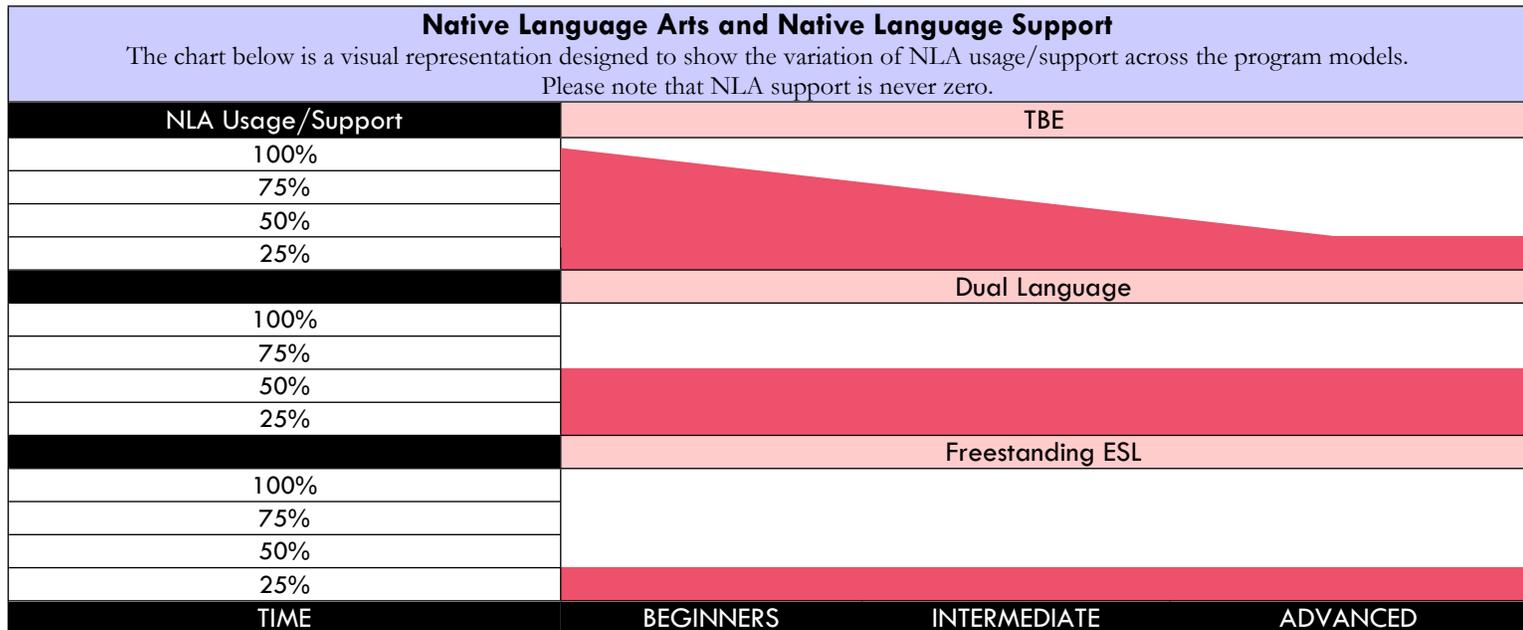
Beginner and intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 25 ELL's are divided into 5 groups, all by grade level with multiple proficiency levels. Differentiation then occurs within the ESL lesson and classroom. The type of program P.S. 677 uses is the pull out program. The ELL teacher's program is designed not to pull students while they are at lunch.

If a push in model was to take place, it would be more beneficial for intermediate and advanced students who have secure BICS skills and

are beginning to develop CALP skills. Beginning students will require specialized BICS, language development instruction outside of the mainstream classroom. The co-teaching approach that would be implemented is parallel teaching. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously. This allows more supervision by the teacher or more opportunity to respond. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels. SIFE students are placed with the kindergarten group in order to facilitate the beginning steps of reading including alphabet and sound recognition. . Students that have been in U.S. schools less than three years receives constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. ELL's who have been in the country three years or longer are taught reading skills and strategies to help them on their state exams. Students with special needs are in small groups for one on one attention. Special attention is focused on their IEP's for individual lesson planning.

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

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



B. Programming and Scheduling Information--Continued

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

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. ESL teachers also use the Spanish-English cognates/cognados during instruction as needed.

Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English. This program is designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated a variety of instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

We do not offer a bilingual, dual language or 2-way program at this time; therefore, the only time ELL students are assessed in two languages is when the English LAB-R indicates that the student may be dominant in their native language. At that time, the LAB-R will be administered in the ELL student's native language.

The targeted intervention program P.S.677 offers is the extended day program. This program is held Monday through Friday from 2:20-3:00 PM. ELL's first through third grade are involved in the program. Literacy with a concentration in phonics, and numeracy skills are taught. Since PS 677 is still in the early planning stages, a Saturday program will soon be implemented for the third grade ELL's. During this

time they will learn reading and writing strategies to achieve a passing level on state tests. Currently, there is no after school program. Native language support is given to student s by supplying them with bilingual books, in Spanish and English. Also, during state tests, bilingual dictionaries are supplied to students.

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

Not applicable

D. Professional Development and Support for School Staff

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

Professional Development and Support to School Staff

ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students. They will learn to understand that:

- ELL student's cognitive/academic development is enhanced when the use of multicultural literature is utilized in English and the native language.
- Effective instruction is present when the individual learning style is considered.
- The promotion of the interrelationships across disciplines enhances cognitive development in the native language and English. The teachers will be involved in staff development once a month for 45 minutes.

The ESL teacher, Mrs. Vaca attends professional development once a month provided by BETAC at CUNY. She recently attended a workshop series provided by Victoria Armas, our Network ESL Facilitator

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?

During Open House on October 7th, 2010 an orientation session for parents of ELL students took place in the technology lab from 6-8PM. Parents viewed a video in Spanish, which provided information on the types of ELL programs available for their children. A question and answer session followed, in which parents were given pamphlet that describes the ESL program. Parents were asked to complete a selection form to indicate their choices of ELL programs. All information is available to parents in both Spanish and English. Mrs. Vaca, the ESL Coordinator, Ms. Ricks, the Parent Coordinator, and Mr. Delgaudio, the bilingual Technology Teacher, provided general support for the parents. Also, during parent teacher conferences, parents are provided translators to assist in these progress meetings.

The staff at P.S. 677 will continue to support parents of ELL students and offer counseling on a daily basis. ELL parents are invited to be part of the Parents Association. Parent workshops are offered for all parents with interpreters to support the monolingual parent. All school family activities are designed to include all parents of the P.S. 677 community. ELL parents will participate in literacy and numeracy workshops that are provided for the entire school.

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)	3	2	2	1	3									11
Intermediate(I)	0	4	1	2	3									10
Advanced (A)	0	0	2	1	1									4
Total	3	6	5	4	7	0	0	0	0	0	0	0	0	25

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

The East New York Elementary School of Excellence is located in the East New York section of Brooklyn. Our school has developed a free-standing English as A Second Language program to meet the needs of ELL’s in regular and special education classes. The program serves students from grades K-4. It operates on a “pull out” basis that provides ELL students additional support in the acquisition of literacy and language skills.

We have 25 ELL students that are divide as follows: 3 kindergarten students, 6 first graders, 5 second graders, 4 third graders and 7 fourth graders . The ELL teacher, Mrs. Ada Vaca, has identified 5 ELL groups. Instruction is designed to cover beginning, intermediate, and advanced levels of ESL based on the NYSESLAT and LAB-R scores. Students are grouped according to levels and grades.

By reviewing the data patterns across proficiency levels on the LAB-R, NYSESLAT, and academic grades, it is revealed that students

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/15/11
	Assistant Principal		2/15/11
	Parent Coordinator		2/15/11
	ESL Teacher		2/15/11
	Parent		2/15/11
	Teacher/Subject Area		2/15/11
	Teacher/Subject Area		2/15/11
	Coach		2/15/11
	Coach		2/15/11
	Guidance Counselor		2/15/11
	Network Leader		2/15/11
	Other		