



**THE ACADEMY OF TALENTED SCHOLARS
PS 682K**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 20/ K/ 682

**ADDRESS: 50 AVENUE P, BROOKLYN N.Y. 11204
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 682 **SCHOOL NAME:** The Academy of Talented Scholars

SCHOOL ADDRESS: 50 Avenue P, Brooklyn N.Y. 11204

SCHOOL TELEPHONE: 718-621-2730 **FAX:** 718-621-2735

SCHOOL CONTACT PERSON: Josephine Sportella-Giusto **EMAIL ADDRESS:** JSportellaGiusto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karina Korobov

PRINCIPAL: Josephine Sportella-Giusto

UFT CHAPTER LEADER: Ann Casalan

PARENTS' ASSOCIATION PRESIDENT: Robert Yee

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** Empowerment Network 1

NETWORK LEADER: Sandy Litrico-Pappas

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Josephine Sportella-Giusto	*Principal or Designee	
Ann Casalan	*UFT Chapter Chairperson or Designee	
Robert Yee	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Wilson	Member/ Parent	
Karina Korobov	Member/ Parent	
Ellen Lotz	Member/ Teacher	
	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.

At The Academy of Talented Scholars, our goal is to nurture personal talents, instill a passion for lifelong learning, while inspiring all students to become productive and conscientious citizens. The Schoolwide Enrichment Model will enable all children to explore their interests and discover individual areas of expertise. A creative environment will foster respect, confidence and critical thinking skills through Inquiry and Project-Based learning. Together with the collaborative efforts of a highly dedicated and qualified staff, all students will meet and exceed academic standards. We believe in establishing strong partnerships between parents and the community in order to enhance student learning and experiences. In a safe and supportive environment, all students will achieve academic, social, and emotional success.

This year we have joined Teacher's College Reading and Writing Project, a partnership which will provide our teachers with in-depth staff development on using a balanced reading and writing approach. Our Math In Focus (Singapore Math) and Harcourt Science programs offer a hands-on approach using inquiry, discovery and real life application. Social Studies is taught using an interdisciplinary project and interest-based approach. A new partnership we have established with the unique nonprofit organization Reach the World will help develop our students' global competence through technology by connecting them to the real-life global traveling experiences of the program's volunteers online.

Central to our school's mission, is the belief that children must be exposed to various arts initiatives. In order to support their exposure to a strong arts-based curriculum we have partnered up with the Brooklyn Conservatory of Music and Studio In a School. We have also added this year a musical theater program, TADA, which trains and exposes students to musical theater, drama and playwriting. Aside from these partnerships we also offer these specialty classes to all of our students: Dance and Movement, Music, and Technology. We also provide students with the opportunity to attend Wingspan Arts; an afterschool program rich in performing, visual, media and literary arts

In addition, each student will participate in a multitude of Enrichment Clubs throughout the year. Enrichment Clubs are assigned based on student interest. Cycles will last for 8-10 weeks. These clubs are designed to tap into a child's interest that will inspire their motivation to learn.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Academy of Talented Scholars P.S. 682K				
District:	20	DBN #:	20K682	School BEDS Code:	332000010682

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K			0				94.4%		
Kindergarten			67	Student Stability: % of Enrollment					
Grade 1			55	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5							60%		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8							0		
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11							12		
Grade 12				Special Education Enrollment:					
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			12						
No. in Collaborative Team Teaching (CTT) Classes			0	Principal Suspensions			0		
Number all others			8	Superintendent Suspensions			0		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			-
# in Trans. Bilingual Classes			0	Early College HS Participants			-
# in Dual Lang. Programs			0				
# receiving ESL services only			41	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
			5				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			8
American Indian or Alaska Native			-	Percent more than two years teaching in this school			0
Black or African American			3%	Percent more than five years teaching anywhere			50%
Hispanic or Latino			11%				
Asian or Native Hawaiian/Other Pacific Isl.			31%	Percent Masters Degree or higher			85%
White			53%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			50%
Multi-racial			1%				
Male			74				
Female			48				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

As a new school, we can only speak back to our accomplishments over the last year. There have been tremendous gains made in our school in a short amount of time. Firstly, our greatest success has been the movement we have seen in the areas of Literacy and Math. In Literacy we used Teacher's College Assessment Pro. to collect our students literacy benchmark data. In September 2009, 34.15% of our students were meeting the standards in Reading. By June 2010, 58.20% met the Reading benchmark standards on Teacher's College Assessment Pro. Another great accomplishment this past year was the impressive progress made in the area of Math. Our school used a grade specific standards based comprehensive math exam, in September, 0.12% of our kindergarten students met or exceeded the standards. By June 2010, 92% of our kindergarten students either met or exceeded the standards. Overall, in this very short amount of time, our students have made great progress and we consider this to be our greatest accomplishment.

As we analyzed our school's literacy and ESL data this present school year and the year past, we realized that we have a very diverse group of students performing at various academic levels throughout the grades and thus decided that offering regular small group instruction would best meet their individual needs. Through the use of running records and detailed conferencing notes it was decided to place students in homogenously designed groups during reading workshop using guided reading instruction. The students again work in these groups in literacy centers during the extended day period focusing on word work games, shared reading, dramatic play and choral reading. The end of the 2009-2010 school year data on Teacher's College Assessment Pro supports that this new small group approach is working. In addition, our focus of our data inquiry team has changed this year to assisting our lowest level readers to meet and exceed grade appropriate reading levels. After analyzing the data it became apparent that we have a large amount of students performing below expectation levels. We will continue our data inquiry work with math, focusing on our highest level performers and pushing them to develop a deeper understanding of word problems. Our end year data indicated that 95% of our students were meeting grade level standards. The results of the data indicated high level of computational skills, however we believe that students need more opportunities to solve word problems and be able to explain their thinking for finding the solutions orally and in writing. In order to support teachers, study groups have been formed and Teacher's College professional developers and math experts have been invited into the school to provide professional development in literacy and math. Parents and our SLT members have been included in the decision

to move forward with Teacher's College and Math In Focus. It was our belief that a more cohesive math program and a more structured literacy program was needed for our students to make achievements. In consultation with teacher teams, our SLT, and the Instructional cabinet, it was decided to change programs. We began using Math In Focus (Singapore approach) and the Teacher's College Units of Study this September 2010.

In addition, our enrichment clusters are one of the biggest highlights of our school. As a SEM school we are committed to interest-based learning. Every Thursday afternoon our entire student body participates in small interest-based groups. Teachers, paraprofessionals, and other school personnel then work with these groups to support and facilitate learning in all curriculum areas through the cluster. Clusters provide a hands-on approach to learning in an area of interest. Teacher teams work collaboratively to create surveys, lessons, and culminating events to showcase the clusters. We have successfully completed two cycles of enrichment clusters this past school year. (2009/2010) Parent response to the clusters was overwhelmingly positive and in favor of continuing them this school year. According to a parent survey conducted at the end of the school year agreement was unanimous in support of the benefit of the enrichment clusters. Of the 76 parents who returned the surveys, 56 "strongly agreed" that the enrichment clusters were educationally stimulating and fostered excitement about learning for their child and the remaining 20 "agreed" with this statement. Based on this positive feedback and student enthusiasm we have decided to increase the number of Enrichment cycles this year to three.

The most significant aids to our school's improvement are teacher assistants, parent volunteers, a collaborative staff and our vast technological resources. Teacher assistants and parent volunteers are an integral part of our school community. They provide the teachers with valuable support that allows teachers more time for planning, collaboration and time to analyze student data. Our staff meets weekly to work together on planning instruction, collecting and analyzing data, and to share good teaching practices. Our technological resources greatly aid in our presentation of instruction as was noted in our 2009-2010 New School Quality Review Report which cited that the use of a Smartboard allowed students to become active learners. This year we are at a more technological advantage with the majority of teachers now having access to Smartboards. Ongoing training for Smartboards is provided to new staff members and we continue to have an outside technological consultant to support our growth in this area.

On the other hand in terms of barriers to our continuous improvement, communication with parents can at times be difficult. We have a large population parents who only speak Chinese or Russian. It has been somewhat challenging to keep them informed on school activities/happenings and their child's progress. We have begun to overcome this obstacle by pooling resources, utilizing in-school translators and translating programs to reach out to these parents. We have begun seeing a significant improvement in communication and parent involvement among this group. This is evidenced in the Communication section of our 2009-2010 NYC School Survey Report where 72% of parents strongly agreed that their child's school communicates with them in a language that they can understand. Another barrier we faced as a new school is the limited number of books for our classroom libraries. As children moved from their range of ability to higher levels it became harder to meet their needs.

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.

- 1. By the end of June 2011, all students will increase their Fountas & Pinnell reading levels by a minimum of 3 levels. Using TC Assessment Pro teachers will assess children throughout the school year. Children will read just-right books and have small-group/guided reading instruction as an instructional support.*

- 2. By the end of 2nd grade, students will be able to identify main idea, details and character feelings with 90% accuracy. Children will be taught explicitly through read alouds, small group instruction and sample passages how to identify key comprehension ideas. By the end of 2nd grade, students will be able to complete a graphic organizer after listening to a passage read to them with 90% accuracy. Students will synthesize materials read to them during read alouds in order to complete missing information prompts.*

- 3. By the end of June 2011, students will solve word problems with 90% accuracy by using Math in Focus strategies. Using manipulatives and moving toward more abstract problem solving, students will be taught strategies to support academic growth.*

- 4. By June 2011, the school will enhance and improve the collections of formative data in Literacy and Math and use it to inform instruction.*

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By the end of June 2011, students will increase their Fountas and Pinnell reading levels by a minimum of 3 levels. Using TC Assessment Pro, teachers will assess children throughout the school year. Children will read just-right books and have small-group/guided reading instruction as an instructional support.</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>To achieve this goal some actions/strategies/activities include small group instruction / Guided Reading Groups, Foundations, AIS targeted services, Independent reading of just-right books and take-home book baggies. All students will be targeted with special emphasis on our Level 1 and Level 2 readers. The responsible staff members include classroom teachers and at-risk service providers. The duration of the program is 34 weeks.</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>Once a month, teachers, with the assistance of the TCRWP staff developer, will design lesson plans, address content, and meet state standards. Teachers will utilize technology, TC Assessment Pro as well as additional outside sources to support this goal.</p>

Indicators of Interim Progress and/or Accomplishment

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

Four times a year,
Running records,
TC Assessment Pro
3 Reading levels

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By the end of 2nd grade, students will be able to identify main idea, details and character feelings with 90% accuracy. By the end of 2nd grade, students will be able to complete a graphic organizer after having a passage read to them with 90% accuracy. Students will synthesize materials read to them during read alouds in order to complete missing information prompts</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>This goal will be met by explicit teaching through read alouds, small group instruction and sample passages on how to identify key comprehension ideas. We will use an item skill analysis to determine our Level 1 and 2 students. We will then provide targeted instruction to those students. Teachers will conduct these activities as well as AIS providers. This will span 16 weeks, beginning January 2011. To achieve this goal we will utilize teacher-modeled strategies through read alouds, test-like listening selections and books on tape. All 2nd grade students will be targeted for this goal. Teachers, teacher assistants and service providers will be assisting in this endeavor.</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>Once a month, teachers, with the assistance of the TCRWP staff developer, and the Curriculum Specialist will design lesson plans, address content, and meet state standards. Teachers will utilize technology, test sophistication material, as well as additional outside sources to support this goal. Once a month, teachers, with the assistance of the TCRWP staff developer, and the Curriculum Specialist will design lesson plans, address content, and meet state standards. Teachers will utilize technology, listening passages, test sophistication material, as well as additional outside sources to support this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Once a month beginning in January 2011 will begin implementing Test Sophistication Material. Once a month, On Demand writing pieces TC Writing Continuum</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By the end of June 2011, students will solve word problems with 90% accuracy by using Math in Focus strategies. Using manipulatives and moving toward more abstract problem solving, students will be taught strategies to support academic growth.</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>To achieve this goal some actions we will take are implementing the new Math in Focus program, data inquiry work around problem solving, small group instruction, math games, AIS Targeted Services, use of manipulatives and math games. Our target population is our Level 1 and 2 students. Classroom teachers and direct service providers will be conducting the services. The duration of the program is 34 weeks.</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>Once a month, teachers, with the assistance of the Math in Focus staff developer, will design lesson plans, address content, and meet state standards. Teachers will utilize technology, Math in the City strategies, as well as additional outside sources to support this goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Once a month beginning in January 2011 Test Sophistication Material Graphic Organizers</p>

Subject/Area (where relevant): Literacy/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2011, the school will enhance and improve the collections of formative data in Literacy and Math and use it to inform instruction.</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>Teachers will take daily conference notes in literacy and math and utilize ongoing data to modify whole group and individualized instruction. They will meet weekly in teacher teams to analyze student work and look for patterns and trends in the data. Weekly Data Specialist meetings will be held to discuss, monitor and provide feedback and next steps to further promote student progress. On an ongoing basis, grade bands will create appropriate and specific rubrics for all literacy and math activities and projects. Principal will hold monthly data talks with classroom teachers and ELL teacher to discuss how data is being used and plans for next steps.</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>Data specialist will develop an excel spreadsheet to record data and create graphs that illustrates student progress. TC staff developers and Math in Focus staff developer will coach and support teachers in providing effective instruction and the collection of data. Professional development with Common Core Standards through the CFN 406 will continue. Teachers, administration along with CFN will partner with Teacher's College to provide training and professional development in the common core standards and their implications for curriculum.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Spreadsheets and graphs will be used to highlight academic progress. Teacher data binders with detailed up to date student information. All school assessments and TC Assessment Pro Principal data binder Weekly and monthly meetings</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	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	15	15	N/A	N/A			1	
1	20	14	N/A	N/A			2	
2	16	15	N/A	N/A			2	
3			N/A	N/A				
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><i>Targeted skills include decoding, fluency and comprehension. This is delivered using one on one tutoring, guided reading groups group, literacy centers during the day and afterschool. The classroom teacher as well as the ESL language support teacher provides these services. Foundations will also be used in a small group during the school day.</i></p>
<p>Mathematics:</p>	<p><i>Math In Focus baseline assessments are used to inform instruction. Diverse Math In Focus instructional material, Everyday Counts Calendar Math & Everyday Counts Partner Games is used to teach, enrich supplement & reinforce mathematical concepts in the classroom. This is delivered using one-on-one tutoring, small group, math centers and the use of manipulatives during the day and after school. The classroom teacher as well as the ESL language support teacher provides these services.</i></p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><i>One-on-one, small group counseling is provided during the day.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-2 Number of Students to be Served: 41 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

At PS 682 the instructional program for ELLs is the Freestanding ESL model. There are currently 41 children entitled to ESL services, in kindergarten, first grade and second grade. Our program is that of a Push In/Pull out program. We employ a full time ESL teacher who holds permanent certification in Teaching English to Speakers of Other Languages. All instruction is conducted in English using various ESL methodologies and targeting individual learning styles. The ESL program is designed in unison with the classroom teacher in order to be aligned with the daily material to be covered as well as the NYS Standards for each subject area. Our school has the support of the ESL Instructional Specialist from the Empowerment Schools Network and the ELL Compliance and Performance Specialist for CSD 20.

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.

The Curriculum Specialist along with the ESL licensed teacher will conduct workshops throughout the school year to support teachers with ELL students. Teachers will view a video that shows strategies of ELL teachers. Teachers will receive training in the Language Acquisition Stages, learn how to do a Read Aloud using ESL strategies and receive recommendation on how to support all ELL students in Enrichment clusters. All staff will participate in 7.5 hours of ELL training. One and a half hours will be given on Election Day (PD Day for staff) and the additional 6 hours will be given in 2 hour blocks of training which will take place on the School Calendar half days of October 7, December 6th and January 6th.

Section III. Title III Budget

School: P.S. 682K BEDS Code: .332000010682

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	\$5050	Substitute coverage: \$2550 ESL Teacher Per session work: Curriculum mapping: \$1500 Principal's Per session work: Curriculum mapping: \$1000
Purchased services - High quality staff and curriculum development contracts.	\$11,000	Math Consultant, Kim Mickle working with teachers and administrators during 8 staff development half days throughout the year on development of Singapore Math curriculum and supports for ELLs.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$21,588	Calendar Counts, Math Partner games, Literacy games, books on tape, Big Books, NYESLAT Test Practice books
Educational Software (Object Code 199)	\$0	
Travel		
Other		
TOTAL	\$37,638	

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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.

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.

Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The majority of HLIS of currently enrolled LEP identified students state that the preferred language for written and oral communication with the school is Chinese and Russian.

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.

We have the ability to provide a myriad of language translation. Amongst our staff we have fluent speakers of English, Russian, Chinese, Spanish, Greek and Italian. Our parents also volunteer their services for written translations. We also

make use of the Interpretation and Translation Unit of the New York City Department of Education. Through these varied resources we are able to provide written translation of all class and school-wide notices as well as DOE letters and documents to the parents in all required languages.

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

The school will provide parents with oral interpretation through our on-staff personnel who speak Chinese, Russian and Spanish. For any other language needs that arise we intend to utilize parent volunteers as well as the Interpretation and Translation Unit of the New York City Department of Education.

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>.

PS 682K will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. PS 682K will make every effort to consistently seek feedback from parents to ensure that they have access to the school community and that they are being supported, so they in turn may be active in the school community.

The full text of Chancellor's Regulations A-663 is on file in room 214. This text is available to anyone requesting to view this regulation. There is a bulletin board designated for parents to receive pertinent information. This bulletin board is visible upon entry in the main hallway.

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:	\$ 90,408	\$ 44,094	\$134,502
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 904	\$ 440	\$ 1,344
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 4,520	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 9,040	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____50%_____

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.

N/A

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Attached

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

Attached

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
We will use program resources to help participating children meet the State standards. Foundations, Singapore Math, manipulatives, games, big books and books on tape will all be used to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
To ensure that planning for students served under this program is incorporated into the existing school planning we will provide ongoing curriculum planning and compacting.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

To strengthen the core academic program of the school we will provide extended learning time after school. In addition, curriculum compacting and enrichment clusters will be utilized to provide an accelerated high-quality curriculum while minimizing the removal of children from their classroom during school hours.

- 4. Coordinate with and support the regular educational program;
To support the regular educational program a balanced literacy approach will be used for Reading and Writing and workshop model teaching is implemented in all academic subject areas
- 5. Provide instruction by highly qualified teachers;
Highly qualified teachers who are all licensed and certified in their specific teaching area will provide instruction. 50% have more than five years experience and more than 75% hold a master’s degree or higher.
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Teachers and paraprofessionals are exposed to a variety of professional development opportunities on a regular basis. We have curriculum specialists and regional support staff who will provide teachers with an enormous amount of professional development. Teachers are also encouraged to attend conferences.
- 7. Provide strategies to increase parental involvement; and
We have set up a family room where parents are welcomed all the time. The parent coordinator sets up a variety of informative parent workshops in math and literacy. We also have a variety of parent activities such as Math and Literacy Family Nights, Publishing celebrations, Enrichment Cluster showcases. There are ongoing meetings with the PTA.
- 8. Coordinate and integrate Federal, State and local services and programs.
We have ongoing workshops for parents. We have partnered up with Food Services and launched a Healthy Foods Initiative.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Two students.

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

We collaborate closely with our Parent Coordinator and School Social Worker to make sure that all school, social & emotional needs are met.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	THE ACADEMY OF TALENTED SCHOLARS						
District:	20	DBN:	20K682	School		332000010682	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				NR
Kindergarten		67	64				
Grade 1		53	68				
Grade 2		0	61				
Grade 3		0	0				93.4
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				1
Grade 12		0	0				
Ungraded		1	1				
Total		121	194				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			93.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	60.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		10	12	Principal Suspensions			0
# in Collaborative Team Teaching (CTT) Classes		0	4	Superintendent Suspensions			0
Number all others		7	9				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			9
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			2
# receiving ESL services only		23	TBD	Number of Educational Paraprofessionals			2
# ELLs with IEPs		5	TBD				
These students are included in the General and Special Education enrollment information above.							

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			44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			92.8
Black or African American		2.5	2.6				
Hispanic or Latino		11.6	10.8				
Asian or Native Hawaiian/Other Pacific		32.2	23.2				
White		52.9	62.9				
Male		62.0	56.7				
Female		38.0	43.3				

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,					
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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:

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

The Academy of Talented Scholars

Title I Policy Guidelines Parent Involvement

Philosophy of Parent Participation:

The Academy of Talented Scholars recognizes that parents are their children's first and most influential teachers. Involvement of parents helps children learn more effectively. Research has demonstrated that parental involvement increases the effectiveness of Title I programs.

By working with teachers and by reinforcing and promoting learning objectives in the home, parents can dramatically improve their children's educational achievement. Both research and intuition confirm that parental consultation and involvement are key ingredients in successful educational programs.

The Academy of Talented Scholars will include these activities in its program:

1. At least one public meeting will be held annually to explain the Schoolwide Title Program.
 - a. All parents will be invited.
 - b. Community members of TAOTS will be encouraged to participate.
 - c. The purpose of the meeting shall be to discuss with parents the programs and activities carried out with Schoolwide Title funding, inform parents of their rights to consult in the design and implementation of Schoolwide Title projects, solicit their input, and provide parents an opportunity to establish mechanisms for maintaining on-going communications among parents, teachers, and agency officials.
2. Parent's suggestions in planning, developing, and implementing the Schoolwide Title Program.
3. Parents will be encouraged to assist in Schoolwide Title projects such as planning and implementing them.
4. Timely information, materials and suggestions will be provided to help parents promote education of their children in their homes.
5. Copies of this policy will be available at the annual fall parent/teacher conferences.

The Academy of Talented Scholars Parent Involvement Policy

TAOTS will do the following:

1. Involve parents in the joint development a written parental involvement policy that describes ways of meeting the following requirements in Title I of NCLB:
 - Notification to parents of the policy in an understandable format and language
 - Periodic updates of the policy to meet the changing needs of parents and the school

2. Hold an annual meeting, at a convenient time, for all parents. The purposes of this meeting are to:
 - Inform parents of their school's participation in the Title I program.
 - Explain the requirements of Title I.
 - Explain the right of parents to be involved.

3. Parental involvement meetings at various times, such as morning or evening.

4. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Schoolwide Program Plan.

5. Provide the following items to the parents:
 - Timely information about Title I programs
 - A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach.
 - Opportunities for regular meetings, if requested by parents, to:
 - Make suggestions.
 - Receive timely responses to them.
 - Participate, as appropriate, in decisions relating to the education of their children.

6. Develop jointly with the parents or caregivers of participating students a school-parent compact that outlines:
 - The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
 - The shared responsibility between the school and parents to help children achieve the statewide academic content standards

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that helps children served under Title I meet the statewide academic content standards
- The ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classroom; participating, as appropriate, in decisions related to the education of their children and the positive use of their children's extracurricular time
- The importance of ongoing communication between teachers and parents through (at a minimum):
 - Parent-teacher conferences, in which the compact shall be discussed in relation to the individual child's achievement
 - Frequent reports to parents about their children's progress
 - Reasonable access to staff
 - Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities

2010-2011 SCHOOL-PARENT COMPACT

School Responsibilities The Academy of Talented Scholars will:

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

Integrate technology into the curriculum.

Provide learning activities through the use of games and manipulatives.

Provide writing activities.

Implement reading interventions to meet the needs of all students.

Use differentiated instruction and materials for students to develop an understanding of the concept being taught.

Provide enrichment opportunities through clusters, programs and curriculum compacting

2. Hold parent-teacher conferences twice yearly, during which this compact will be disseminated and discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in:

November 2010

March 2011

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

Teachers will send progress reports home for students in grades K-2

TC Assessment-Pro data will be available for parents

Unit Assessments from Math In Focus

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

Staff members will be available for parents before school, during and after school to consult with when necessary.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may check with their children's teacher about coming in to visit the classroom.

Through Learning Leaders parents can volunteer throughout the school.

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

**Reading with my child daily*

**Making sure that homework is completed.*

**Monitoring amount of television my child watches.*

**Volunteering in my child's classroom.*

**Participating, as appropriate, in decisions relating to my children's education.*

** Promoting positive use of my child's extracurricular time.*

**Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.*

**Attend parent/teacher conferences in the fall and spring.*

**Abide by the school dress uniform code*

**Instill proper manners and positive character values*

**Monitoring attendance.*

**Participating, to the best extent possible in parent lead meetings, committees, and events in order to enhance our children's school experience.*

**Serving, to the extent possible, on committees, policy advisory groups, such as being the Title I parent representative on the Title Team, or other school advisory or policy groups.*

Parent Signature: _____

Teacher Signature: _____

**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 406	District 20	School Number 682	School Name TAOTS
Principal Josephine Sportella-Giusto		Assistant Principal type here	
Coach Ellen Lotz		Coach type here	
Teacher/Subject Area Irene Kythreotis/Technology		Guidance Counselor type here	
Teacher/Subject Area Anna Chen/Kindergarten		Parent Karina Korobov	
Teacher/Subject Area Ann Casalan/ESL		Parent Coordinator Nicole Devivo	
Related Service Provider type here		Other PTA President-Robert Yee	
Network Leader Sandy Litrico		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	194	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	21.13%
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Part II. ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment by a certified licensed teacher. This survey is provided to the parents or guardians in their native language and in English. Then an informal oral interview of both the parents and the child is conducted by a pedagogue who has been trained in the intake process and holds a valid teaching license. The intake staff consists of Ann Casalan, a fully licensed ESL teacher who conducts the informal interview in English and several translators to assist with the interview in the student's native language. The translators are Josephine Sportella-Giusto - Principal (Spanish speaker); Nilda Sepulveda – School Secretary (Spanish speaker); Amy Liu- Chinese Bilingual Paraprofessional; and Jenny Daugiala-Teacher Assistant (Russian speaker). If the school does not have an available translator in a particular language then the DOE's Translation Unit is called for such a translator. The HLIS is not completed by the parent until a translator and a licensed pedagogue is present at the interview. The school will schedule appointments with the parents for a near future date if necessary to complete the HLIS. At the time of the informal oral interview the child is spoken to separately by the pedagogue to determine the child's previous formal education and to perform a quick informal assessment of their English ability. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student's enrollment, usually by the ESL teacher. The ESL teacher then carefully hand scores the LAB-R using the Cut Scores outlined in the DOE's Assessment Memorandum #2. The student's score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on the parents' wishes and program availability. ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and to ensure appropriate program placement.

For students who are transferring to PS 682 but are not new to the NYC Public School System then the school will run the RLAT report which lists all students who are entitled to ESL services. The RLAT details the students' previous NYSESLAT scores and is used to determine ESL services eligibility and program placement.

The school will continue to run the RLER for LAB-R and NYSESLAT regularly throughout the year to determine if any newly admitted students to the school are eligible for LAB-R testing or

2&3&4: As soon as the ESL Teacher determines the students entitled to ESL services based on their LAB-R or NYSESLAT scores, his or her parents receive an Entitlement Letter (in English and in their native language, if available) in which they are invited to attend an ELL Parent Orientation. This letter is retrieved from the online Office of ELLs website in the needed native languages. At the beginning of the orientation the parents view a video in their native language that explains the three different program choices the DOE offers; (Transitional Bilingual, Dual Language, and Freestanding ESL). The parents are then able to ask any additional questions they have regarding the three programs. This year we had primarily Russian and Chinese speaking parents. The Parent Orientation was conducted in Chinese with the assistance of one of our Paraprofessionals Amy Liu, who is a fluent Chinese speaker. For our Russian speaking families the Parent Orientation was conducted by a Teacher Assistant, Jenny Daugiala, who speaks Russian fluently. The Principal Josephine Sportella-Giusto, who is a fluent Spanish speaker, assisted the Spanish speaking families at the ELL Parent Orientation as well. We are prepared to provide translations for any language needs of the incoming students' parents for this upcoming school year. After all parent questions are answered the parents are given the Parent Survey in their native language to be filled out first. After filling out the survey, parents are given the Program Selection Form in their native language, if available, and complete it on their own at the orientation. Any assistance needed by a parent with understanding the directions or the three program options for their child are given at this time. The forms are then collected and the school then places the children into the appropriate programs based on parent choice and program availability. Parents are informed of placements with a Placement Letter in English and their native language. If the school can not offer the parents first choice of program selection they are notified of nearby schools that could accommodate their preference. They are informed of their option of programs available in our school and they can then decide if they want to select one of those programs for their child.

This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year. For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance. If a parent is not able to come in person to fill out these forms then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teacher and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned

5. We are now going into our second year of our school being open and from the Program Selection forms that we have collected this

present year and the year past we see a trend of parents primarily choosing ESL Freestanding as their first choice. Of the 12 parents who attended this year's Parent Orientation all 12 of them selected the Freestanding ESL program as their first choice. PUT LAST YEAR'S TOTALS

6. This year is our first year in existence, and we did not have enough same native language ELLs whose parents requested Bilingual Education to form a Bilingual class, and are thus providing a Freestanding ESL program. This is consistent with parent choice, as most parents chose Freestanding ESL as their number 1 preference. In order to be aligned with parent choice in future years we will look closely at the total numbers of parent requests for Transitional Bilingual and Dual Language program. Should 15 parents of the same Native Language group request a bilingual program the SLT will address the need and decide on what measures to take to open such a class.

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	2	2	3	0										7
Total	2	2	3	0	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	6
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	0	6							41
Total	41	0	6	0	0	0	0	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

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

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	ELL	EP																	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	5											5
Chinese	5	10	1											16
Russian	8	7	3	0										18
Bengali														0
Urdu			1											1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other														0
TOTAL	14	17	10	0	0	0	0	0	0	0	0	0	0	41

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.

1. The ELLs are served by our ESL teacher through a combination of both Pull-out and Push-in models. The students are heterogeneously mixed by proficiency levels in all classes across all grades. Push-in service is provided when there are large numbers of ESL students present in one class. Push-in is also the model utilized in the second grade 12:1 special education class. Students are mostly pulled out of class for ESL instruction in Kindergarten and First grade because there are small numbers of ESL students present in each of the individual classes. Thus the students come together from these classes and work in small groups on ESL related projects or tasks that are closely aligned with their regular classroom curriculum.

2. PS 682 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes in the ESL teacher's mandated program. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Beginner or Intermediate levels receive at least 360 minutes per week of ESL services, as push-in/pull out instruction, and those at the Advanced level receive at least 180 minutes per week of ESL instruction.

3. Content area instruction is delivered by both the classroom teacher and the ESL teacher with an emphasis on differentiating instruction for ELLs through the use of scaffolding techniques, visual aids, realia, intensive and deliberate modeling, Total Physical Response and multi-sensory activities, graphic organizers, sentence starters, peer interactions and vocabulary instruction of content area words as well as the more simple basic vocabulary unknown to students in the specific content area. Special attention is given to utilizing the Walqui scaffolding strategies which includes Modeling, Bridging, Contextualization, Schema building, Text Re-representation and Metacognition. The ESL teacher provides instruction in the content area of Science for the First grade ELLs she pulls out by making the subject more comprehensible through the differentiation and reteaching of the Science Scope and Sequence in alignment with the classroom teacher's and speciality teacher's instruction. She also incorporates a balanced literacy instruction through the use of shared reading, read-alouds, interactive writing, and choral reading. The ESL teacher focuses her pull-out instruction of the Kindergarten ELLs around the Social Studies Scope and Sequence through differentiation strategies and regular collaboration with the classroom teacher. She also uses a balanced literacy instruction approach here as well. The ESL teacher has chosen these particular subject areas to integrate her English Language Acquisition instruction with Kindergarten and First grade ELLs as they are at times pulled out during the classroom instruction of these subject areas. Along with the differentiation strategies listed above the ESL teacher also makes use of poetry, songs, drama, vocabulary games, a library stocked with nonfiction literature of the content area at their reading levels, computer games of BrainPop, Starfall, PBS Kids and other various websites to support the literacy component of instruction. The explicit ELA instruction for ELLs in their classrooms and in the push-in ESL program includes the Teacher's College workshop model for Reading and Writing with a focus on shared reading. Consistent with the Natural Approach for second language acquisition, the ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 682 uses a project based approach that maximizes student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage.

4a There are no SIFE students present in our school at this time.

4b For the newcomers who are here less than three years, first language translations will be provided by teachers, teacher assistants and

other staff on a needed basis. Students will be given ESL instruction by the ESL teacher in the content areas of science and social studies in order to assist them with easier comprehension of these subject areas. Students will be paired with native speakers on a regular basis for opportunities to hear conversational English spoken through partner activities such as book discussions, math problem solving explanations and literacy center discussions. Teachers will provide picture supports and the use of technology in their lessons in order to ensure more understanding by these newcomers.

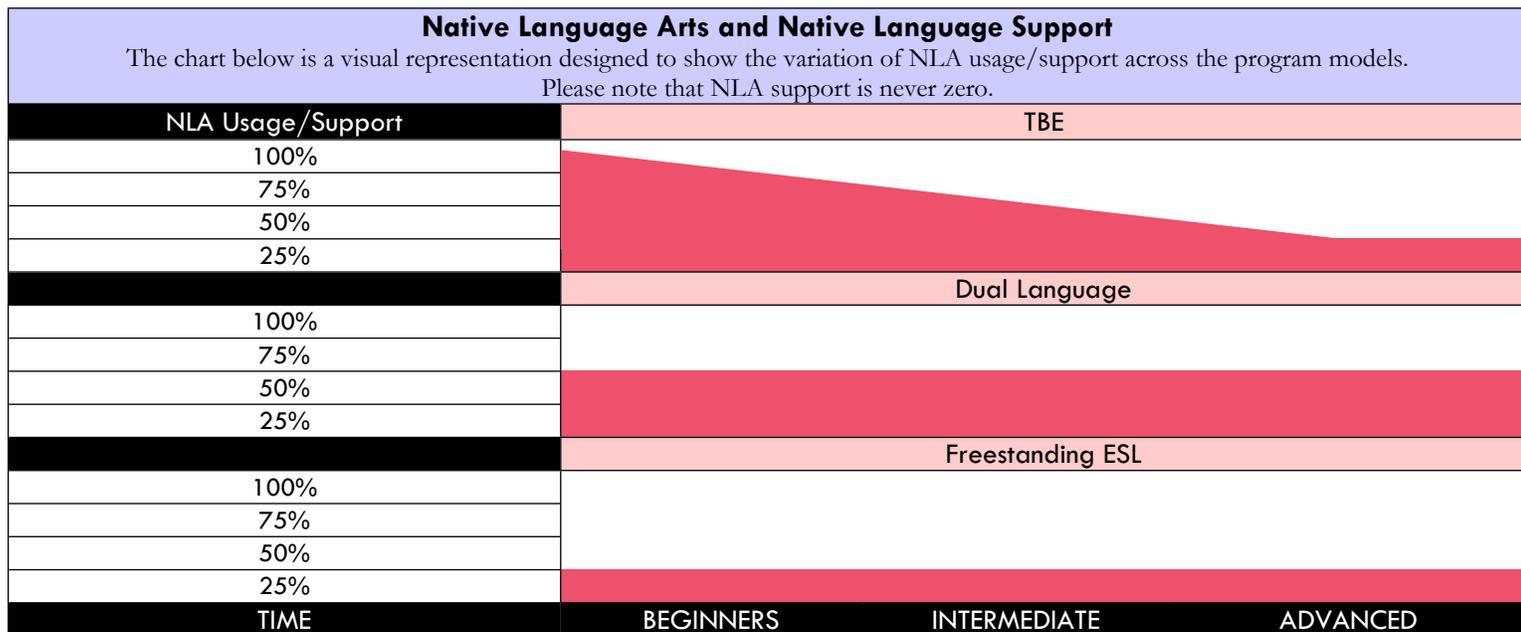
4c At this time we do not have ELLs receiving service for 4-6 years.

4d We do not have Long term ELLs in our school.

4e Our 12:1:1 teacher collaborates with the ESL teacher to integrate ESL into content areas, with a focus on communication needs, following directions, matching and sequencing. The program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week's worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension.

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?

Paste response to questions 5-14

5. Test sophistication materials were used to support the intermediate and advanced ELL students in preparation for NYESLAT as targeted intervention. The Wilson Foundations program is used as another support for ELA instruction with Beginner ELL students. For math and other content areas pictures, realia, charts and picture books were utilized to provide intervention for all.
6. ESL teachers will provide workshops that will aid the classroom teacher in implementation strategies and support to continue the former ELLS' success. The ESL teacher will speak to the classroom teachers throughout the year regarding any additional supports that individual students may need. If it is recommended that a student receive further ESL supports for content areas then the ESL teacher may include them in specific content area lessons during ELL instruction.
7. One new program change for this school year is the focus of ELL instruction by the ESL teacher in the content areas of Social Studies and Science. A brand new program included in the curriculum is a formal Language Arts instruction with the use of Macmillian Language Arts textbooks. Through our new participation in the Teacher's College Reading and Writing Project, Teacher's College instructors will be providing our school with staff development on their program as well as the inclusion of their ESL recommendations.
8. None of the programs or services will be discontinued for ELLs.
9. ELL students are included in all enrichment activities such as TADA, Studio in a School, Brooklyn Conservatory and Enrichment Clusters.
10. The ELLs are supported with the Wilson Foundations program, leveled books, books on tape, Book Flicks online, and visual cues supporting all charts, shared reading and choral reading.
11. Native language support in our ESL program is given through the assistance of translations by the paras or teacher assistants who are in contact with the students in their classrooms.
13. Newly enrolled ELL students are supported before the beginning of the school year by having the parents' questions answered by a school translator. The ESL teacher meets with the parents upon registration to assist with the interview process of filling out the Home Language Survey and to see if there are any concerns or needs of the students. The students are given a welcome summer package to prepare them for the upcoming school year which includes a list of suggested book titles, recommended enrichment activities offered

throughout the city and a supply list request for the new school year.

14. No language electives are offered to ELLs at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The Curriculum Specialist along with the ESL licensed teacher will conduct workshops throughout the school year to support teachers with ELL students. Teachers will view short videos from the Institute of Education Sciences (IES) that shows strategies focusing on effective literacy and English Language Arts instruction for English learners and teaching content area vocabulary to English language learners. Some of the topics covered explain how to use scaffolding techniques and how to conduct a read aloud with English learners. They will also attend PD sessions in how to use materials that have and will be ordered to support the ELL population as well as specific strategies to support ELL students in Enrichment Clusters.

2. In order to support teachers of ELLs who are transitioning from early childhood to grade school, teachers receive staff development on differentiating literacy and math instruction for ELLs in coherence with the Teacher's College Reading and Writing Project by Teacher College consultants and a Math in Focus staff developer. The ESL teacher also works closely with the classroom teachers of ELLs to address the students' needs and make recommendations on ensuring more effective learning for ELLs.

3. All staff will participate in 7.5 hours of ELL training. One and a half hours will be given on Election Day (PD Day for staff) and will focus on providing intensive, small group reading interventions for English learners at risk for reading problems. The additional trainings will take place during professional development days for two hour blocks on the following dates: October 7, 2010 and December 6, 2010. Additional trainings will take place at a faculty conference on February 7, 2011 and at grade conferences the week of March 7-11, 2011. One topic of these trainings will be on teaching strategies for developing vocabulary in both content areas and in natural language contexts. Other topics will cover the six types of scaffolding identified by Walqui, developing Academic English and strategies to support all ELL students in enrichment clusters. After staff has completed the 7.5 hours they will receive a certificate of completion and a copy will go in their files. Attendance at these trainings will be recorded.

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?

1. Parent involvement in our new school is growing as we continually seek out ways for them to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to tour the school building and meet with classroom teachers to learn about the curriculum. All parents are encouraged to become Learning Leaders to assist with such tasks as helping with lunch duty, classroom clerical tasks and the setup and organization of schoolwide events. All parents are invited to participate in school wide activities such as Bear Night, Coffee with the Principal every other month, Enrichment Clusters Showcases at the end of each of our three Enrichment cycles and the PTA led fundraisers and School spirit events. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.

2. We have a partnership with Learning Leaders. They provide training to parents in various languages as needed.
3. Parent needs are evaluated with the support of our Parent Coordinator, the PTA and our Community Liaison. Surveys are given at PTA meetings and their results are discussed at SLT meetings.
4. Parent involvement activities include translators when needed. Parents who need support in other areas will receive it from our Curriculum Specialist. Workshops will be held to provide parents with academic support.

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)	11	1	4	0	0									16
Intermediate(I)	0	11	2											13
Advanced (A)	3	5	4	0	0									12
Total	14	17	10	0	0	0	0	0	0	0	0	0	0	41

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

- To access the literacy skills of ELLs we use TCRWP and Fountas and Pinnel Running Records. The data usually shows that our beginner Kindergarten ELLs have very little literacy skills in English and are considered Pre-Emergent. The ELLs in First grade who are intermediate or advanced are usually behind two or three benchmarks than the non-ELL students. This data has helped us to make instructional plans that incorporate a lot of shared literacy experiences, the use of rich Level A & B books that contains clear picture and text matching, and the direct instruction of everyday sight words and key content area vocabulary.
- Looking at the Kindergarten LAB-R scores this school year we see that most of our ELLs are beginners or low intermediate with only 3 of

writing instruction.

4. a Patterns across proficiencies and grades show that students are making progress with the majority of Beginners achieving Intermediate or Advanced status and Intermediates are moving to advanced and passed status. About half of the students who were Advanced at the beginning of the year passed at the end and the remaining ones stayed at the advanced level. No students took any tests in their native language.

b. We are currently only grades K,1 &2 and thus have not done Periodic Assessments.

c. We have not given state or city assessments at this time.

6. To assess our program for ELLs the principal, ESL teacher and classroom teachers meet to discuss what is working and what needs improvement. The parents of ELLs are also reached out to regarding any feedback on the new changes we are proposing to the program.

Additional Information

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

†Paste additional information here

Part VI. LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 20k682

All Title I SWP 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:	\$90,408	\$44,094	\$134,502
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$904	\$440	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4520	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9040	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
50%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

Since we are a K-2 school we use Teacher's College Assessments, which includes Running Records and Math in Focus Chapter and Unit Math Assessments. We administer these assessments several times a year and record the results in spreadsheets on Teacher's College Assessment Pro and School generated Excel spreadsheets. The entire school's data from these assessments are collected and examined closely by teachers and administrators in September, November, March and early June.

See pgs 11, 12, 15, 16, 19

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Teachers utilize Running Records and TC Assessment Pro at regular intervals and on a needed basis to assess a student's level of academic achievement in literacy throughout the year. For ongoing assessment of students' math achievement levels teachers administer chapter and unit exams from the Math in Focus curriculum used by our school. The results are reported and averaged in data excel spreadsheets and graphs to be used to analyze student progress and modify whole group and individual instruction. When a student is identified as not meeting the benchmarks for academic achievement in Literacy and Math they immediately receive additional AIS instruction from an AIS provider, their own classroom teacher during small group guided instruction and during the extended day time by a school support person. All of our students are supported to meet State's proficient and advanced levels of academic achievement through the use of the Teacher's College workshop models in reading and writing, independent reading time of just-right books on their reading level, well crafted strategy lessons in small group/guided reading instruction, daily exposure to rich language in Read Alouds, word work in Words Their Way and the Foundations Wilson Program, take at home book baggies, data inquiry around retelling and inference making in literacy, Math in Focus Curriculum, Everyday Counts math curriculum, math games and manipulatives and data inquiry work around problem solving.

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

See pgs 15, 16, 17, 18,

Our school makes use of effective methods and instructional strategies that are based on scientifically based research that increase the amount of and quality of learning by offering a morning ESL/Reading intervention before-school program once a week for our students at risk of not meeting state academic proficiency levels and will offer at the end of this school year a summer school program to our Kindergarten NEST Special Education students and our Kindergarten general education lowest achieving level students. We provide our students with an enriched and accelerated curriculum by designing differentiated and challenging activities for our students who meet the criteria and standards of specific lessons of our math and literacy curriculum. We also enrich our school's educational programs by implementing Enrichment clusters school-wide which offers small group instruction in an academic, artistic or physical subject area that promotes student learning and builds on their talents and interests which prepare them for possible further collegiate study and future career work. To address the needs of our low academic achieving children and those at risk of not meeting the State academic content standards the school has formed the Child Study Team, a team which ensures that appropriate staff provide the supports necessary for all students to reach higher standards. The team uses a multidisciplinary

approach to examine why an individual student is demonstrating significant academic, social or physical needs and then develops supportive strategies and services for the child. The team includes a school psychologist, a School Social Worker, a Curriculum Specialist, a Speech Teacher, an OT and a Community Assistant. In response to the last bullet we do not at this time have standardized state test scores as we are presently a K-2 school. Thus we are yet not making decisions about implementing state and local improvement.

3. Instruction by highly qualified staff.

Highly qualified teachers who are all licensed and certified in their specific teaching area will provide instruction. 50% have more than five years experience and more than 75% hold a master's degree or higher.

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.

Teachers and paraprofessionals are exposed to a variety of professional development opportunities on a regular basis. We have curriculum specialists and regional support staff who will provide teachers with an enormous amount of professional development. Teachers are also encouraged to attend conferences.

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 set up a family room where parents are welcomed all the time. The parent coordinator sets up a variety of informative parent workshops in math and literacy. We also have a variety of parent activities such as Math and Literacy Family Nights, Publishing celebrations, Enrichment Cluster showcases. There are ongoing meetings with the PTA.

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.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See pgs. 12, 19

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.

See pg 22

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.

We have ongoing workshops for parents. We have partnered up with Food Services and launched a Healthy Foods Initiative.

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
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¹ **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.

² **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.

						this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			\$90,408	✓	11, 15, 16,17,18,19,22
Title I, Part A (ARRA)	Federal	yes			\$44094	✓	11, 15, 16, 17, 18, 19, 22,
Title II, Part A	Federal			N/A			
Title III, Part A	Federal		N/A				
Title IV	Federal		N/A				
IDEA	Federal		\$85,722			✓	5, 12, 15, 16,17, 18, 21, 25, 22,
Tax Levy	Local		\$1,013,022			✓	11,15,16,17,18,19,22

