



**PUBLIC SCHOOL 7**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 04M007**

**ADDRESS: 160 EAST 120 STREET NEW YORK NY 10035**

**TELEPHONE: (212)860-5827**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 007      **SCHOOL NAME:** Samuel Stern

**SCHOOL ADDRESS:** 160 East 120 Street, New York, NY 10035

**SCHOOL TELEPHONE:** (212)860-5827      **FAX:** (212)8606070

**SCHOOL CONTACT PERSON:** Racquel Jones      **EMAIL ADDRESS:** Rjones13@schoo  
ls.nyc.gov

**POSITION/TITLE** PRINCIPAL

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Barbara Mann

**PRINCIPAL:** Racquel Jones

**UFT CHAPTER LEADER:** Barbara Mann

**PARENTS' ASSOCIATION PRESIDENT:** Dellona Chaplin

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 04      **CHILDREN FIRST NETWORK (CFN):** 203

**NETWORK LEADER:** Dan Feigelson

**SUPERINTENDENT:** Luz Cortazzo

**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 |
|-------------------------|--|-----------|
| <b>Racquel Jones</b>    | *Principal or Designee   |           |
| <b>Barbara Mann</b>     | *UFT Chapter Chairperson or Designee   |           |
| <b>Dellona Chaplin</b>  | *PA/PTA President or Designated Co-President   |           |
| <b>Carmen Correa</b>    | Title I Parent Representative<br><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  |           |
| <b>Jeanne Gallo</b>     | Member/ Teacher  |           |
| <b>Alexandra Murphy</b> | 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.

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**As a Professional Learning Community, we will commit to providing high quality instruction, and authentic learning experiences in an inclusive environment that prepares students for real world success. We will accomplish this by:**

- **Implementing research-based instructional practices that promote academic rigor for every student.**
- **Working in partnership with parents to develop strategies for effective, two-way communication and involvement.**
- **Providing a challenging academic program which is integrated with and enriched by the arts.**
- **Celebrating positive behavior and academic achievement.**

**Public School/Middle School 7 is located in the northwest corner of Community School District Four in East Harlem. The school services 424 students in grades pre-kindergarten through eighth grade. Our student population is heterogeneously grouped within each grade and is supported by a pedagogical staff of 33 teachers.**

**At PS/MS 7 we work together to develop a community which is purposeful, communicative, just, disciplined, caring and celebrative. Within this community, we work to include parents as our partners and teachers as leaders. We strive to develop and implement a coherent curriculum which focuses on literacy, math and content area achievement.**

**Our mathematics program utilizes a sixty minute math component in grades K-2, a seventy five minute component in grades 3-5 and a double period component in the middle school grades. Primary mathematics instructional materials are the Everyday Mathematics Program in grades Pre-K-5 and Impact Math in grades 6-8. We teach the strands of math through the five processes so that children are constructing their own understanding of the math concept in the lesson. Students will be guided toward these understandings through authentic learning experiences, where children work with manipulative tools to represent and make connections, communicate their thoughts about the math concept or process and solve engaging problems.**

**Our English Language Arts program utilizes a 120 minute block in grades K-5 and a double period block in the middle school grades wherein a variety of teaching strategies are utilized in order to meet the educational needs of all our students. We follow the Teachers College Reading and Writing Project curricula calendar. The components of the workshop include a read-aloud, a developmental reading/writing lesson, small group skills instruction, guided, shared and paired reading/writing as well as independent reading/writing. Classrooms libraries support our literacy instruction and are organized to facilitate book selection for independent reading.**

**Libraries are reviewed periodically to meet the changing needs of the readers and to reflect the units of study.**

**PS/MS 07 Science program covers foundation topics from each of the fundamental branches - earth science, biology, physics, and chemistry. We strive to provide engaging practical experiences that complement and elucidate the curriculum's theoretical component. Our end goal is students who possess both scientific literacy and laboratory competence, yet retain childhood enthusiasm for the natural world.**

**The strong connection between our academic and arts programs provide students with many opportunities for success. In addition to our regularly scheduled Visual Arts Program students participate in two unique music programs, The Morse Fellows and the Young Audience Concerts, offered through our partnership with the Julliard School of Music. Our students also participate in theater, dance, photography and mural painting classes facilitated by different community based organizations working with us through the 21<sup>st</sup> Century Program.**





| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b><br>(As of October 31)          |         |         |         |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |         |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | CTE Program Participants   | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | 0       | Early College HS Participants  | 0       | 0       | 0       |
| # receiving ESL services only   | 78      | 64      | 59      | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |
| # ELLs with IEPs  | 3       | 2       | 8       | (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   | 40      | 39      | TBD     |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 10      | 10tbd   |         |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 3       | 3       | TBD     |
|   | 2       | 2       | TBD     |  |         |         |         |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           | 100.0   | 100.0   | TBD     |
| American Indian or Alaska Native  | 0.6     | 0.5     | 0.2     | Percent more than two years teaching in this school                              | 52.5    | 64.1    | TBD     |
| Black or African American   | 34.2    | 31.6    | 31.5    | Percent more than five years teaching anywhere                                   | 47.5    | 46.2    | TBD     |
| Hispanic or Latino  | 61.5    | 65.4    | 66.3    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 2.2     | 1.9     | 1.6     | Percent Masters Degree or higher   | 73.0    | 79.0    | TBD     |
| White   | 1.5     | 0.5     | 0.2     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 96.2    | 95.0    | TBD     |
| Multi-racial  |         |         |         |  |         |         |         |
| <b>Male</b>   | 48.0    | 49.4    | 48.4    |  |         |         |         |
| <b>Female</b>   | 52.0    | 50.6    | 51.6    |  |         |         |         |

| 2009-10 TITLE I STATUS  |  |  |  |  |
|---|--|--|--|--|
| <input type="checkbox"/> <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance                 |  | <input type="checkbox"/> Non-Title I                                 |  |
| Years the School Received Title I Part A Funding:   | <input type="checkbox"/> <input checked="" type="checkbox"/> 2006-07 | <input type="checkbox"/> <input checked="" type="checkbox"/> 2007-08 | <input type="checkbox"/> <input checked="" type="checkbox"/> 2008-09 | <input type="checkbox"/> <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"/> |   |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>   |   |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math | Science | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              | √                              | √    | √       |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |      |         |                        |      |              |                 |
| American Indian or Alaska Native                 | -                              | -    |         |                        |      |              |                 |
| Black or African American                        | √                              | √    |         |                        |      |              |                 |
| Hispanic or Latino                               | √                              | √    |         |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | -                              | -    | -       |                        |      |              |                 |
| White  | -                              | -    | -       |                        |      |              |                 |
| Multiracial                                      | -                              | -    |         |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |      |         |                        |      |              |                 |
| Students with Disabilities                       | √                              | √    | -       |                        |      |              |                 |
| Limited English Proficient                       | -                              | -    | -       |                        |      |              |                 |
| Economically Disadvantaged                       | √                              | √    |         |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> | 5                              | 5    | 1       |                        |      |              |                 |

### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |      | <b>Quality Review Results – 2008-09</b>                       |    |
|--|------|---|----|
| <b>Overall Letter Grade</b>  | A    | <b>Overall Evaluation:</b>                                    | NR |
| <b>Overall Score</b>   | 89.8 | <b>Quality Statement Scores:</b>                              |    |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                              |    |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 10.9 | Quality Statement 2: Plan and Set Goals                       |    |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 20.9 | Quality Statement 3: Align Instructional<br>Strategy to Goals |    |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 49.7 | Quality Statement 4: Align Capacity<br>Building to Goals      |    |
| Additional Credit  | 8.3  | 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?
- 

**We received an A in the NYC 2009-10 Progress Report with an overall score of 61.4. As per these results, our school did better than 84% of all K-8 schools citywide. The Progress Report shows significant gains in the area of student progress with a median growth percentile in ELA of 74.0 and a median growth percentile of 68.0 in Mathematics. However, student performance is an area where the school received a significantly lower score than last school year with a 31% drop in student performance in Math and a 28% drop in ELA.**

**Gains on the percentage of high-need students who are in the 75% growth percentile of higher was significant and the school earned extra credit in this category. Results show that we need to review and analyze our mathematics instruction for students in the Lowest Third Citywide and Students with Disabilities subgroups in order to close the achievement gap in this area.**

**An analysis of the past two years' ELA test results shows that the overall percentage of students reaching proficiency in English Language Arts was significantly lower during the 2009-10 school year. Overall, only 37% of students reached proficiency levels. Grade level analysis reveal that grades with significantly lower scores were third, sixth and seventh grades. Item analysis reveal that overall, the area where our students experienced most difficulties was the area of Critical Analysis and Evaluation (Strand 3).**

**In Mathematics, data from test results reveal a pattern similar to the one found in ELA. Overall, only 45% of students reached proficiency levels in this area. Grade level analysis reveals that grades with significantly lower scores were third, sixth and eighth. Item analysis reveal that overall, our students performed at lower levels on the short and extended responses items of the NYS Math Test.**

**Nevertheless, results show that in ELA there was a slight improvement in students scoring at Level 4 on the NYS ELA Test with 4% of students scoring at this level as compared to 1% during the 2008-09 school year. The percentage of students scoring at Level 4 in Mathematics remained the same, 16%, from the 2008-09 to the 2009-10 school year.**

**Although significant progress has been made over the last two years, parental involvement continues to be an area that needs improvement. The school has implemented an action plan to increase parental involvement and will continue to work on improving the strategies used to reach groups of parents who are not so involved or who are unaware of the school's goals.**

**Also affecting the school's improvement is the loss of funding. This has limited our ability to provide our students with the additional support they need beyond classroom instruction. Budget loss also did not allowed us to continue to offer our instrumental music program, one that for the last five years attracted many talented middle school students to our school and made our school unique in a district with few or no programs like ours.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- Goal 1**      **To improve student learning in English Language Arts in grades K-8 and increase the percentage of students meeting proficiency level on the State ELA test by 30% by June 2011.**
- Goal 2**      **To improve student learning in Mathematics in grades K-8 and decrease the percentage of students who did not meet promotional criteria on the State Math test by 25% as measured by test scores from the 2009-10 Math state test by June 2011.**
- Goal 3**      **To improve student learning in English Language Arts for students with disabilities (SWD) and to increase the percentage of students meeting proficiency level on the State ELA test by 30% by June 2011.**

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>To improve student learning in English Language Arts in grades K-8 and increase the percentage of students meeting proficiency level by 30% as measured by the 2010-11 State ELA test by June 2011.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>1) We will develop a school wide ELA curriculum plan (September 2010 – June 2011)</b><br/> <b>2) We will align teaching and learning with NYS standards through grade level planning meetings with the support of our Literacy Coach and Assistant Principal (September 2010 – June 2011).</b><br/> <b>3) We will continuously adjust instruction and group students appropriately for small group instruction based on the results of the ELA Predictive Tests, running records and classroom assessments (November 2010, January 2011 and March 2011).</b><br/> <b>3) Principal and the school’s Instructional Support Team (Assistant Principal, Coaches, ELA Teacher) will participate in a Literacy School Leadership Retreat with Lucy Calkins and Mary Ehrenworth (July 2010)</b><br/> <b>4) We will schedule grade level cycles of demonstration lessons and modeling facilitated by the Literacy Coach</b><br/> <b>5) Classroom teachers will attend Teachers College professional development sessions on a variety of topics related to the teaching of reading and writing (23 calendar days from September 2010 to June 2011).</b><br/> <b>7) One common grade planning session a month will be used to assess and analyze the work of those students who did not meet promotion criteria (Once a month, September 2010 – June 2011).</b><br/> <b>7) Teachers, literacy coach and administrators will participate in study/inquiry groups to</b></p> |

|   |   |
|---|---|
|   | <p>discuss professional literature such as <i>Mosaic of Thought</i>, <i>Shades of Meaning</i> and <i>Conferring with Readers</i>.</p>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ol style="list-style-type: none"> <li>1) TL Fair Student Funding/Curriculum and Staff Development - Participation in the Teachers College Reading and Writing Project</li> <li>2) TL Fair Student Funding/Per Diem - Coverage for teachers to attend professional development activities</li> <li>3) TL Children First Inquiry/Per session – Study/Inquiry groups</li> <li>4) Contract for Excellence/Title I SWP – Literacy Coach</li> </ol>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <ol style="list-style-type: none"> <li>1) Running records will be administered four times a year (September, November, March and June). Students will move at least two levels during each assessment period.</li> <li>2) Results of running records will be uploaded to the TC Assessment Pro data base for analysis and implications for instruction.</li> <li>3) Assessment will be conducted once a month after the completion of each unit of study to assess skills and strategies taught throughout the unit. (September 2010 to June 2011)</li> <li>4) Student's performance on Predictive Tests will show improvement as compared to previous test results. Predictive Tests will be administered three times during the school year.</li> </ol> |



|   |   |
|---|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>1) TL Fair Student Funding/Per Diem - Coverage for teachers to attend professional development activities<br/> 2) 21<sup>st</sup> Century Grant/Per Session – Math Saturday Academy<br/> 3) Title I SWP/TL Fair Student Funding – Math Coach</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p>1) Ongoing assessment in the form of conferring and assessing on unit checklists.<br/> 2) Student portfolios, containing end of unit performance assessments assessed on rubric will show gains in their scores and movement towards proficiency level.<br/> 3) Three open ended assessments will track progress within the math program from September 2010 to April 2011. Results will show improvement as compared with previously administered open ended assessments.<br/> 4) Students’ performance on the Mathematics Predictive Tests will show improvement as compared to the previous test results. This test is administered three times a year.</p> |

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** English Language Arts (SWD)

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>To improve student learning in English Language Arts for students with disabilities (SWD) and to increase the percentage of students meeting proficiency level by 30% as measured by the State ELA test by June 2011.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>1) SWD students will participate in an ELA Saturday Academy program (December 2010 – January 2011)</b><br/> <b>2) Self-contained and SETSS teacher will participate in professional development in the areas of differentiated instruction, reading comprehension strategies and skills, vocabulary development and curriculum modifications (September 2010 – June 2011)</b><br/> <b>3) We will collect and analyze SWD data to identify trends and needs (September 2010 – June 2011)</b><br/> <b>4) We will conduct Special Education/ELA weekly planning meetings (September 2010 – June 2011)</b><br/> <b>5) We will expand the number of teachers trained in the Great Leaps Reading Program (September - December 2010)</b><br/> <b>6) We will monitor student progress by ongoing analysis of running records, conference notes, rubrics, teacher made assessments and predictive assessments (September 2010 – June 2011)</b></p> |

|   |   |
|---|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>1) Contract for Excellence/Title I SWP -Literacy Coach –</b><br/> <b>2) 21<sup>st</sup> Century Grant/Per Session – ELA Saturday Academy</b></p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>1) Students' running records will show gains in their levels and advance of at least one level from September to January and another level from February to June.</b><br/> <b>2) On going assessment in the form of teacher made assessments and predictive assessments will track progress within the ELA program from October to June.</b><br/> <b>4) Students' performance on the ELA Predictive Tests will show improvement as compared to the previous test results. This test is administered three times a year.</b></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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| 1     | 16                             | 12                             | N/A                            | N/A                            | 2  |   | 3                                  |                                       |
| 2     | 7                              | 8                              | N/A                            | N/A                            |  |   | 1                                  |                                       |
| 3     | 22                             | 11                             | N/A                            | N/A                            |  |   | 2                                  |                                       |
| 4     | 14                             | 13                             |                                |                                |  |   | 2                                  |                                       |
| 5     | 18                             | 10                             |                                |                                |  |   | 3                                  |                                       |
| 6     | 10                             | 13                             |                                |                                |  |   | 1                                  |                                       |
| 7     | 12                             | 5                              |                                |                                | 5  |   |                                    |                                       |
| 8     | 5                              | 9                              |                                |                                |  |   | 3                                  |                                       |
| 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><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>   |
| <p><b>ELA:</b></p>  | <p><b>1) Pull out small group work during the school day. The provider is using guided reading books at the students’ instructional levels. Students work on targeted learning activities in the areas of grammar, decoding and reading comprehension. 2) Small groups during extended day sessions, instruction is based on the results of predictive tests, running records and informal assessments. 3) ELA Saturday Academy consists of small group writing and reading instruction that is offered 5 Saturdays during the months of March and April.</b></p>   |
| <p><b>Mathematics:</b></p>  | <p><b>1) Pull out small group work during the school day. The provider is using the Early Childhood Assessment in Mathematics to guide instructional levels. Students work on targeted learning activities below grade level to meet their computational needs. They are working on problem solving through standards based problems. 2) Small groups during extended day sessions, instruction is based on results of predictive tests and informal assessments. 3) Math Saturday Academy consists of small group math instruction that is offered 5 Saturdays during the months of March and April.</b></p> |
| <p><b>Science:</b></p>  |   |
| <p><b>Social Studies:</b></p>                                       |   |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>  | <p><b>Students participate once a week (or as needed) in individual and/or small group counseling sessions. Guidance Counselor also visit students in their classroom to observe and give feedback to students regarding their academic behavior and performance.</b></p>   |
| <p><b>At-risk Services Provided by the School Psychologist:</b></p> |   |

|  |   |
|--|---|
| <b>At-risk Services Provided by the Social Worker:</b> | <b>Services are either short term (3 months) or long term (3-6 months) depending on the needs of the students. Social Worker meets with students individually, communicates with their parents on a regular basis and makes referrals to outside agencies when necessary.</b> |
| <b>At-risk Health-related Services:</b>                |   |

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) K-8                      Number of Students to be Served:       71       LEP        Non-LEP

Number of Teachers       2                            Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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Newcomers and ELL students, in grades 3 to 8 performing at the beginner level, will participate in an after school program that will focus on language development and reading comprehension through the use of instructional software. Software language development programs will help students use context clues to help increase their vocabularies, use of antonyms, homophones, synonyms, suffixes and multiple meanings. The programs will also help students develop and remember accurate definitions for known and unknown words. Reading comprehension software is packed with intriguing multi-level stories that capture the interest of students, while reinforcing reading comprehension skills. These open-ended programs are bilingual in English and Spanish, language can be shifted easily for better comprehension. Twenty students will participate in the program. Program will meet once a week on Wednesdays from 3:10 to 4:10 from December to April 2010, for a total of 20 sessions. One certified ESL teachers will provide services.

ELL students in grades 3-8 will participate in our ELA and Math Saturday Academies. The focus of this program is to offer ELL students instructional support in the content areas of English Language Arts and Mathematics. Data derived from predictive assessments will determine skills to be taught through small group instruction. Students will meet March 26, April 2 and 9 and May 30, 2011 for ELA and Math instruction. Sessions will start at 8:00 am until 12:00 noon. Thirty students will participate in this activity. Two certified ESL teachers, a certified middle school teacher, a certified middle school ELA teacher and a common branch teacher will provide services. ESL teachers will rotate among these classes to provide support for ESL students. The program will be supervised by the Principal and Assistant Principal.

ELL students in grades 1-8 will participate in our ESL Saturday Academy. In this Academy, two certified ESL teachers will provide small group instruction for a total of 4 sessions of 4 hours each. There will be two cycles of classes each session, four sessions per cycle. Students in grades 1-3 will participate in the first cycle, students in grades 4-8 will participate in the second cycle of classes. Classes will meet May 7, 14, 21 and 28, 2011 from 8:30 to 12:30 pm. Classes will focus on listening, speaking, reading and writing skills. Based on interest and proficiency levels groups of students will create songs, poems and plays. Two ESL teachers will provide services. The program will be supervised by the Principal and Assistant Principal.

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

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ESL teachers participate in our Networks’ monthly meetings dedicated to ESL/ELL topics aligned to State standards. Information received at these meetings will be turn-keyed to the staff during common planning/professional development sessions. Both ESL and classroom teachers participate in the Teachers College Reading and Writing Project’s professional development activities. These activities include grade specific on –site professional development as well as teachers’ participation on the Project’s calendar days. These activities include specific professional development for teachers of ELL students. Teachers also attend professional development activities offered through the



|   |                    |  |
|---|--------------------|--|
| <b>Educational Software (Object Code 199)</b> | <b>\$448.30</b>    | <b>1) One full set (5 volumes) of the Level II Bilingual Reading Comprehension program = \$896.602</b> |
| <b>Travel</b>                                 |                    |  |
| <b>Other</b>                                  |                    |  |
| <b>TOTAL</b>                                  | <b>\$15,000.00</b> |  |

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**Assessment was conducted through the surveying of the Language Identification Surveys for all of the students and families within our school population and through conversations with classroom teachers.**

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.

**Our findings indicate that of the total population with written translation needs, the majority requires translation into Spanish. Two families require Arabic translation and two families require translation in Bengali. Findings were reported during one of the Parent's Association general meetings and also were reported to and discussed with the School Leadership Team.**

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

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

**For our families with Spanish translation needs, most Department of Education correspondence is available in Spanish as well as English. Correspondence which needs to be translated is done so at the school level by school staff members who are bilingual in English and Spanish. In order to facilitate critical communication between classroom teachers and parents, we developed bilingual templates of school-wide forms.**

**For our families with Arabic and Bengali translation needs, we will use contracted services through the Translation and Interpretation Unit at the Department of Education.**

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.

**For our family's Spanish interpretation needs, we have many bilingual staff members and parent volunteers who act as translators when necessary. The staff members include administrators, paraprofessionals and teachers.**

**For our families with Arabic and Bengali interpretation needs, we will use contracted services through the Translation and Interpretation Unit at the 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>.

**The school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence.**

**The school will also post in a conspicuous location at or near the primary entrance (adjacent to our security desk) a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.**

**Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**

**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:  | <b>340,021</b> | <b>98,560</b> | <b>438,581</b> |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | <b>3,400</b>   | <b>986</b>    | <b>4,386</b>   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | <b>5,141</b>   | *             |                |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | <b>12,770</b>  | *             |                |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **95%**
6. If the percentage of high quality teachers during 2009-2010 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.

**To insure that the school will have 100% highly qualified teachers we conducted interviews with staff that needed to finish license requirements and made sure these requirements were met before the beginning of the next school year. We also made changes to the school’s organization based on staff qualifications.**

\* 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.

### **SCHOOL PARENT INVOLVEMENT POLICY**

**I. School Parent Involvement Policy: Please develop a schoolwide policy statement that addresses the school’s parent involvement philosophy and goals. Please ensure that your policy and goals are aligned with the District’s policy and goals.**

At PS/MS 007 the circle of community extends outward to embrace parents, who are viewed as the child’s first and most important teachers. A vital partnership is created between the home and school, one that begins during the pre-kindergarten year and continues to strengthen through grade eight. The goals for our parent program include the following:

1. To help parents understand our school’s instructional program and the ways in which they can support academic achievement for their children.
2. To provide opportunities for parents to celebrate the achievements of their children along with the students and staff.
3. To provide opportunities for parents to participate in parenting and educational programs to enhance their personal and professional growth and to help them develop the skills necessary to support student achievement.
4. To collaborate with the Parents Association and School Volunteers in their efforts to provide our school with parental assistance and support.
5. To involve parents in schoolwide planning activities as members of our leadership team, curricular committees, Title I committees, PAC committees and our nutrition committee.

**II. Please describe how your plan will ensure that parents, including working parents and parents of students with special needs, are going to be afforded the opportunity to participate.**

Our parent involvement plan includes all parents within our school community. All parents are invited to join our Parents Association, to participate in our workshops, to attend our curriculum night and to celebrate the work of our students at concerts, exhibitions and publishing parties. Working parents are encouraged to attend early morning workshops and evening parent-teacher conferences. The Borinken Health Program is available to all families after school and on Saturdays at their clinic site. SBST staff members, as well as teachers and administrators, reach out to working parents by phone or letter when necessary. Parents of students with special needs are included in all of our activities.

**III. Please describe your school's mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.**

Parents are informed of meetings, workshops and other opportunities through administrative letters, newsletters or letters from classroom teachers which are sent home with our students. Student invitations, flyers and posters are used to invite parents to schoolwide celebrations such as our choral concerts, 100<sup>th</sup> Day of School Exhibition and Family Math Night. In addition, calendars of school events are sent home at the beginning of each month and posted in the school's lobby to ensure that parents are informed of activities in time to plan to attend.

**IV. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school's leadership team and how they are selected.**

Our parents are involved in decision-making within our school community in the following ways:

1. The parent volunteers meet monthly to discuss issues related to their responsibilities in the school and their observations are brought to the attention of the School Leadership Team.
2. A parent survey is distributed at the beginning of the school year to ascertain the needs and interests of parents as to the types of workshops and activities in which they would like to participate at the school. These activities and workshops will be offered to parents on a monthly basis throughout the school year.
3. Parent interviews, surveys and reflections are considered in the planning of the school's instructional programs for our students.
4. The Parents Association, along with the approval of the principal, makes decisions as to fund-raising activities, parent sponsored school events and additional ways in which our parents can support and participate in the school's instructional programs.
5. Our School Leadership Team currently consists of five parents and five staff members. The team members are responsible for the development of the school's Comprehensive Education Plan, for sharing ideas and concerns about school issues and for working on constructive solutions to meet the needs of all our students

**List the projected school year's activities for parents.**

| <b>ACTIVITY</b>                       | <b>PROJECTED DATE(S)</b>          |
|---------------------------------------|-----------------------------------|
| Borinken Health Program               | Daily: Throughout the School Year |
| School Based Support Team Outreach    | Daily: Throughout the School Year |
| Parenting and Educational Workshops   | Monthly                           |
| Parent Association Meetings           | Monthly                           |
| School Leadership Team Meetings       | Monthly                           |
| Curriculum Night                      | October, 20010                    |
| Parent/Student School Compact Meeting | November, 2010                    |
| Parent/Teacher Conferences            | November, 2010 & March, 2011      |
| Family Math Night                     | May, 2011                         |
| Middle School Articulation Meeting    | November 2010                     |

|                                  |              |
|----------------------------------|--------------|
| High School Articulation Meeting | October 2010 |
| Family Literacy Program          | Spring, 2010 |

**V. Please describe how you will assess the efficacy of your parent involvement plan.**

Our parent involvement plan will be assessed in the following ways:

1. The attendance at parent activities will be analyzed to determine the extent to which parents are participating.
2. A parent survey will be administered in the spring to determine the extent to which parent needs have been met through our parent involvement program.
3. An improvement in students' achievement, as evidenced by a raise in the standardized test scores, may reflect the strengthening of the partnership between our parents and the school.
4. An annual review of the Parent Involvement Plan is conducted each year during the month of October.

**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.

**School Parent Compact**

PS/MS 007 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during school year 2010-11

## School Responsibilities

- 1. PS/MS 007 will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.**

To ensure that this goal is met, the school will:

- Provide block-scheduled ELA and Mathematics instruction to all students.
- Use assessment portfolios to monitor students' classroom performance and academic growth.
- Provide ongoing high-quality professional development to school faculty members.
- Continue to align ESL instruction to The NYS Learning Standards for English as a Second Language.
- Provide students who are not meeting grade level ELA or Mathematics standards academic intervention services.
- Provide 37 ½ minute after-school small group instruction for all at-risk students.
- Provide ELA and Mathematics state test preparation Saturday classes.

- 2. PS/MS 007 will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Additional activities will include:

- Beginning of the year Open House/ Curriculum Night
- Parent Teacher Conferences twice a year
- Fall 5<sup>th</sup> Grade Parent Meeting about the Middle School Placement Process
- Fall 8<sup>th</sup> Grade Parent Meeting about the High School Placement Process

- 3. PS/MS 007 will provide parents with frequent reports on their children's progress.**

To meet this goal, the school will:

- Hold Parent-Teacher Conferences twice a year
- Distribute Report Cards three times a year

- 4. PS/MS 007 will provide parents reasonable access to staff.**

To meet this goal, the school will:

- Provide parents with the opportunity to contact the school to arrange for a Parent-Teacher Meeting during a Teacher's Preparation Periods.
- Have Parent Coordinator available to answer parents' questions and address individual needs

**5. PS/MS 007 will provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.**

To meet this goal, the school will:

- Survey parents to better identify student needs
- Invite parents to monthly Parent Association Meetings
- Provide parents with monthly Parent Workshops
- Invite parents to participate in the Learning Leaders Program
- Ensure parent representation on the School Leadership Team
- 

**Parent Responsibilities**

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

- Monitoring my child’s attendance.
- Making sure that my child’s homework is completed.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’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 or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on school policy advisory groups.
- Notifying the school about changes of address and/or phone number

**Student Responsibilities**

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

- Do my homework everyday and ask for help when I need it.
- Read for at least 30 minutes everyday outside of school time.
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school.
- Arrive at school and to class on time and prepared to work.
- Behave in a manner that will not interfere with my learning or the learning of others.

## 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.

**Refer to Section IV – pages 11 & 12**

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

**Our instructional program includes a double period of balanced literacy throughout the grades wherein a variety of teaching strategies are utilized in order to meet the educational needs of our students. The reading workshop model is used to facilitate whole, group and individual student's learning through conferencing, strategy groups and guided reading. Classroom leveled libraries are organized to support and enhance instruction. Students in our school participate in an inquiry based math program. Flexible grouping allows students to learn through hands on activities and investigation. In our middle school program, students are provided with authentic learning experiences that teach both process and content knowledge. On going assessments are used to drive and differentiate instruction.**

**Our mandated extended day program focuses on providing our at risk students with additional support in literacy and math. A menu of research based programs is available for staff members to target students' needs. Some of the instructional materials we**

used for our mandated extended program include; Reader's Theater, Math Navigator, Wilson Reading System, Foundations, Great Leaps and Words their Way.

**Our 3<sup>rd</sup> to 8<sup>th</sup> grade students participate in ELA and Math Saturday Academy designed to prepare students for State Tests. Starting in the 7<sup>th</sup> grade, students meet individually and in small groups, with the Guidance Counselor, to discuss articulation to high school and explore the different schools/programs that could possible best meet their needs.**

3. Instruction by highly qualified staff.

**Based on our most recent BEDS-NCLB summary report, all but two of our teachers was determined to be highly qualified.**

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

**Network specialists provide us with high quality research based on-going professional development for all members of the school community. Additionally, we participate in the Teachers College Reading and Writing Project which provides classroom teachers, literacy coach and administrators with on-site and off site professional development opportunities throughout the school year. Math and ELA Coaches provide in house professional development opportunities based on individual teachers and grade level needs.**

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

**High-quality highly qualified teachers receive individualized professional development opportunities through citywide professional development activities and partnerships with colleges and universities. Teachers participate in collaborative planning through weekly grade level planning sessions. School based mentors work with new teachers throughout the school year.**

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

**See Parent Involvement Policy (attached).**

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.

**To assist with a smooth and successful transition from preschool or childcare centers, our school participates in a community school fair that is held in the spring wherein incoming families can receive information on school programs and registration procedures. School tours are offered and parents are encouraged to schedule individual meetings with a Social Worker to discuss**

**requirements, school policies, expectations and any other pertinent information that will assist them through this transition process. Also, the school sends a representative to preschool programs in the neighborhood to meet with parents during orientation sessions.**

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.

**Teachers participate in the development and use of grade level assessments and rubrics. Mutual grade level preparation periods provide time for grade level meetings on a weekly basis and opportunities for ongoing share of practices, study groups, curriculum development and assessment of student work. Individual data meetings are scheduled to discuss delivery of data driven instruction and assessment. Teachers are trained in the collection and use of different data reports and web based data portals.**

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.

**Students experiencing academic difficulties are referred to the school's Pupil Personnel Team. Deficiencies are identified and intervention programs are recommended and coordinated with the classroom teachers for Tier I or Tier II services. Benchmarks are established and data is collected and analyzed regularly in order to determine effectiveness of program and next steps.**

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 are in partnership with the following programs:**

**State: 21<sup>st</sup> Century Learning Clubs, state funded program awarded through a district grant**

**Local programs: Borinquen Health Clinic, United Way/Just Us Program, Mt. Sinai Adolescent Clinic, EPIC (Parenting program with a school-based character education and leadership training), Urban Dove.**

## 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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |                            |
|-------------------------|--|---|----|-----|--|---|----------------------------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s)                  |
| Title I, Part A (Basic) | Federal  | ✓   |    |     | \$ 340,021   | ✓   | 12, 14, 15, 16, 17, 18, 38 |
| Title I, Part A (ARRA)  | Federal  | ✓   |    |     | \$ 98,560  | ✓   | 12, 14, 15, 16, 17, 18     |
| Title II, Part A        | Federal  | ✓   |    |     | \$ 10,360  | ✓   | 22, 23, 24                 |
| Title III, Part A       | Federal  | ✓   |    |     | \$ 15,000  | ✓   | 26, 27, 28                 |
| Title IV                | Federal  |   |    | ✓   |  |   |                            |
| IDEA                    | Federal  | ✓   |    |     | \$ 48,984  | ✓   | 14, 19, 20                 |
| Tax Levy                | Local  | ✓   |    |     | \$ 2,060,600   | ✓   |                            |

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

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

**Twelve (12) students in our school are currently in temporary housing**

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

**Counseling with a Social Worker through our on site health clinic, referrals to outside agencies, medical services through Borinquen Health Clinic (on-site clinic), regular phone calls and home visits to monitor attendance/lateness, participation in extra curricular activities.**

**The school also provides new book bags and school supplies throughout the year.**

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                       |             |        |               |  |              |
|---------------------|-----------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 007 Samuel Stern |             |        |               |  |              |
| <b>District:</b>    | 4                     | <b>DBN:</b> | 04M007 | <b>School</b> |  | 310400010007 |

**DEMOGRAPHICS**

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

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <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                     | 27      | 31      | 29      |  | 91.2    | 92.7    | 91.8    |
| Kindergarten              | 40      | 49      | 44      |  |         |         |         |
| Grade 1                   | 47      | 39      | 47      | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 40      | 48      | 34      | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 42      | 47      | 52      |  | 94.6    | 93.5    | 91.5    |
| Grade 4                   | 38      | 40      | 41      |  |         |         |         |
| Grade 5                   | 40      | 36      | 46      | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 50      | 40      | 38      | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 59      | 55      | 38      |  | 90.0    | 86.1    | 86.1    |
| Grade 8                   | 48      | 63      | 55      |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 6       | 46      | 41      |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 0       | 0       | 2       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 431     | 448     | 426     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 8       | 3       | 2       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 30      | 23      | 19      | Principal Suspensions                               | 28      | 31      | 45      |
| # in Collaborative Team Teaching (CTT) Classes | 0       | 5       | 3       | Superintendent Suspensions                          | 14      | 16      | 19      |
| Number all others                              | 23      | 25      | 36      |   |         |         |         |

*These students are included in the enrollment information above.*

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 40      | 39      | 35      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 10      | 10      | 6       |
| # receiving ESL services only                                     | 64      | 59      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 2       | 8       | TBD     | Number of Educational Paraprofessionals                | 3       | 3       | 5       |

*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 |
|   | 2       | 2       | 7       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 52.5    | 64.1    | 91.4    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 47.5    | 46.2    | 62.9    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 73.0    | 79.0    | 85.7    |
| American Indian or Alaska Native                  | 0.5     | 0.2     | 0.5     | % core classes taught by "highly qualified" teachers   | 96.2    | 95.0    | 100.0   |
| Black or African American                         | 31.6    | 31.5    | 29.8    |  |         |         |         |
| Hispanic or Latino                                | 65.4    | 66.3    | 65.7    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 1.9     | 1.6     | 0.2     |  |         |         |         |
| White   | 0.5     | 0.2     | 3.1     |  |         |         |         |
| <b>Male</b>                                       | 49.4    | 48.4    | 49.8    |  |         |         |         |
| <b>Female</b>                                     | 50.6    | 51.6    | 50.2    |  |         |         |         |

#### 2009-10 TITLE I STATUS

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

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

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

|   |          |          |          |  |  |  |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native                | -        | -        |          |  |  |  |
| Black or African American                       | v        | v        |          |  |  |  |
| Hispanic or Latino                              | v        | v        |          |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |
| White   | -        | -        | -        |  |  |  |
| Multiracial                                     | -        | -        |          |  |  |  |
| Students with Disabilities                      | v        | v        | -        |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>5</b> | <b>5</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |    |  |
|--|------|--|--|--|----|--|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |    |  |
| <b>Overall Letter Grade:</b>             | A    | <b>Overall Evaluation:</b>                                 |  |  | NR |  |
| <b>Overall Score:</b>                    | 61.4 | <b>Quality Statement Scores:</b>                           |  |  |    |  |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |    |  |
| School Environment:                      | 7.7  | Quality Statement 2: Plan and Set Goals                    |  |  |    |  |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |  |
| School Performance:                      | 7.2  | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |  |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |    |  |
| Student Progress:                        | 42.7 |  |  |  |    |  |
| <i>(Comprises 60% of the</i>             |      |  |  |  |    |  |
| Additional Credit:                       | 3.8  |  |  |  |    |  |

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|   |                    |   |                                 |
|---|--------------------|---|---------------------------------|
| Network Cluster <b>203</b>                        | District <b>04</b> | School Number <b>007</b>                  | School Name <b>Samuel Stern</b> |
| Principal <b>Racquel Jones</b>                    |                    | Assistant Principal <b>Elsie Calderon</b> |                                 |
| Coach <b>Martha Gutierrez, ELA</b>                |                    | Coach                                     |                                 |
| Teacher/Subject Area <b>Jonathan Kendall, ESL</b> |                    | Guidance Counselor <b>Jose Cortez</b>     |                                 |
| Teacher/Subject Area <b>Alberta Goldman, ESL</b>  |                    | Parent                                    |                                 |
| Teacher/Subject Area <b>type here</b>             |                    | Parent Coordinator <b>Arthur Atell</b>    |                                 |
| Related Service Provider <b>type here</b>         |                    | Other <b>type here</b>                    |                                 |
| Network Leader <b>Dan Fiegelson</b>               |                    | Other <b>type here</b>                    |                                 |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>2</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | <b>422</b> | Total Number of ELLs | <b>71</b> | ELLs as Share of Total Student Population (%) | <b>16.82%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

At enrollment, a trained ESL teacher administers a Home Language Identification Survey (HLIS), translated in parent's native language (if available from NYCDOE) to determine what language the child speaks at home. This process also includes an interview in the parents' home language. The completed Home Language Identification Survey is reviewed to determine if a language other than English is spoken at home. If it is determined that another language is spoken at home a Language Assessment Battery Revised (LAB-R) is administered to determine proficiency and eligibility. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The Assistant Principal assists with the translation of all interviews conducted in Spanish. Two certified teachers assist with translations in Haitian Creole and French.

Before the NYSESLAT administration the school reviews all possible sources of information (ATS reports, caseloads, schedules, etc.) to ensure that all students mandated to take the test are included in the testing process. Testing dates are scheduled in advanced and parents and classroom teachers are notified in writing. ESL teachers coordinate and administer the test under the supervision of the Assistant Principal. Parents receive results of the NYSESLAT and information regarding program eligibility for the new school year.

Within the first 10 days after enrollment, parents of eligible students are invited to participate in a question-and-answer group session facilitated by our ESL teachers and Parent Coordinator. The three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are explained and discussed during this session. The school has available the translated Departmental materials (brochures, DVDs) and, if needed, the services offered by the Translation and Interpretation Unit. Throughout the school year we maintain communication with parents through one-on-one meetings, phone conversations and special presentations. Parent coordinators and ESL teachers work closely with school administration to coordinate school events for ELL parents and to deliver information in their native language and in a timely manner.

During the question-and-answer session, and throughout the year as needed, parents receive the Parent Survey and the Program Selection Form. Parents are encouraged to fill out the forms after the orientation, but if not returned at this time, we follow up with phone calls, outreach and rescheduling. Designated staff members use the information provided in the Survey to make sure ELL parents are being reached, and that the information that they are getting is useful. Parents that do not attend the orientation session are reached by phone or outreach and a session is scheduled at the most convenient time for them. All communication is provided in the appropriate native language.

Once Program Selection forms are completed, the school conducts a review to determine student placement. The school reviews choice letters carefully to ensure that we are in compliance with all mandates and requirements. Programs offered at the school are aligned with parent requests. For the past several years the trend in program choice has been free standing ESL programs. Should enough parents choose a Bilingual or Dual Language program the school will open classes as required by CR Part 154.

Parent Survey and Program Selection forms and Home Language Surveys are kept in a file cabinet under the direct supervision of the Assistant Principal and maintained by the ESL teachers. They are also continuously monitored to ensure that parents' needs are met. Parent choice information informs the school's annual language allocation policy, as parent demand dictates what ELL programs schools should provide.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |   |    |    |    | 13    |
| <b>Push-In</b>  | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |   |    |    |    | 6     |
| <b>Total</b>  | 6 | 2 | 2 | 4 | 1 | 1 | 1 | 1 | 1 | 0 | 0  | 0  | 0  | 19    |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 71 | Newcomers (ELLs receiving service 0-3 years) | 58 | Special Education             | 6 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 11 | Long-Term (completed 6 years) | 2 |

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 58                | 1        | 3                 | 11               | 0        | 2                 | 2                                  | 0        | 1                 | 71        |
| <b>Total</b>  | <b>58</b>         | <b>1</b> | <b>3</b>          | <b>11</b>        | <b>0</b> | <b>2</b>          | <b>2</b>                           | <b>0</b> | <b>1</b>          | <b>71</b> |

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     |

**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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Yiddish      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 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  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K         | 1         | 2        | 3         | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|-----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 15        | 17        | 6        | 10        | 6        | 3        | 3        | 2        | 2        | 0        |          |          |          | 64        |
| Chinese      |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |           |           |          | 1         |          |          |          |          |          |          |          |          |          | 1         |
| Urdu         |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       | 3         |           |          |           |          |          |          | 1        | 1        |          |          |          |          | 5         |
| Haitian      |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| French       |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Korean       |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |           |           |          |           |          |          |          |          |          |          |          |          |          | 0         |
| Other        |           |           |          |           | 1        |          |          |          |          |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>18</b> | <b>17</b> | <b>6</b> | <b>11</b> | <b>7</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>71</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our instructional program is free standing ESL classes, and ESL instruction is delivered through both push-in and pull-out models. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). Newcomers and beginners mostly participate in homogeneous pull-out services with some push-in to support learning in the content areas. As the students move to intermediate and advanced levels they participate mostly in push-in services, especially at the middle school level.

Beginning and intermediate level students receive 360 minutes a week of freestanding ESL services. Students are usually served through a pull-out model offered in 90 minute blocks. Advanced level students receive 180 minutes of services a week mostly through a push-in model. ESL and classroom teachers plan together to align the curriculum and find ways to support ELL students in the classroom. This scheduling

facilitates a continuous flow of instruction with limited interruption.

To ensure that students receive the mandated number of instructional minutes of ESL, the ESL teacher along with the Assistant Principal, analyze the available data and the needs of the various subgroups and schedule the ESL program accordingly. Consideration is given to student-teacher ratio and caseload is divided between the two ESL teachers.

In order to streamline ESL instruction with that of the monolingual classroom, the ESL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSELAT.

Our school implements the Teacher College Reading and Writing Project Workshop model. ESL and classroom teachers plan and deliver instruction incorporating ESL instructional techniques within this program and all content areas. Explicit ESL instruction incorporates thematic-based units with language and behavioral objectives for each lesson which are aligned with the New York State Learning Standards for English as a Second Language. Language skills are embedded within the content area lessons. Skills-based instruction, including grammar and spelling, supplements each lesson. Throughout the grades, the units of studies are aligned with regular classroom instruction. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary for reading and writing responses, provide guided group work and work on more advanced literacy skills. ESL instructional materials include leveled libraries, the McGraw Hill Treasury of Literature Series, Gear Up, Exploring Writing and Leap Frog. To support phonemic awareness skills students at the pre-productive level (beginners) use the web based STARFALL program.

Instruction for ELL subgroups:

SIFE students:

Students receive the mandated 360 minutes per week of ESL instruction. They also participate in our ESL extended day program and receive academi intervention services (AIS) using both push-in and pull-out models.

ELLs in US school less than three years:

These students are scheduled for 360 minutes per week of ESL. They participate in our extended day ESL program, ESL Saturday Academy and in summer enrichment programs. Within the mainstream classroom, small group instruction with language support is provided. Participation in our after school club program and in the arts (dance, theater, music) helps to enrich vocabulary and develop cultural awareness.

ELLs receiving services for 4-6 years

Through push-in services these students receive the mandated minutes of ESL per week. They participate in our extended day program, Saturday Academies and receive AIS services during the school day. Focus of instruction is on reading and writing skills.

Long-term ELLs:

Long-term ELLs participate in our extended day program, Saturday ESL Academy and receive AIS services and instruction with levels of support as determined by predictive and standardized assessment results. Participation in a variety of enrichment activities provides opportunities for vocabulary development.

ELLs identified as having special needs:

These students are referred to bilingual special education programs if specified on their IEPs or if requested by parents or caregivers. For SETTS services, students will remain in monolingual classrooms depending on parental request.

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

**Beginning**

**Intermediate**

**Advanced**



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?

Our freestanding ESL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. These classes are offered in English and the ESL teachers, Principal and Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Content area lesson plans include activities and strategies that support the development of ELL students' academic language. These strategies include the use of ESL methodologies and instructional strategies, ESL strategic instruction, use of dictionaries and visual aides to support student understanding. Middle school students, grades 6-8, take French to fulfill the school's Foreign Language requirement.

Targeted intervention programs for ELLs include 1) participation in two Saturday Academy programs. One offers supplemental ELA and Math instruction and the other is an ESL Saturday Enrichment program, 2) participation in extended day ELA, Math, Science, Social Studies sessions, 3) participation in AIS services provided during the day. All programs are open and available for all ELL students and instruction is in English.

Transitional support services for ELL's reaching proficiency on the NYSESLAT includes periodic review of students' records. A list of eligible students is updated every school year to ensure that transitional support services are in place. Services include continuation of testing modifications, periodic reviews of student's performance and articulation support for students transitioning to middle or high school.

Based on reseach and our own experience with the freestanding ESL program we are considering the implementation of more push-in services throughout the grades. Researched shows that push-in programs promote collaboration between the classroom teacher and the ESL teacher, decrease in-class instruction time loss, and decrease student travel time to and from the ESL classroom

All students in our schooll, including ELLs have access to any or all programs offered during the day and after school. Parents and students are informed of all the programs offered and, if necessary, sign permission slips for their children to participate.

Fourth through eighth grade ELL students, along with their monolingual peers, participate in an arts oriented after school program sponsored by the 21st Century Program. Students can choose to participate in musical theater, dance, digital photography/poetry, yoga and martial arts. Depending on their choice of club students meet once or twice a week. Students also have the opportunity to participate in sports related activities such as basketball and soccer.

ELL students in grades one through eight participate in an after school ELL enrichment program twice a week. Students in 1st through 4th grade use innovative, interesting and fun software that can be fully customized to individual student needs. Lessons include phonics and reading comprehension. Students in 5th through 8th grade use software that will allow them to apply experience and context to generate meanings for unfamiliar words and to more accurately define known words. Newcomers will use software that contain multi-level stories that teach reading comprehension. These open-ended programs are bilingual, allowing the students to shift language to aid comprehension.

Our music enrichment program includes participation of 2-5 grade students in the Juilliard Music School Morse Fellowship Program and the Young People's Concert Program. These programs are offered during the school day and all ELL students participate in them.

Newly enrolled ELL students and their families are invited to participate in orientation sessions provided by the Assistant Principal and the Guidance Counselor. Students and their families tour and receive information regarding school calendar, school schedules, after school programs available. We also help students and their families enroll in our on-site medical clinic and referred them to outside agencies if

needed.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Professional development for all staff members is facilitated by our ESL teachers along with the Assistant Principal. Workshops focus on identification of ELL's, second language acquisition, assessing the needs of newcomers, parental involvement, developing academic language through the content areas, and tips to make lessons more comprehensible for all learners. These workshops are presented during staff development days and/or during the monthly staff meetings. All classroom teachers, paraprofessionals, School Based Support Staff, service providers and parent coordinator attend these meetings. The 7.5 hours of professional development mandated under Jose P. are included in these workshops. Agendas, attendance and all pertinent records are kept in the Principal's office.

In addition, staff members participate in professional development facilitated by our Network's ELL Specialist. At the beginning of the school year, the Principal meets with the Network's Specialist to plan and coordinate activities for the general staff as well as specific activities for our ESL Teachers. Workshops include topics such as; Using Data to Drive Instruction, Developing Academic Language Through Content Area Teaching, Developing Academic English and Writing Skills, Vocabulary Development through Read Alouds and others.

School staff participates in meetings conducted by the Assistant Principal to learn and discuss the specific grade level promotion criteria for ELL students. Once a month ESL teachers participate in grade level meetings to discuss and analyze individual ELL students instructional goals and progress towards promotion. Assistant Principal and Guidance Counselor hold grade level meetings with 5th and 8th grade teachers to explain and discuss the articulation process. Promotion requirements are discussed and plans are developed to assist ELL students meet promotion criteria.

### 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?

At the beginning of the school year the Parent Coordinator sends a Parent Survey to help us evaluate the needs of our parents and what services we can provide or plan for at the school level. Results of the survey are reviewed and an action plan is developed by the Principal and Parent Coordinator. Based on the results of the survey, the Parent Coordinator makes contact and schedule different workshops for the parents of ELL's. A monthly calendar is developed and sent to parents with information regarding all the different workshops/activities scheduled for the month. Parent Coordinator distributes flyers before each activity and sends emails to remind parents.

Workshops and services include health services (Borinquen Health Clinic, Mt. Sinai Child Development Unit), community based after school programs (SCAN, BEACON, Urban Dove), pre-school placement (East Harlem Bilingual Head Start). Workshops are done during the day and evenings to accommodate parents' schedules. Additionally, the Parent Coordinator schedule workshops that focus on instruction and learning which are provided by the Assistant Principal, ESL teachers and Coaches.

All meetings, workshops and written correspondence is given in English and Spanish. As needed, we use DOE letters and forms that have been translated to other languages. We also use the services of the Translation and Interpretation unit.

Results of the most recent surveys indicate a need to provide workshops/activities such as: understanding grade level literacy and math curriculum, health (asthma, nutrition), ESL classes for parents, understanding the articulation process to middle/high school, understanding the ELA and Math State assessment.

Parents also participate in school wide activities such as: Multicultural Night, Family Math Night, Poetry Café Night and Art Show.

## 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)   | 6  | 11 | 0 | 0  | 1 | 0 | 1 | 2 | 1 |   |    |    |    | 22    |
| Intermediate(I)   | 0  | 7  | 3 | 6  | 1 | 0 | 2 | 0 | 2 |   |    |    |    | 21    |
| Advanced (A)  | 11 | 0  | 4 | 4  | 5 | 4 | 1 | 1 | 2 |   |    |    |    | 32    |
| Total   | 17 | 18 | 7 | 10 | 7 | 4 | 4 | 3 | 5 | 0 | 0  | 0  | 0  | 75    |

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 3       | 4       | 0       | 0       | 7     |
| 4       | 1       | 4       | 0       | 0       | 5     |

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

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

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

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

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

within the intermediate, 27% within the advanced and 25% scored at the beginner level. Results of students that had taken the NYSESLAT in previous years indicate that 56% (21 students) moved to the next higher level, 35% (13 students) stayed at the same level and 9% (3 students) scored on a lower level.

An analysis of the four modalities reveals that 72% of students who took the test, and are currently enrolled in the school in grades 1-8, scored at the advanced/proficient levels and 28% scored at the beginner/intermediate levels in listening and speaking. Results of the reading and writing modalities reveal that in these two areas 65% of the students are performing at the beginner/intermediate levels and 35% at the advanced/proficient levels. The analysis of the four modalities reveal a similar pattern than the one observed in the previous year.

Instructional decisions based on the patterns revealed across NYSESLAT modalities include; 1) provision of more targeted reading and writing instruction, 2) additional academic support services such as small group and guided reading and writing instruction, 3) integration of the teaching of English language skills within the content areas and 4) scaffolding of language learning according to the individual needs of each student.

Of the 26 students still enrolled at our school who took the ELA test in 2010, 68% scored on Level 2, 20% percent scored on Level 1 and 12% scored in levels 3 and 4. In general, data reveal that during the 2009-10 school year the number of students scoring at Levels 3 and 4 increased by 6% . However, the number of students scoring at Level 1 increased by 15%. This results were scattered around the grades.

Of the 29 students still enrolled at our school who took the Mathematics test in 2010, 31% scored at Level 3 and 4, 47% scored on Level 2 and 22% scored at Level 1. In general, statistics reveal that during 2009-10 school year there was an increase of students scoring at Level 1 and a decrease of students scoring at Level 3. Overall, students in the grades 3-5 did better than students in grades 6-8.

The only test ELL students took in their native language was the Mathematics State Test. Five students took the test in their native language and all five scored at Level 1.

ELA, Mathematics and ELL predictive assessments provide information that is used to determine exactly what a child has learned and what each still needs to learn. These assessments are administered three times a year to students in grades 3-8. Results of these assessments are used to identify individual academic strengths and weaknesses. Additionally, for ELL students these results are used to plan the scaffolding of instruction for each student. Levels of support within each skill area are mapped out by each teacher for each student in the classroom and are then implemented during individual conferencing periods, small group instruction using skilled-based grouping and guided reading and math groups. Our ESL teachers participate in the analysis of assessment results and plan for the delivery of ESL instruction based on advancing the skill levels of the students with whom they work.

Program success is evaluated throughout the year by analyzing all data generated from formal and informal assessments given to ELL students. Collecting and analyzing multiple sources of data and setting annual measurable goals help improve areas that most impact teaching, learning, and assessment for ELLs.

### 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                |           |                 |