



**P.S. 42M
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: P.S. 42M
ADDRESS: 71 HESTER STREET
TELEPHONE: (212) 226-8410
FAX: (212) 431-7384**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 42M **SCHOOL NAME:** The Benjamin Altman School

SCHOOL ADDRESS: 71 Hester Street

SCHOOL TELEPHONE: (212) 226-8410 **FAX:** (212) 431-7384

SCHOOL CONTACT PERSON: Rosa Casiello O'Day **EMAIL ADDRESS:** rcasiel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosa Casiello O'Day

PRINCIPAL: Rosa Casiello O'Day

UFT CHAPTER LEADER: Grace Law

PARENTS' ASSOCIATION PRESIDENT: Danny Yip

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Daria Rigney

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
Rosa Casiello O’Day	*Principal or Designee	
Grace Law	*UFT Chapter Chairperson or Designee	
Danny Yip	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosa Casiello O’Day	Member/	
May Wong Lee	Member/	
Danny Yip	Member/	
Daisy	Member/	
Yin Peng Trinh	Member/	
Katherine Lee	Member/	
Allen Ng	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.

P.S. 42 is a thriving child-centered community of learners and ambitious workers. Students, staff, families and members of the community collaboratively engage in planning and providing a quality instructional program that prepares all children to meet the challenges of today and tomorrow. Our rigorous, yet nurturing school allows students to flourish as confident, lifelong critical thinkers and learners.

We consistently and collaboratively strive to achieve high standards in all areas of a rich educational program. We provide every opportunity for students to reach academic excellence, as well as distinction in technology, the arts and civic endeavors.

Our children's languages, experiences and cultures are valued and utilized while they are immersed in stimulating opportunities to acquire new skills and ideas. We use literature, a wealth of realia and authentic learning experiences to develop literacy and critical thinking in all content areas.

P.S. 42 is located in a historical section of the Lower East Side of Manhattan. The school opened in 1898 and is a community landmark. A tour of Hester Street would not be complete without viewing the beautiful architecture and façade of the school. P.S. 42 have a large enrollment of immigrant families, most of whom are from China. Generations of families from various backgrounds have contributed to the school's rich history and culture throughout the century.

In our child-centered learning environment, children can develop as critical and literate thinkers via authentic learning experiences and inquiry based learning. We use authentic literature to develop literacy in all content areas and foster experiences that help children meet the challenges of today and tomorrow. The children's language and experiences are valued and utilized to develop self-esteem, new skills and concepts.

In keeping with the school's interdisciplinary approach to learning, school-side and grade-wide learning focuses are established. We are consistently engaged in helping our children develop literacy and problem solving skills around in-depth studies, particularly on topics in Social Studies.

P.S. 42's nurturing environment extends beyond the school day through exemplary after-school programs, on site, as well as off-site operated primarily by community-based organizations. Students, staff, parents and community work together toward environmental and social awareness, empowerment, problem solution, and school improvement. Our numerous collaborations between the school and community agencies, universities and cultural institutions maximize knowledge and expertise and help create an effective school.

Through our collaborations with several colleges and high schools i.e. New York University, Teachers College, Pace University, Hunter College, numerous Suny Colleges, University Neighborhood and Seward Park High Schools, we receive student teachers/interns and volunteer translators. We work closely with a number of foundations and community-based organizations, i.e. Midori and Friends, My Own Book, the Guggenheim Museum, Chinese-American Planning Council, Immigrant Social

Services (which conducts a summer and after-school program in our school), the YMCA, University Settlement, Virtual Y, Henry Street Settlement and numerous museums and other cultural institutes. The private sectors with which we collaborate includes Metropolitan Life Insurance Company, HSBC Bank, Scholastic, Junior Achievement, Pfizer Inc., and numerous small local businesses.

In addition, teachers participate in professional development activities provided by these institutes i.e. Studio in a School, Lower Eastside Tenement Museum, Museum of the Chinese in the Americas, Architecture foundation, and other partnerships.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

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

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

2009-10 TITLE I STATUS				
<input 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"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

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)			

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Public School 42 uses collaborative means to review and discuss the data, needs, successes and programs of the school and engage in planning and decision-making.

The School Leadership Team uses the results of a variety of data/assessment tools regarding the school. This includes ECLAS, State and City Standardized assessments, including item analysis, The Quality Review, the School Progress Report, the Learning Environment Survey, School Profiles, student portfolios, teacher developed tests, Grow Report, Questionnaires and Surveys.

The school-wide, disaggregated and individual data was provided and interpreted for parents and staff disaggregated data was analyzed and interpreted for specific subgroups of students, including economically disadvantaged, English Language Learners, students with special needs, and major ethnic/racial groups.

The School Progress Report and Quality Review were distributed to each parent and staff member. Classroom teachers, staff developers, administration, special education and bilingual/ESL push-in teachers, and support personnel received copies and discussed, interpreted and disaggregated data. Each classroom teacher and support teacher examined individual student's achievement data and performance for comparisons to other students and the students previous performance. Items skills analysis on assessments and standardized exams were used to identify specific instructional needs of individual students and plan for academic intervention services. The school Teacher Teams/Inquiry Teams review data, make determinations about student needs and academic intervention programs, set goals for the teams and inform school wide goals.

Findings were reviewed at School Leadership Team meetings and reported to parents at open and advertised P.T.A. meetings. Copies of the School Progress Report were again distributed to attendees. The Principal and Guidance Counselor (with interpreters) conducted a question and answer session.

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.

Goal 1 – To increase the ability of all students to express themselves effectively in oral and written English language. By the end of the school year most students will show at least one to 1½ years' growth in their ability to ask and answer questions and engage in accountable talk in English in all content areas.

Goal 2 - All students will show at least one year's growth in their ability to comprehend text in both fiction and non-fiction (in all content areas). All students as seen in the results of the Spring ELA, the DRA, and the NYSESLAT. Students will show at least one year's growth in their ability to use strategies for comprehension, and in the development of vocabulary which will facilitate fluency and comprehension.

Goal 3 – All ELL's will show at least one year's growth in all strands of English Language on the ELA and the NYSESLAT. All students will show at least one year's growth in their ability to comprehend text in both fiction and non-fiction (in all content areas), as seen in the results of the Spring ELA, the DRA and the NYSESLAT. Students will show at least one year's growth in their ability to use strategies for comprehension, and in the development of vocabulary which will facilitate fluency and comprehension.

Goal 4 – The school will conduct assessment-driven and differentiated instruction so that the strengths, needs and interests of all students can be met. At least 90% of all faculty will be engaged in inquiry work which supports assessment-driven and differentiated instruction. Students will be engaged in a variety of classroom and out-of-classroom structures and groupings in order to provide differentiation, interventions and supports. Academic intervention will be provided for all students who are determined to be in need of support.

Goal 5 – All students will show at least one year's growth in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content area, as well as to every-day life.

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): Assessment-Driven & Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will conduct assessment-driven and differentiated instruction so that the strengths, needs and interests of all students can be met. 90% of all faculty will be engaged in inquiry work which supports assessment-driven and differentiated instruction. Students will be engaged in a variety of classroom and out of classroom structures and groupings in order to provide differentiation, interventions and supports. Academic intervention will be provided for all students who are determined to be in need of support.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All teachers will administer assessments, which include periodic assessments, teacher-made assessments, and engage in collegial intervisitations with feedback and plan for instruction.</p> <p>Teachers will meet as grades and as inquiry teams to discuss assessments, set goals and plan instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I SWP, Title I ARRA SWP, Children First Inquiry Teams allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By Spring 2011, all students will have engaged in individualized, differentiated instruction based on assessments. By Spring 2011, 90% of faculty will be on school inquiry teams and conducting inquiry work.</p> <p>By Spring 2011, all students identified as requiring academic intervention will have received services or be in programs that commensurate with their determined needs.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p>ELA/LITERACY</p>	<p>To increase the ability of all students to express themselves effectively in oral and written English language. By the end of the school year most students will show at least one to 1½ year’s growth in their ability to ask and answer questions and engage in accountable talk in English in all content areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By January of 2011:</p> <p>Further develop child-centered learning environments Increase the availability of varied & language-rich texts, in both fiction and non-fiction Further in-depth studies in selected topics around which the curriculum can be integrated and which support literacy</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Use Contract for Excellence to provide literacy coaches and academic intervention</p> <p>Provide professional development through ARRA, Title I, SWP, Title III</p> <p>Use these aforementioned allocations to provide academic intervention programs during school, after school and during vacation periods</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</p>	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the ability of all students to express themselves effectively in oral and written English language. By the end of the school year most students will show at least one and 1½ year’s growth in their ability to ask and answer questions and engage in accountable talk in English in all content areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ensure use of all components of balanced literacy and of readers and writers workshop Provide professional development through literacy coaches, in-house teacher mentors and CFN and ICILSO personnel and workshops, as well as intervisitations Use the aforementioned allocations to provide educational assistance in the early childhood grades and for ELL’s</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	<p>Administer the DRA twice in the year Administer periodic assessment at least 3 times in the year Administer ECLAS Administer EPAL yearly to 2nd and 3rd grades Administer LAB to all incoming ELL's followed by the NYSESLAT until each student is deemed proficient in English by virtue of the results.</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>LITERACY FOR ELL'S</p>	<p>All ELL's will show one year's growth in all strands of English language on the ELA for students who are eligible to take the test on the NYSESLAT</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Support and enhance natural language (Chinese) and utilize the language for teaching and learning while helping children develop English language proficiency</p> <p>Literacy coaches will oversee study groups and provide individual mentoring commensurate with strengths and needs of teachers</p> <p>Students who are identified as at-risk will receive push-in/pull-out services and extended day programs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>LITERACY FOR ELL'S</p>	<p>All students will show at least one year's growth in their ability to comprehend text in both fiction and non-fiction (in all content areas). All students as seen on the results of the Spring ELA, the DRA, and the NYSESLAT, students will show at least 1 year's growth in their ability to use strategies for comprehension, and in the development of vocabulary which will facilitate fluency and comprehension.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide interactive, authentic and multisensory learning environments that support language development Engage students in numerous, varied opportunities i.e. excursions, theater, programs in Fine Arts and Cultural Arts which stimulate and support language development Similar opportunities will be provided for families of ELL's so they can better support their children's learning</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title III funds will support after-school programs for ELL's</p> <p>Even Start funds will support early literacy and parental involvement</p> <p>Title I funds will support parental involvement</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>LITERACY FOR ELL'S</p>	<p>All students will show at least one year's growth in their ability to comprehend text in both fiction and non-fiction (in all content areas). All students as seen on the results of the Spring ELA, the DRA, and the NYSESLAT, students will show at least 1 year's growth in their ability to use strategies for comprehension, and in the development of vocabulary which will facilitate fluency and comprehension.</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will utilize research-based, effective techniques/practices for developing English-language proficiency with ELL's</p> <p>Identified ELL's will receive services from licensed certified teachers of Bilingual Chinese & English as a Second Language Language at the onset of the school year.</p> <p>All teachers who serve ELL's will engage in professional development</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>LITERACY/ELA</p>	<p>The school will conduct assessment-driven and differentiated instruction so that the strengths, needs and interests of all students can be met. 90% of all faculty will be engaged in inquiry work which supports assessment-driven and differentiated instruction. Students will be engaged in a variety of classroom and out of classroom structures and groupings in order to provide differentiation, interventions and supports. Academic intervention will be provided for all students who are determined to be in need of support.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will be engaged in all components of the Balanced Literacy Program and in Readers and Writers Workshop</p> <p>All teachers will engage in professional development that includes lesson study, intervisitations and study groups to refine techniques in using all components of the balanced literacy i.e. independent reading with conferring.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Allocation from CFE, Title I ARRA, Title III, Title I SWP will fund professional development and academic intervention</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	<p>Administration of Periodic Assessments, at least 3 times in the year; the DRA, at least 2x in the year; the LAB & NYSESLAT for ELL's; the ECLAS for early literacy learners and the EPAL for 2nd and 3rd grades will indicate at least one year's growth for all students. Student performance, work samples and portfolios will be reviewed continuously used to help monitor student profiles.</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>LITERACY/ELA</p>	<p>The school will conduct assessment-driven and differentiated instruction so that the strengths, needs and interests of all students can be met. 90% of all faculty will be engaged in inquiry work which supports assessment-driven and differentiated instruction. Students will be engaged in a variety of classroom and out of classroom structures and groupings in order to provide differentiation, interventions and supports. Academic intervention will be provided for all students who are determined to be in need of support.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Numerous opportunities will be planned to share students' work with families and wider community</p> <p>Technology, including laptops for all upper grade students, smart boards in several accessible classrooms and updated desktops will be provided to support research and publishing, particularly in upper grades</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I, SWP, Funds of Public Schools and secured grants will be used to support literacy and the use of technology to develop literacy across all content areas.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>ASSESSMENT-DRIVEN AND DIFFERENTIATED INSTRUCTION</p>	<p>All students will show at least one year’s growth in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content areas and every-day life.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All teachers will engage in professional development regarding the use of assessments to set goals and plan for instruction</p> <p>The school data specialist/academic intervention liaison will oversee professional development activities</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All students will show at least one year’s growth in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content areas and every-day life.</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Parent Coordinator and Technology expert will attend professional development activities and conduct workshops for teachers and parents in the use of technology to view student assessments and plan for support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Use funds for ARIS and for other structures that support inquiry work and parent involvement, including the procurement of equipment in technology through Title 1 SWP, School Inquiry Teams, Parent Involvement and grants</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>MATHEMATICS</p>	<p>All students will show at least one year's growth in their ability to solve problems and express solutions both orally and in writing. Students will thus demonstrate deep understanding of mathematics and transfer problem-solving strategies and skills to all content areas and everyday life.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains.</i></p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The school will conduct assessment-driven and differentiated instruction so that the strengths, needs and interests of all students can be met. 90% of all faculty will be engaged in inquiry work which supports assessment-driven and differentiated instruction. Students will be engaged in a variety of classroom and out of classroom structures and groupings in order to provide differentiation, interventions and supports. Academic intervention will be provided for all students who are determined to be in need of support.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Data Specialist/Academic Intervention and Inquiry Liaison will attend meetings and workshops in conducting inquiry work and inform and oversee the</p> <p>Inquiry Teams will meet at least 2 times a month to target students, set goals, plan and monitor progress</p> <p>Inquiry Team members will conduct classroom observations and share feedback</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

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

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Targeted intervention programs for ELL’s in ELA, Math and other content areas are provided according to identification of needs, including classification in ELL subgroups and with information provided through Inquiry Team work. ELL’s of 0-3 years will receive intervention with bilingual support staff with ample use of the native language and ESL. ELL’s of 4-6 years receive intervention with ESL techniques, decreasing amount of native language and increasing amounts of differentiated support in ELA and content areas. ELL’s who have completed 6 years receive intervention with ESL techniques as well as increased and differentiated support in ELA and all content areas. Bilingual support is provided when needed.</p> <p>Students who reach proficiency in NYSESLAT receive continuing transitional support for at least 2 years. All instruction reflects techniques, strategies that support second language learners i.e. authentic learning experiences – excursions, interactive activities, language development through the arts and collaborations with outside agencies. All teachers participate in professional development in teaching ELL’s</p> <p>This year we will have added a program of dance, music and theater which will help develop language, and cultural appreciation and which will support learning in the content areas. We will increase our collaboration with a local institution, the Museum of the Chinese in the Americas to support both newly arrived ELL’s and transitional ELL’s in language acquisition and learning in the content areas, including mathematics.</p> <p>ELL’s are afforded equal access to all school programs through scheduling, and grade/collegial planning. ELL’s attend the normal Extended Day Program as well as the supplemental Title III program.</p> <p>Instructional materials, including technological equipment and software are provided through normal school budget as well as through grants and Title III funds. These materials include smart boards, document cameras, desktop computers, laptops, all students have access to these materials. They are also used to differentiate instruction to targeted sub-groups of ELL’s, as well as in ELA, math and other content areas.</p>

Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:		1391.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **Core Academic Subjects - 100%, Specialty Areas - 99%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers are participating in professional development in the Arts, on-site and off-site through our collaborators i.e. Studio in a School, and the Guggenheim. All teachers will participate in continuous workshops/training to improve practice in ELL, ESL and math. We will continue our participation in TC Readers and Writers Workshop and BETAC. A teacher will complete course of study and receive certification for Physical Ed/Movement Ed. Teachers of Science will participate in ongoing professional development with the Network.

* 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.

1- Ongoing orientation and meetings

For newly admitted students

Grade orientations

For information regarding language allocation policy and core standards

Student assessments and curriculum

2- Even Start Family Literacy Program

ESL classes

Training for work world

Interactive learning with their early childhood children

3- Teaching Art and Collaborations with parents

4- Ongoing Technology Workshops for parents

5- Ongoing workshops focusing on needs of ELL families

Family Services
Health
Nutrition
Technology

6- Collaborations and visits to Cultural Institutions

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. **Inquiry Team, Collaboration with highly qualified educational consultants, i.e. BETAC, NYU Tesol, Cuny Bklyn College, Cuny Hunter College, CCNY, Teachers College**

2. Ensure that planning for students served under this program is incorporated into existing school planning. **Professional Development, Grade Meetings, Faculty Conferences, Inquiry Team, Literacy Coaches, Math Leaders, Intervisitations**

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;

Extended School Day, After School Programs i.e. Title III LEP
4. Coordinate with and support the regular educational program; **Grade Meetings, After School Workshops, Team Teaching, Workshops i.e. Teachers College, Hunter College, BETAC, Network Study Groups**

5. Provide instruction by highly qualified teachers; **Extended School Day, After School Programs i.e. Title III LEP Program, Extended Weekend Programs, Extended Winter Break, Extended Spring Break**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **In school workshops in technology, Cornell University nutrition program for parents, University Settlement English instruction for parents, Technology Workshops for parents, NYU Dental School Health and Hygiene for students, YMCA Social Services, ISS social services for students, New York Downtown Hospital screening services and referrals**

for students, Henry Street Settlement – Early Childhood Development , Social Services, and Family Services, Studio in a School – Parent Workshops

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Jiang, Zhi Shan
Jiang Chen, Cindy

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

Meetings between the family and Administration/Guidance/SBST will assess assistance and supports needed. The family will be referred to our partner CBO's for support. The children's teachers will be apprised of the family situation and provided with resources, materials, etc. to support the children. The Guidance Department will devote time each week to meet with the children and the family and provide counseling and/or service as needed.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 042 Benjamin Altman					
District:	2	DBN:	02M042	School		310200010042

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		97.6	97.7	98.1
Kindergarten	125	127	133				
Grade 1	125	131	135	Student Stability - % of Enrollment:			
Grade 2	112	132	124	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	122	117	120		96.7	94.0	90.7
Grade 4	124	130	127				
Grade 5	102	126	133	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.1	94.3	94.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	6
Grade 12	0	0	0				
Ungraded	1	0	2	Recent Immigrants - Total Number:			
Total	747	798	810	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					50	26	86

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	11	10	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	18	14	19	Superintendent Suspensions	0	0	0
Number all others	42	61	65				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	91	124	TBD	Number of Teachers	53	53	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	6
# receiving ESL services only	162	195	TBD				
# ELLs with IEPs	2	41	TBD	Number of Educational Paraprofessionals	3	3	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.6	75.5	89.3
				% more than 5 years teaching anywhere	75.5	71.7	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	94.0	91.1
American Indian or Alaska Native	0.1	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	96.3
Black or African American	2.5	1.6	1.2				
Hispanic or Latino	5.0	4.9	4.0				
Asian or Native Hawaiian/Other Pacific	91.8	91.9	93.3				
White	0.4	1.0	1.5				
Male	51.0	53.6	52.8				
Female	49.0	46.4	47.2				

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	82.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 02	School Number 042	School Name Benjamin Altman
Principal Rosa Casiello O'Day		Assistant Principal May Wong Lee	
Coach Adriana LaRaja		Coach Elaine Vogelstein	
Teacher/Subject Area Kevin Zeng, Bil. Chinese/ESL		Guidance Counselor Rachel Yip Leung	
Teacher/Subject Area Lin Duh Ho, Bil. Ch. Grade 4&5		Parent Cheung Wong	
Teacher/Subject Area Shuk Wong, ESL Grade 1		Parent Coordinator Mary Chan	
Related Service Provider Mei Chan, Bil. Ch. Speech		Other Linda Eng-York, Bil. Sp. SETTS	
Network Leader Dan Feigelson		Other Hui Ling Chen, Bil. Ch. CTT	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	10	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	810	Total Number of ELLs	297	ELLs as Share of Total Student Population (%)	36.67%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Part II: ELL Identification Process

When students are first enrolled, trained personnel who speak English as well as Chinese and Spanish conduct intake, initially through an informed assessment which includes questions regarding home language and prior schooling. Parents are provided with the Home Language Identification Survey in English and in the native language of the parents, which the parents complete and submit to the school personnel.

School staff uses the HLIS to determine the language(s) of the home and student. Then the child is administered the Language Assessment Battery-Revised (LAB-R) to establish English proficiency level.

Where results of the LAB-R indicate that a child is an English Language Learner, but dominant in Spanish, then the LAB-R in Spanish is administered to determine language dominance.

Those students who score at or below proficiency on the LAB-R are identified as eligible for mandated services. Parents are notified of their children's eligibility (or non-eligibility) and provided with information both verbally and in writing i.e. Entitlement and Non-Entitlement Letter, regarding the different options they have and placement services are provided for students in keeping with the informed parent's choice.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency and whether or not the student continues to qualify for ELL services.

Structures are in place at the school to ensure that all program choices, including programs available at other schools (particularly the closest possible) i.e. bilingual Spanish, because numbers of Spanish-speaking ELL's at our school are, on average, approximately 0 to 2.

Trained staff, including a bilingual Chinese-speaking Parent Coordinator, family-assistant, educational assistants, school aides and parent volunteers, overseen by the bilingual Chinese-speaking Assistant Principal, and bilingual Spanish-speaking teacher, pupil accounting secretary, overseen by the bilingual Spanish-speaking Principal, assist with registration at the beginning of and throughout the school year.

At the initial point of student enrollment, intake is conducted with parents and they are provided with all information needed to make informed choices. An orientation meeting then takes place at the beginning of the year during which parents are informed of mandates and services and options regarding ELL students. Parents watch a translated DVD and obtain translated brochures provided by the Office of ELL's. Trained bilingual Chinese and Spanish-speaking staff present the information, answer questions and assist parents in making choices. Parents are encouraged to view classes to gain better insight of programs. Programs are planned with information obtained, and students are placed according to parent choice and program availability.

Then throughout the year, the school provides information through one-on-one meetings, in person and on the phone, and informational packets. Among the staff involved in communications with parents are the ELL Coordinator/Push-in/Pull-out Teachers, the Parent Coordinator, Teachers, Family Assistants, the Principal, the Assistant Principal, Guidance Counselors, IEP Teacher, School Psychologist, School Social Worker and Special Education Service Providers, all of whom are trained in delivery of services to ELL's and all of whom are fluent in either Chinese or Spanish.

Each spring ELL's are retested with the NYSESLAT. Parents are notified (in their native language) of NYSESLAT outcomes and program eligibility before the beginning of the next school year (through the Entitlement or Non-Entitlement letter). ELL's that continue to score below English proficiency continue to be entitled to ELL services. ELL's scoring at or above proficiency level are transitioned into Monolingual English classes but continue to receive bilingual or ESL support for up to a year. Students are in bilingual classes who have scored at or above proficiency level and whose parents wish them to remain in bilingual classes may do so depending on availability.

The Parent Coordinator, ELL Coordinator, Principal and Assistant Principal use the Assurance Checklist at the beginning of the year and throughout the year to ensure adherence to mandates, information to parents and delivery of services to ELL's.

Our school ensures that entitlement letters, Parent Survey, and Program Selection forms are distributed at the beginning of the year including at the orientation along with information packets. They are collected by the ELL Coordinator and Parent Coordinator. The Parent Coordinator uses the survey portion of the notification to ensure outreach and communication with ELL parents and that this communication is timely. The Parent Coordinator completes the Assurance Checklist, which along with Parent Survey and Program Selection Forms as well as other paperwork on ELL's are filed in the main office of the school and are accessible to all personnel who are involved in serving ELL's.

If a form is not returned, the Parent Coordinator, ELL Coordinator or Family Worker follow up and contact is made to secure the form. If a form is not secured, the default program is Transitional Bilingual Education.

While placement of students reflects parental input, the criteria used for placement of identified ELL's is as follows. The LAB-R is administered at initial enrollment and the NYSESLAT is given each testing period until a student scores at or above proficiency level. Generally, Non-English speaker or emerging English speakers are placed in Transitional Bilingual Chinese classes. Children who are communicative but not yet proficient in English, i.e. intermediate or advanced are placed in Freestanding ESL classes. The Bilingual Chinese push-in/pull-out teacher provides ESL, Native Language Arts and content are instruction in the native language. The ESL push-in/pull-out teacher provides ESL instruction. Bilingual Chinese Teachers provide push-in/pull-out instruction in ESL, as well as academic intervention in ESL or Bilingual Chinese to targeted groups. In addition, ELL's who have special needs receive services through our bilingual Chinese or bilingual Spanish SETTS teacher as well as from our bilingual service provides i.e. Speech, Hearing and O.T. We also have 1 self-contained Bilingual Chinese Special Education upper grade class, 1 bilingual Chinese primary or lower grade CTT class and 1 bilingual Chinese early childhood class.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is as follows. Close to 50% of the parents request ESL, i.e. in 2008-2009 the ratio was approximately 130 out of 290; in 2009-2010 about 140 out of 332. More specifically, the majority of parents of non-English ELL's opt for bilingual education. Most parents of students with beginning levels of English proficiency, which include in reading and writing opt for ESL instructional programs.

The program models offered at our school are aligned with parental requests. This is assured through various forums, committees teams and other meetings and conferences, including the LAP Team, the School Leadership Team, School Inquiry Teams, UFT Consultation Team, Parent Advisory Committee and Pupil Personnel Team.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	.5	.5	1.3	.9	.3								7
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	2	1		.5	.5								5
Push-In														0
Total	4	2.5	2	1	1	1	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	297	Newcomers (ELLs receiving service 0-3 years)	263	Special Education	20
SIFE		ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	1

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	128		11	6		6				134
Dual Language										0
ESL	135		1	27		2	1			163
Total	263	0	12	33	0	8	1	0	0	297

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	56	14	5	25	16	18								134
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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
TOTAL	56	14	5	25	16	18	0	134						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1	1	2								4
Chinese	14	53	28	22	24	17								158
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	14	53	28	24	25	19	0	163						

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.

Paste response to questions 1-4 here

Programming and Scheduling Information

Instruction is delivered in the following organizational model in priority order:

Transitional Bilingual Classes, including self-contained special education and Collaborative Team Teaching; Free-Standing ESL, Push-in/Pull-out ELA, NLA and content area in native language and academic intervention in ESL, NLA, ELA and content area in native language.

Bilingual and ESL classes are primarily organized with students of similar proficiency levels, when possible, and heterogeneously, when the former model is not possible. Also instruction in ELA and content areas is provided through Team Teaching on a given grade.

Staff is organized according to identified levels of students and provided with data on the students as well as information regarding instruction services required for those students. Mandated instructional minutes in ELA, ESL and NLA are provided through Bilingual and Free-Standing ESL classes, Push-in/Pull-out programs, ESL and ELA through specialty area programs and Team-Teaching on grade.

This year, our school has hired three new teachers - one certified with bilingual Chinese extension, one certified ESL; and two certified Special Education for the Bilingual CTT classes. We have served ELL's through a variety of means as described in this document. Additional support is provided by Chinese and Spanish Bilingual educational assistants, student teachers and America Reads and Counts University students. Every effort is being made to recruit and hire additional Bilingual Chinese and or ESL Certified Teachers for next year.

Determinations regarding the number of instruction minutes in ESL (specifically), NLA, ELA and content area instruction in native language are made according to mandates of NYS CR Part 154. Instructional approaches used include balanced literacy, inquiry-based instruction, English Language Approach, Total Physical Response, Readers and Writers Workshop in English or in Native Language as based on the needs of the student, center-oriented and experiential learning and integrated learning.

Differentiation of ELL subgroups is provided through organization models and approaches described above as well as through cooperative and group individualized project-oriented instruction. In addition to results on LAB-R, NYSESLAT and state tests, local assessments such as ECLAS and DRA as well as school, grade and class assessments are administered. Work samples and student performance are studied by faculty as individuals, as a grade and on School Inquiry Teams to plan differentiated instruction.

Students who are in the SIFE group are assessed individually, formally and informally, and instructional programs are provided according to assessed needs include Bilingual Chinese class, Free-standing ESL class, Push-In/Pull-out Native Language, Academic Intervention ESL, NLA and ELA, Team-Teaching on Grade and Extended School Day Programs in ESL, ELA and content area i.e. Math.

ELL's in US schools less than 3 years primarily receive Bilingual Chinese instruction in NLA, content area instruction in Bilingual Chinese classes, or through Push-in/Pull-out, Academic Intervention, Grade Team-Teaching or Extended Day Programs in which a specific focus for students who have been in the English Language School System at least one year and who must take the ELA will be English Language Arts.

The dominant instructional plan for ELL's receiving service for 4 to 6 years is ESL and ELA; students who are identified as requiring additional support will receive academic intervention during the school day as well as in extended day.

The dominant instructional plan for Long-Term ELL's those who have completed 6 years in ELA with techniques that support ELL's.

ELL's identified as having special needs are provided with Bilingual self-contained classes, Bilingual Collaborative Team-Teaching Classes, Chinese and Spanish Bilingual SETTS teachers, Bilingual Chinese/Special Education Academic Intervention Teacher, Bilingual Chinese and Bilingual Spanish Guidance Counselors and Bilingual Chinese Service Providers.

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

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

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

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

Paste response to questions 5-14 here

Program and Schedule Information - Continued

Targeted Intervention programs for ELL's in ELA, Math and other content areas are provided according to identification of needs, including classification in ELL subgroups and with information provided through Inquiry Team work. ELL's of 0-3 years receive intervention with bilingual support staff with ample use of the native language and ESL. ELL's of 4-6 years receive intervention with ESL techniques, decreasing amount of native language and increasing amounts of differentiated support in ELA and content areas. ELL's who have completed 6 years receive intervention with ESL techniques as well as increased and differentiated support in ELA and content areas. Bilingual support is provided when needed. Students who reach proficiency in NYSESLAT receive continuing transitional support for at least 2 years. All instruction reflects techniques, strategies that support second language learners i. e. authentic learning experiences excursions, interactive activities, language development through the arts and collaborations with outside agencies. All teachers participate in professional development in teaching ELL's.

This year we will have considered adding a program of dance, music and theater which will help develop language and cultural appreciation and which will support learning in the content areas. We will increase our collaboration with a local institution, the Museum of the Chinese in the Americas to support both newly arrived ELL's and transitional ELL's in language acquisition and learning in the content areas, including mathematics.

ELL's are afforded equal access to all school programs through scheduling, and grade/collegial planning. ELL's attend the normal Extended Day Program as well as the supplemental Title III program.

Instructional materials, including technological equipment and software are provided through normal school budget as well as through grants and Title III funds. These materials include smartboards, document cameras, desktop computers and laptops. All students have access to these materials. They are also used to differentiate instruction to targeted sub-groups of ELL's, as well as in ELA, math and other content areas.

Native language is continually used with all ELL's in decreasing amounts, as determined by careful assessments of students. While native language is not an integral part of the ESL self-contained class, Chinese-speaking and Spanish-speaking teachers, as well as native language-speaking specialty area teachers and service providers use native language support for individual students when needed. Required service support and resources correspond to ELL's ages and grade levels!

Collaborations with community-based organizations provide programs that assist newly enrolled ELL students before the beginning of the school year. Support of this kind is also provided to newly enrolled early childhood students and their families through our Even Start Program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1.

- Study Groups focusing in the ELL Student
- Distribution and discussion of professional literative focusing on the ELL student.
- Workshops: Teachers College, Hunter College BETAC, Network Study Groups
- In-school Workshops - Technology
 - Math Leaders
 - Literacy Coaches

provide support and Professional Development in the Specialty areas

- Intervisitations within school and to other schools
- Speakers ex. Network all key people
- Collaborations with Universities
 - NYU Tesol
 - CUNY Brooklyn College
 - CUNY Hunter College
 - CCNY
 - Teacher's College
- Collaborations with Cultural Institutions
 - ex. Guggenheim Museum
 - Museum of Chinese American
 - Eldridge Street Synagogue
 - Studio In a School
 - Midori
 - American Ballroom Theater
 - H. T. Chen Dancers
 - Lower East Side Tenement

2. Support for Staff to assist ELL's in the transition for Middle School.

- Professional Development meeting at District level for staff involvement in the Middle School process.
- Parent Coordinator assists in scheduling visits to schools.
- Staff accompanies parents and students to school visits.
- Translation services are provided in different dialects.
- Intervisitation arranged for teachers to visit target Middle Schools.
- DOE key people invited in to speak to parents, students and staff about Middle School choices.
- Workshops for parents to help them become familiar with technology to access information about their children and the school.
- Workshop for teachers to assist them in the Middle School process.
- Guidance Counselors and other service providers hold workshops to help parents and students make informed choices, especially our students with special needs.

3. Professional Development Data -

- Collaboration with teaching artist/sharing experiences
- Grade Meetings - looking/discussing professional literature
- Inquiry Team Work - the teaching of ELL's
- Faculty Conferences
- Per Session Afterschool Workshops -
 - Math Leaders
 - Literacy Coaches
 - Collabration with highly qualified educational consultants such as BETAC

E. Parental Involvement

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

1. a) Ongoing orientations and meetings
 - for newly admitted students
 - grade orientations
 - for information regarding language allocation policy and core standards
 - Student assessments and curriculum
- b) Even Start Family Literacy program
 - ESL classes
 - training for work world
 - interactive learning with their early childhood children
- c) Teacher Artist Collaborations with parents
- d) Ongoing technology workshops for parents
- e) Ongoing workshops focusing on needs of ELL Families
 - Health
 - Nutrition
 - Technology
- f) Collaborations and visits to cultural institutions

2. Cornell University - Nutrition Program for Parents

University Settlement - English Instruction

Early Child

Technology Workshops

Family Services

NYU Dental School - Health and Hygiene

YMCA - Social Services

Immigrant Social Services - Social Services

Chinatown Planning Counsel - Social Services

NY Downtown Hospital - Screening Services and referrals

Henry Street Settlement - Early Childhood Development

Social Services

Family Services

Studio In a School

3. Surveys

PTA Meetings

School Leadership Teams Meetings

Language Application Policy Team

Parent Coordinator

4. The parent involvement activities are planned after consultation with PTA Board Members, School Leadership Team, Parent Coordinator input, and School Consultation Committees and teachers.

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)	46	21	12	10	12	16								117

Intermediate(I)	0	28	6	9	5	5								53
Advanced (A)	24	18	15	30	24	16								127
Total	70	67	33	49	41	37	0	0	0	0	0	0	0	297

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	10	9	6	6	13							
	I	0	23	6	2	2	3							
	A	0	19	13	23	13	9							
	P	0	5	3	18	16	9							
READING/ WRITING	B	2	8	8	8	9	8							
	I	1	22	7	10	5	11							
	A	0	12	11	29	23	13							
	P	0	15	5	2	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	9	12	5	1	27
5	4	11	4		19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1		9	1	19	1	4	2	37
5			3	2	10	5	3	9	32
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3	1	14	2	3	11	34
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	12	4	8	1				

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

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

Paste response to questions 1-6 here

Part V Assessment Analysis

Assessment tools used to assess early literacy skills of ELL's include Fountas and Pinnel, DRA and Reading Recovery Early Intervention screening. This year, ECLAS has been replaced with TCRWP Benchmarks. Data from these tools reveal Reading levels as well as ability and proficiency in different aspects of reading and writing, including vocabulary, literal and inferential comprehension. This data helps inform the school's instructional plan including organization of students, planning of lessons and collaborations and in determining staffing, including mentorship and professional development and activities for professional development and activities for parental involvement and support.

Data patterns across proficiency levels, (on the LAB-R and NYSESLAT) and grades reveal an increase in student performance in Speaking Parts. Students still require additional support in Reading and Writing Parts.

Examination of student results reveal greater success with literal comprehension, except where there is greater use of challenging, content-based vocabulary or giures of speech. Upper grade ELL's who are newcomers fare better in tests taken in native language as apposed to in ESL. Upper grade ELL's who have been in the English Language School System at least 2 years fare better on tests taken in English.

Results also reveal that in some cases ELL's fare better on the ELA than on the Reading and Writing components of the NYSESLAT.

School Leadership and teachers using the results of the ELL Periodic Assessments to monior student progress, check-in on teaching strategies and evaluate practices, plan instruction and professional development and inform conferences and planning with parents and with students. The native language is used to facilitate understanding, transfer skills and abilities and support learning in the content areas.

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.

Additional Information

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		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 02M042

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$740,462	\$139,144	\$879,606
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,405	\$1,391	\$8,796
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,023	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$74,046	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$621,988	✓	14,15 17-21
Title I, Part A (ARRA)	Federal	✓			\$137,753	✓	14,15 17-21
Title II, Part A	Federal	✓			\$49,642	✓	14,15

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal	✓			\$49,020	✓	15-19
Title IV	Federal			✓			
IDEA	Federal	✓			\$18,369	✓	14,15
Tax Levy	Local	✓			\$3,601,926	✓	14-21