



EMILY DICKINSON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: EMILY DICKINSON 03M075
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M075 **SCHOOL NAME:** Emily Dickinson

SCHOOL ADDRESS: 735 West End Avenue NYC 10025

SCHOOL TELEPHONE: 212.866.5400 **FAX:** _____

SCHOOL CONTACT PERSON: R. O'Brien **EMAIL ADDRESS:** bobrien@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolina Graham

PRINCIPAL: Robert K. O'Brien

UFT CHAPTER LEADER: Lisa Wilson

PARENTS' ASSOCIATION PRESIDENT: Lea Mansour

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** #408

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Sara Carvajal

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
Robert O’Brien	*Principal or Designee	
Lisa Wilson	*UFT Chapter Chairperson or Designee	
Lea Mansour	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Joan Sandlow		
Carolina Graham		
Jennifer Friedman	Member/	
Katherine Baldwin	Member/	
Shera Lashin	Member/	
Mayra Fernandez	Member/	
Rita Aszalos	Member/	
Luisa Oviedo	Member/	
Lori Falchi	Member/	
Mariana Souto-Manning	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.

PS 75 is located on the Upper West Side of Manhattan in an economically and culturally diverse neighborhood. This K-5th grade school serves students from the local neighborhood as well as students that opt into our school under NCLB regulations. The school community builds on its diverse student population through celebration of cultural, ethnic, linguistic, academic, and artistic diversity.

At P.S. 75, we will work together to create a safe and stimulating environment where education is strengthened by respectful and responsive partnerships between homes, school and the community. We seek to develop responsible, competent and independent students who are life-long learners. We will enable each student to reach their full potential and become resourceful, contributing members of society. We will support students towards the highest achievement possible, celebrating the diversity of their academic ability and linguistic, cultural and socio-economic backgrounds.

In order to realize this vision, our mission is to provide our children with the necessary skills, knowledge and tools to be creative problem solvers, independent thinkers and caring and empathetic global citizens.

Approximately 1/3 of our classes are dual language (Spanish/English) and 1/3 of our classes follow a Collaborative Team Teaching model, (including severely handicapped students), within the dual language program, three of the classes also are CTT classes. We also have extensive Academic Intervention Program (AIS) serving children at risk for academic failure. The AIS team also advises teachers on Tier I interventions that can be supported in the classroom. AI provides clinical, diagnostic, and prescriptive support. These three instructional program models embody the educational philosophy of the school: to meet the varying educational and linguistic needs of our students within an enriched, diverse general education school community. All of this is accomplished in a heterogeneous environment: linguistically, ethnically, economically, academically and socially.

PS 75 takes a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, Acuity assessment pieces, Reading Three- D, and Math to identify and address student weaknesses and target areas for growth on a continuous basis.

At PS 75 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. There is a strong PTA. Through improved communications, more parent workshops, use of the web site, PTA newsletters, monthly parent-principal chats, we hope to strengthen home school connections. We also will continue to provide Spanish-language translations for all events and written communications for our Spanish-speaking community.

We also have a number of partnerships that extend students academic curriculum into the arts.

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				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<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?
-

The school contracted with Cambridge Education over the summer and into the fall of 2008 to create a school development and improvement plan (SDIP). The SDIP is a three-year plan, which requires implementation and refinement over time. The school development and improvement plan is intended to form the basis for the school's CEP and the Principal's PPR.

Creating and Using the School Development and Improvement Plan

The creation of this document (the SDIP) has been a collaborative process to discuss and understand our school's current context, and to make plans to develop and improve student learning.

1. We gained 'big pictures' of our school's effectiveness in these ways:
 - *The Quality Review Report*
 - *Grade group feedback on communication, curriculum and learning, and professional development and teaching*
 - *Student achievement data*
 - *Classroom observation*
2. We synthesized findings into sixteen priorities (page 3).
3. Staff discussed these priorities in relation to their own grades and students.
4. Each 'top' priority was carefully thought about to create action plans for every step towards achieving the priority (page 6 onwards).

- The achievement of each priority will lead us closer to the realization of our school vision.
- The SDIP is a working document, shared by all and used to guide discussions, reflections and self-evaluation.
- Self-evaluation will be an integral part of our school's procedures, ensuring that we have an ever-increasing awareness of our own success and areas when we need to devise new strategies to achieve our priority goals.

Whole School Priority Developments from Teacher Survey/Data Review/SQR/Classroom Observation

- Move more students from level 3 to level 4 in State tests, particularly by providing better challenge to the most able students.
- Improve overall student learning and achievement in ELA.
- Encourage better progress for the school's lowest achieving students.
- Ensure that the whole school community shares the school's vision and mission and works collaboratively towards their realization.
- Provide a program for students' social and emotional development.
- Provide extended opportunities for cross-school liaison at every level – leaders/grade level/monolingual and dual language /cluster and class teachers/coaches/special education staff to ensure widespread contribution to school decision-making.
- Ensure that there is ample time for monitoring, feedback, discussion and reflection and formalize the recording of outcomes so that common strengths can be identified and built upon and weaknesses remedied.
- Ensure that teaching is exactly right for students by enabling ongoing curriculum development and improvement that facilitate differentiation to meet individual needs.
- Establish policy/protocols for timely, professional, respectful and clear communications.
- Plan PD that meets individual teacher needs, whole school priorities and provides teachers with opportunities to learn from each other's best practice.
- Establish appropriate school wide assessment procedures and agree on suitable assessment tools that provide easily interpreted data about student progress.
- Create regular opportunities to analyze and compare data from internal and external assessments, ensuring thorough attention to all pertinent student groups.
- Use data effectively to set projected goals for student achievement to reflect their individual potential from different starting points.
- Share student data more frequently with teachers to support planning for learning, so that all teachers can answer the question - why are we teaching what we are teaching?
- Develop leadership capacity throughout the school.
- Ensure that the school's physical environment supports quality learning and teaching.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2011, the NYC School Environment Survey will increase 10% on questions in the area of communication related to home-school communication.
2. The school will demonstrate a 5% increase in the number of students attaining a level three or four on the Spring ELA.
3. The school will improve professional development outcomes.
4. There will be a 5% improvement in the number of student achieving mastery on the reading portion of the NYSESLAT.
5. The school will demonstrate a 5% increase in the number of students attaining a level three or four on the Spring Math exam.
6. The school will improve its Response to Intervention (RTI) toolbox.

Annual Goal <i>SMART</i>	Goal: <i>By June 2011, the NYC School Environment Survey will increase 10% on questions in the area of communication related to home-school communication.</i>
Action Plan	<p>Curriculum calendars will be sent home at the beginning of the year Red folders maintained as weekly communication device between classroom and home. Minutes from SLT will be posted outside office There will be a large school calendar posted with important dates, meetings, etc. (main office). Parent Principal Chat to share goals and objectives in literacy, math, science, social studies, and the arts and parents provide questions and concerns. (How can we try to entice more families to attend?) Spanish translation for letters sent home from school Communications sent to parents throughout the year (letters, flyers, information, etc.) Parents from a variety of classes and grade levels attend trips. Parents from a variety of classes and grade levels will serve on the School Leadership Team</p> <p>Teachers will communicate with families through one or more of the following:</p> <ul style="list-style-type: none"> • Newsletters • Two-Way notebooks • Writing publishing celebrations • Phone calls • Emails • September surveys <p>School messenger will send info home. Positive incentives for attendance Posted results of Learning Environment Survey and other Parent handbook – What is expected of you?</p>
Aligning Resources	Parent Coordinator, School aides, professional staff
Indicators of Interim Progress and/or Accomplishment	<p>-School Environmental Survey results 2011 (1 time per year) - Letters, flyers and information sent home -SLT minutes, attendance, and agendas - Quality Review</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 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 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will demonstrate a 5% increase in the number of students attaining a level three or four on the Spring ELA.</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>Each grade met in June to plan a curriculum calendar of Reading and Math goals. The plan incorporated the work of the Inquiry Team, who wrote curriculum K-5 based on the Common Core State Standards. Baseline assessment of all students will be provided through the use of Reading 3D (K-5). Progress monitoring will be provided for students as needed. Student attainment of the goals will be judged by multiple sources (student-teacher conferences, Acuity, interim goal assessment, feedback loops, NYS Spring ELA).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Grade level teams will set interim goals, assess progress and differentiate instruction. Professional development will be offered through the grade level model and faculty conference time. Extended day will be used for RTI tier II and tier III interventions.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The school has established an internal goal of two levels growth on the Fountas and Pinnell leveling system per goal cycle. We will also monitor student progress through the use of the Reading 3D interim assessments and goal monitoring in November, February and May.</p>

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Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will have improved professional development outcomes.</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>The school will continue the grade leaders model and use of the grade meetings as a key component of the professional development program. We will continue to deepen the ECO (Effective Classroom Observation) process. We will hold regular professional development sessions for Special Education and Dual Language teachers. We will expand the opportunities for teachers to individualize professional development through use of the Santa Cruz model of professional teaching standards. Teachers will self assess their current proficiency and then meet with their supervisors to project next steps.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development will be offered through the grade level model and faculty conference time. ECOs and in class support will be offered by coaches, administrators and grade leaders. Common planning time / Per diem / per session coverage will be offered to allow for more intervisitations and collaboration. A professional development room will be created to help structure and organize all PD efforts. Subject to an SBO, extended day, primarily used for direct student support, could also allow teachers to conduct inquiry.</p>

Indicators of Interim Progress and/or Accomplishment

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

The Learning Environment Survey will demonstrate a 5% increase in teacher satisfaction with Professional Development.

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 2010-2011 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 5% improvement in the number of student achieving mastery on the reading portion of the NYSESLAT.</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>ELLs have been grouped within grades to allow for more effective use of pedagogical time. The school will provide push-in and targeted small group service to ELLs in both the general education and dual language classes. Spanish dominant students will be offered Spanish guided reading and writing to support them academically as they improve their English.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title III funding will provide a .5 position intended to serve the ELL population in both the general education and dual language classes. Addition Academic Intervention Service (AIS) will be provided to ELLs as part of the regularly scheduled push in program. Professional development will support teachers in meeting the linguistic needs of ELLs. Funding is anticipated to be sufficient to provide a half year of service.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers will conference with students in English during ELA periods and assess student acquisition of language. Interim ELA goals for reading and writing will be assessed during each goal cycle and differentiated instruction will be provided based on student English proficiency levels.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will demonstrate a 5% increase in the number of students attaining a level three or four on the Spring Math exam.</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>Through analyzing data from Everyday Math progress checks, Acuity predictive results, NYS Math exam and informal assessments we will group students and provide them with appropriate remediation and/or enrichment to help them progress to the next level. Tier I support will be provided to students both during the school day and in extended day. Tier II and Tier III interventions will be designed to serve students in need of support beyond the instructional core.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development time will be allocated to math instruction. Per session and per diem time will also be allocated to intervisitation and consultation. RTI will be extended to include students with academic need in math.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The school will demonstrate a 5% increase in the number of students moving up to the next level on the Math exam.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Response to Intervention

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To demonstrate effective intervention for students in need of tier I, II and III interventions in both academic and behavioral domains.</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 school has established an RTI team that is meeting routinely with the AUSSIE consultant. The team meets as an inquiry team to develop strategies and practices that serve as tier I intervention that can be provided to students within the general education classroom. Professional development will deepen the school wide capacity to provide effective ELA instruction, particularly in guided reading.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable</i></p>	<p>Revision of the use of extended day; increased differentiation in instruction. Establishment of universal screening and progress monitoring. Increased use of PPT (pupil personnel team) as a consultative service. Grade level meetings and staff conferences will be used to inform the faculty of the work of the RTI team</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>A reduction in the number of initial referrals to Special Education.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	0	N/A	N/A				
1	36	0	N/A	N/A				
2	25	20	N/A	N/A				
3	29	20	N/A	N/A				
4	88	75						
5	77	70			44*			
6					*(not disaggregated by grade)			
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>PAF: A group of twenty first graders meet for 40 minutes daily each morning. A group of 13 second graders meet for 40 minutes daily during the school day and 1.5 additional hours weekly. A group of 23 third graders receive 1.5 hours twice weekly after school. The students in the after school program are tutored individually. AIS Extended day is used for small group guided reading / targeted skills instruction Volunteer tutors serve individual students on an as needed basis.</p>
Mathematics:	<p>AIS: Extended day is used for small group math remediation / targeted skills instruction. Volunteer tutors serve individual students on an as needed basis.</p>
Science:	TBD
Social Studies:	TBD
At-risk Services Provided by the Guidance Counselor:	Individual informal counseling of various students for a variety of social issues.
At-risk Services Provided by the School Psychologist:	Individual informal counseling of various students for a variety of social issues.
At-risk Services Provided by the Social Worker:	Social skills groups are run by the social worker and social work intern.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 120 LEP 10 Non-LEP

Number of Teachers 19____ **Other Staff (Specify)** Parent Coordinator, Secretary, Assistant Principal, and 7 School aides are bilingual

School Building Instructional Program/Professional Development Overview:

We have two classes on each grade that are dual language self-contained classrooms. Four classes use the Collaborative Team Teaching Model to serve Spanish speaking ELLs students with Individual Education Plans. Additionally we have an ESL teacher who serves are ELL students that are in our general education classes. ELLs in our general education classes are grouped so that the ESL teacher can push into their classroom to provide English support and build from the classroom teacher’s curriculum.

Professional Development opportunities for teachers include periodic dual language meetings that provide opportunities for dual language teachers to meet to discuss topics such as effective word study in Spanish, language allocation policy, an areas where

data demonstrates a need for additional support to improve student performance. Three teachers are going to a Saturday series on Dual Language support in the classroom at Bank Street College. PS 75 was selected to pilot the Estrellita Word Study Program. All K-2 grade teachers are being trained off site at a two day conference on ways to implement it to support word study and phonetic development in Spanish. New teachers are given mentors from the program to build their capacity as bilingual educators and as future program leaders. We are also in the process of developing an ELL study group which will include general education teachers, our ESL teacher, the Assistant principal who has a bilingual background, and dual language teachers. This group will consider the progress of our ELLs throughout the school specifically looking at their proficiency on the NYSESLAT Exam and ELA State Exam. We will also consider ways to provide outreach to non English speaking parents and families. We are also planning on sending teachers to visit other schools with high ELL populations and other dual language programs to consider other intervention strategies.

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.

We have allocated title three funding to support ELL students instruction in two ways.

- I. We have hired an F status bilingual teacher to provide Spanish support to our ELL students in our 3rd -5th grade Dual Language classes. This teacher works four mornings a week. She pushes into four of our classes to work in small groups to provide additional guided reading support to ELLs in both Spanish and English.
- II. We have created an afterschool program for grades 4 and 5. We have invited 30 ELL students across the grade who have scored a low 2 or 1 on last year's ELA exam. Additionally these students scored low on the writing modality of 2010 NYSESLAT exam. There are two groups that meet two days a week after school for 90 minutes to go practice ELA test taking strategies focusing on writing and reading. We also include 30 minutes of oral language development through chanting, singing, writing and reciting poetry. There are two teachers working with the groups; one is our ESL teacher and the other is a certified bilingual teacher. These groups will meet for 10 weeks. At the end of the ten week cycle, students will have a presentation to which parents will be invited.

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.

We are using Title III funding to support four teachers to go to the Bank Street College Dual Language Training Series. This is a three Saturday training that will provide training on providing language development strategies to support growth in Spanish and English. This information will be turn keyed to the other Dual language Teachers at dual language meetings that occur during the school day periodically. Further K-2 teachers have been selected to participate in the Estrellita Pilot program. This requires 7 teachers to participate in two days of training off site. We are also planning to visit dual language programs in other schools to consider further language acquisition strategies to best serve our students.

Section III. Title III Budget

School: PS 75, The Emily Dickinson School, 03M075 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 - F Status	\$3594 \$522 \$10,823	72 hours of per session for ESL: 72 hours x \$49.92 (current teacher per session rate with fringe) = \$3,594.00 10 hours of supervisory per session for ESL: 10 hours x \$52.21 (current supervisory per session rate with fringe) = \$522 F Status Bi-lingual General Ed teacher to support ELL Students: 40.5 days x \$267.24
Purchased services - High quality staff and curriculum development contracts.	\$700	Professional Development - Bank Street College of Education Series for 4 dual language teachers.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3251 \$2550	Spanish Assessment Materials, Books Classroom Amplification systems
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$21,440	

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.

According to our home language survey information, 108 of our ELL students come from Spanish speaking homes. The other 12 students consist of children who come from homes where the following languages are spoken; one Arabic child, two Urdu, two Bengali, two Russian, one Chinese, two Romanian, one Albanian and one from the Philippines. All of these children have a sibling or at least one family member who also speaks English when they interact with the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our data shows that our greatest needs rest in providing information in Spanish. Fortunately our school has a staff that consists of a large number of bilingual individuals such as; an AP, the Pupil Accounting secretary, the ESL teacher, the Parent Coordinator, the Librarian and the Social Worker, each who can provide oral and written translation when necessary. Our school is known for its Dual Language Program and all school information and announcements are provided in Spanish and English. During school tours, or parent – principal chats, we also provide translation. We share multicultural celebrations in both languages throughout the 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.

For our majority of Spanish speaking homes, all school wide parent communication is distributed in both Spanish and English.

Members of the administration, the parent coordinator, many teachers, and school aides are bilingual in English and Spanish. We

work as a team to provide translation in necessary situations. Further, translation is provided at parent workshops, parent teacher conferences, and other parent gatherings. For the other languages present, we have found that there is a parent in the household who speaks and reads English and can understand and receive communication in English and when necessary we ask the D.O.E. translations services to help our school parents during consultations.

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.

Because 101 of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible.

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>.

Because most of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible.

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:		\$599,842.00	\$599,842.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$6,000.00	\$6,000.00
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: _____

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- 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		X				
Title I, Part A (ARRA)	Federal		X				
Title II, Part A	Federal		X				
Title III, Part A	Federal		X				
Title IV	Federal		X				
IDEA	Federal			X			
Tax Levy	Local		X				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

NCLB/SED Status: _____ **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.

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.) **28**
2. Please describe the services you are planning to provide to the STH population.
 - After school counseling groups
 - Cooking class / homework help
 - Tutoring

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. 075 Emily Dickinson					
District:	3	DBN:	03M075	School		310300010075

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.0	93.5	93.5
Kindergarten	94	111	99				
Grade 1	100	102	118				
Grade 2	144	106	99				
Grade 3	127	141	108				
Grade 4	146	132	148				
Grade 5	146	140	115				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	0				
Total	758	733	687				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.1	95.1	93.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	56.1	67.0	67.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	18	31

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	4	4

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	0	0	0	Principal Suspensions	6	4	2
# in Collaborative Team Teaching (CTT) Classes	71	78	86	Superintendent Suspensions	2	2	1
Number all others	31	18	33				

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	0	TBD				
# in Dual Lang. Programs	91	82	TBD				
# receiving ESL services only	42	38	TBD	Number of Teachers	58	58	58
# ELLs with IEPs	8	35	TBD	Number of Administrators and Other Professionals	9	9	8

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	2

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	98.3	100.0
				% more than 2 years teaching in this school	77.6	75.9	77.6
				% more than 5 years teaching anywhere	56.9	55.2	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	81.0	79.3
American Indian or Alaska Native	0.4	0.3	0.1	% core classes taught by "highly qualified" teachers	91.5	79.1	91.2
Black or African American	29.2	27.6	26.5				
Hispanic or Latino	50.7	50.9	53.0				
Asian or Native Hawaiian/Other Pacific	6.5	6.7	5.2				
White	13.2	13.2	15.1				
Male	49.3	50.8	52.5				
Female	50.7	49.2	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/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	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	33.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 75 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS75's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 75 will support parents and families of Title I students by:

1. **providing** materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. **providing** parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. **fostering** a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. **providing** assistance to parents in understanding City, State and Federal standards and assessments;
5. **sharing** information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. **providing** professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

PS 75's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 75 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 75 will: actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a 2dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed; and

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

SCHOOL-PARENT COMPACT

The Emily Dickinson School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Emily Dickinson School will:

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

School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards in order to close the achievement gap and align curricula across grades and subject areas.

School leaders and faculty gather and analyze a comprehensive range of summative data (e.g. State assessments, attendance, safety and discipline, student supportive services, referrals, student work products, teacher value added and observations) that is supplemented by other assessment data, in order to create a clear portrait of the school's strengths and areas of need.

- Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact may be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

On November 9th and 10th and again on and March 15th and 16th.

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

Official report cards will be distributed in November, March, and April. Parents will be provided access to ARIS as a means of monitoring their child's performance and progress. The 'red folder' goes home weekly with parent-teacher communication and the homework.

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

Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher. The Principal and Assistant Principals have an open door policy.

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

Curriculum Conferences will be conducted by classroom teachers during the month of September.

After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).

During Open School Week (November), parents will be invited to participate in classroom activities.

Parent Responsibilities

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding, as appropriate;

- Reading together with my child every day;
- Providing my child with a library card;
- Communicating core values and character traits, such as Respect, Responsibility and Safety;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and NYCDOE.
- Supporting the school discipline policy;
- Expressing high expectations and offering praise and encouragement or achievement

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- Support the core values of Respect, Responsibility and Safety;
- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for tests and complete assignments;
- Read every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

Other Responsibilities

The Emily Dickinson School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

Robert K. O'Brien
Principal

**Ravonda Oden &
Tori Hunt**
Assistant Principals

Ana Gomez
Parent Coordinator

- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		



Robert K. O'Brien
Principal

**Ravonda Oden &
Tori Hunt**
Assistant Principals

Ana Gomez
Parent Coordinator

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 120 LEP 10 Non-LEP

Number of Teachers 19 **Other Staff (Specify)** Parent Coordinator, Secretary, Assistant Principal, and 7 School aides are bilingual

School Building Instructional Program/Professional Development Overview:

We have two classes on each grade that are dual language self-contained classrooms. Four classes use the Collaborative Team Teaching Model to serve Spanish speaking ELLs students with Individual Education Plans. Additionally we have an ESL teacher who serves are ELL students that are in our general education classes. ELLs in our general education classes

are grouped so that the ESL teacher can push into their classroom to provide English support and build from the classroom teacher's curriculum.

Professional Development opportunities for teachers include periodic dual language meetings that provide opportunities for dual language teachers to meet to discuss topics such as effective word study in Spanish, language allocation policy, an areas where data demonstrates a need for additional support to improve student performance. Three teachers are going to a Saturday series on Dual Language support in the classroom at Bank Street College. PS 75 was selected to pilot the Estrellita Word Study Program. All K-2 grade teachers are being trained off site at a two day conference on ways to implement it to support word study and phonetic development in Spanish. New teachers are given mentors from the program to build their capacity as bilingual educators and as future program leaders. We are also in the process of developing an ELL study group which will include general education teachers, our ESL teacher, the Assistant principal who has a bilingual background, and dual language teachers. This group will consider the progress of our ELLs throughout the school specifically looking at their proficiency on the NYSESLAT Exam and ELA State Exam. We will also consider ways to provide outreach to non English speaking parents and families. We are also planning on sending teachers to visit other schools with high ELL populations and other dual language programs to consider other intervention strategies.

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.

We have allocated title three funding to support ELL students instruction in two ways.

- I. We have hired an F status bilingual teacher to provide Spanish support to our ELL students in our 3rd -5th grade Dual Language classes. This teacher works four mornings a week. She pushes into four of our classes to work in small groups to provide additional guided reading support to ELLs in both Spanish and English.
- II. We have created an afterschool program for grades 4 and 5. We have invited 30 ELL students across the grade who have scored a low 2 or 1 on last year's ELA exam. Additionally these students scored low on the writing modality of 2010 NYSESLAT exam. There are two groups that meet two days a week after school for 90 minutes to go practice ELA test taking strategies focusing on writing and reading. We also include 30 minutes of oral language development through

chanting, singing, writing and reciting poetry. There are two teachers working with the groups; one is our ESL teacher and the other is a certified bilingual teacher. These groups will meet for 10 weeks. At the end of the ten week cycle, students will have a presentation to which parents will be invited.

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.

We are using Title III funding to support four teachers to go to the Bank Street College Dual Language Training Series. This is a three Saturday training that will provide training on providing language development strategies to support growth in Spanish and English. This information will be turn keyed to the other Dual language Teachers at dual language meetings that occur during the school day periodically. Further K-2 teachers have been selected to participate in the Estrellita Pilot program. This requires 7 teachers to participate in two days of training off site. We are also planning to visit dual language programs in other schools to consider further language acquisition strategies to best serve our students.

Section III. Title III Budget

School: PS 75, The Emily Dickinson School, 03M075 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 - F Status	\$3594 \$522 \$10,823	72 hours of per session for ESL: 72 hours x \$49.92 (current teacher per session rate with fringe) = \$3,594.00 10 hours of supervisory per session for ESL: 10 hours x \$52.21 (current supervisory per session rate with fringe) = \$522 F Status Bi-lingual General Ed teacher to support ELL Students: 40.5 days x \$267.24
Purchased services - High quality staff and curriculum development contracts.	\$700	Professional Development - Bank Street College of Education Series for 4 dual language teachers.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3251 \$2550	Spanish Assessment Materials, Books Classroom Amplification systems
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$21,440	

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.

According to our home language survey information, 108 of our ELL students come from Spanish speaking homes. The other 12 students consist of children who come from homes where the following languages are spoken; one Arabic child, two Urdu, two Bengali, two Russian, one Chinese, two Romanian, one Albanian and one from the Philippines. All of these children have a sibling or at least one family member who also speaks English when they interact with the school.

2. Summarize the major findings of your school’s written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our data shows that our greatest needs rest in providing information in Spanish. Fortunately our school has a staff that consists of a large number of bilingual individuals such as; an AP, the Pupil Accounting secretary, the ESL teacher, the Parent

Coordinator, the Librarian and the Social Worker, each who can provide oral and written translation when necessary. Our school is known for its Dual Language Program and all school information and announcements are provided in Spanish and English. During school tours, or parent – principal chats, we also provide translation. We share multicultural celebrations in both languages throughout the 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.

For our majority of Spanish speaking homes, all school wide parent communication is distributed in both Spanish and English. Members of the administration, the parent coordinator, many teachers, and school aides are bilingual in English and Spanish. We work as a team to provide translation in necessary situations. Further, translation is provided at parent workshops, parent teacher conferences, and other parent gatherings. For the other languages present, we have found that there is a parent in the household who speaks and reads English and can understand and receive communication in English and when necessary we ask the D.O.E. translations services to help our school parents during consultations.

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.

Because 101 of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible.

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>.

Because most of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible.

**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 NYCDOE District 3	District 03	School Number PS	School Name Emily Dickinson
Principal Robert O'Brien		Assistant Principal Ravonda Oden/ Victoria Hu	
Coach NA		Coach NA	
Teacher/Subject Area Milo Herranz/ESL		Guidance Counselor Lisa Nord	
Teacher/Subject Area Mayra Fernandez/DL		Parent	
Teacher/Subject Area Daisy Miranda/ Special Ed.		Parent Coordinator Ana Gomez	
Related Service Provider Luisa Oviedo/Social Worker		Other	
Network Leader Lucious Young		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	14	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	691	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	16.35%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. The pupil Accounting Secretary, Ms. Mirna Garcia, along with the ESL teacher, Ms. Herranz and our bilingual A.P. Ms. Hunt, all partake in administering and screening all incoming ELLs entering the school. The Pupil Accounting Secretary and the ESL teacher are both bilingual and conduct the oral interview and administer the Home Language Identification Survey (HLIS). If necessary the ESL teacher administers the LAB-R exam within the 10 day window. The ESL teacher also organizes and administers the NYSESLAT exam in the spring.

Describe steps taken to annually evaluate ELLs using NYSESLAT

2. During the month of September and October the ESL teacher and the Parent Coordinator schedule meetings for parents of prospective ELLs. These meetings take place during the first period of the day. During these meetings parents are provided with a description of our Dual Language Program and our Freestanding ESL Program or the option to move their child to another program at another school that provides the language they need. Parent brochures are distributed along with other school information. The ESL teacher keeps a log of parents who attend the meetings and makes telephone calls to parents who do not attend. For parents of students who enter the school after October, the ESL teacher contacts and meets with these parents on a walk in basis, attending to each one as they come in and within the 10 day window of testing that child.

3. Entitlement letters are explained, distributed and collected from parents during these morning meetings. The ESL teacher holds an open door policy where parents can drop off surveys and make an appointment to discuss questions. If a form is not returned, we call home or schedule to meet parents during dismissal. The ESL teacher keeps a log of the letters provided students in a file in her classroom.

4. The ESL teacher meets with parents of identified ELLs who fail and do not pass the LAB-R, to discuss program placement. Most Parents are made aware of our Dual Language Program and are prepared to make their choice. The ESL teacher and the Parent Coordinator are both Spanish/English bilingual and the meetings are conducted in both languages. For parents with a language other than Spanish and English, we use the DOE translator services provided.

5. Our ELL population is predominantly Latino. We have a long standing, successful Dual Language Program at our school. Upon reviewing Parent Selection forms, we found that most Latino parents will opt for the DL program. Approximately 70% of the Latino population of ELLs are in DL classes and the remaining population opts out and into the ESL program. The Dual Language Program model offered at our school is aligned with parent requests. The trend is that Latino parents will place their child in a DL program and parents of children with other languages opt for the ESL program. Rarely do we meet parents who prefer the transfer out option.

6. The language programs provided to students in our school are in align with parent request. Our parents are very involved and have been for many years. They have expressed their desire to have Dual Language Program for every grade where parents of monolingual students can opt their children into a Spanish-English Dual Language program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2								12
Freestanding ESL														
Self-Contained														0
Push-In	0	1	0	1	1	2								5
Total	2	3	2	3	3	4	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	81	Special Education	29
SIFE	3	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	50	2	9	24	0	10	0	0	0		74
ESL	31	1	9	8	0	5					39
Total	81	3	18	32	0	15	0	0	0		113

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	5	33	13	14	11	11	20	10	11	15	14	10							74	93
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	33	13	14	11	11	20	10	11	15	14	10	0	0	0	0	0	0	74	93

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 113

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 11

Asian: 10

Hispanic/Latino: 93

Native American: 0

White (Non-Hispanic/Latino): 27

Other: 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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	6	5	4	3	2	6								26
Chinese					1									1
Russian	1													1
Bengali		1		1	1									3
Urdu	1		1											2
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other														0
TOTAL	9	6	5	4	4	7	0	35						

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

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

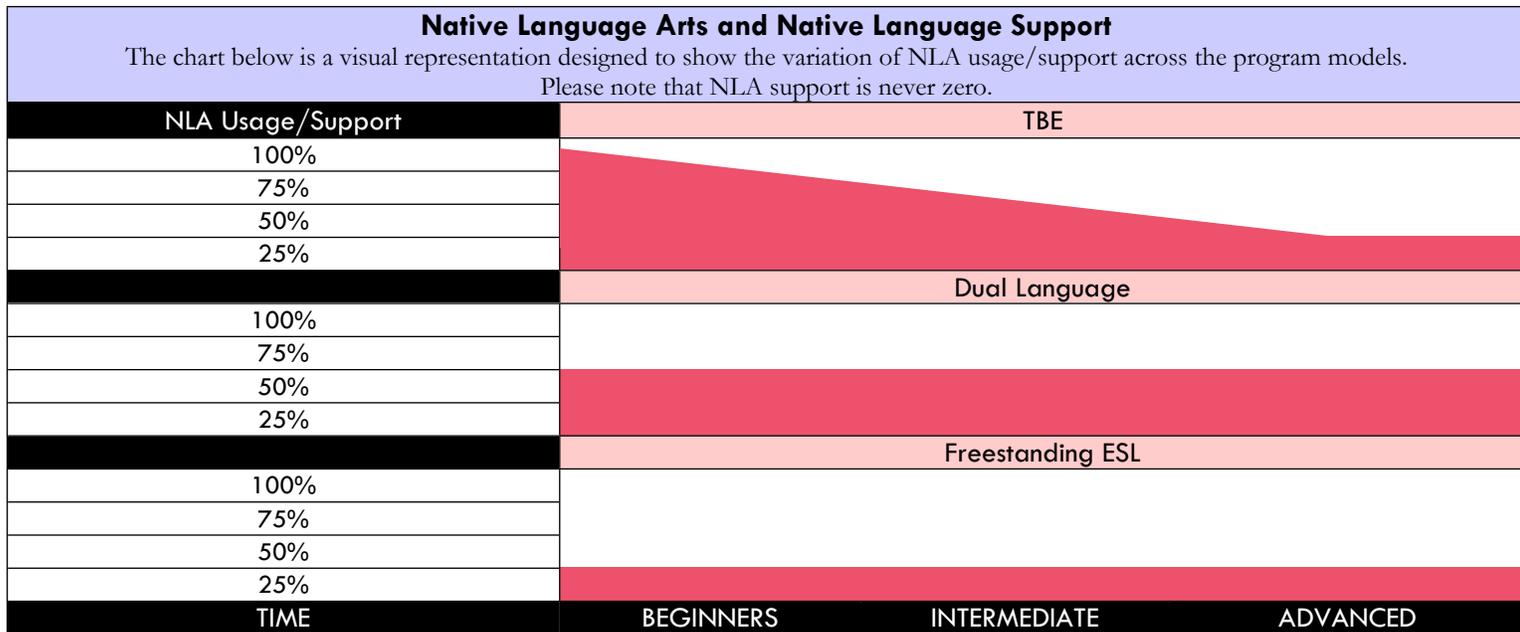
Beginning

Intermediate

Advanced

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

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



B. Programming and Scheduling Information--Continued

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

The ESL program services are delivered to students using various models. The ESL teacher pushes in and pulls out.

b. Our program model utilizes Heterogeneous classrooms that divide into other subgroups to provide the necessary help. We utilize the ESL push in model with monolingual classes that contain 4 or more ELLs. Within the Dual Language classes, teachers group their students according to proficiency levels.

2.

The DL staff and the ESL teacher review student exam reports to determine the number of minutes for each child. Schedules are put in place providing the appropriate number of mandated minutes.

a. Dual Language teachers meet periodically to plan NLA and ELA instruction for their ELLs. According to their ELL population as per class, teachers create subgroups according to the students' proficiency levels mandated minutes. Themes and objectives for each subgroup are planned. Book clubs and discussion groups meet during blocked periods of time. The school library is used as a resource when planning for the groups.

The ESL teacher provides services through a pull-out, push-in model. Students are grouped according to grade and level of proficiency based on the RLAT report.

3. During Content area instruction the DL teachers use scaffolding and questioning strategies to provide support for the ELLs. Language development is encouraged through the oral presentation of summaries, findings, and opinions based on projects.

4. Teachers develop lessons using differentiated instruction by planning for the subgroups and their needs. For each lesson or theme, 2 or 3 Objectives and challenges are presented to the appropriate group. These objectives are accompanied by 2 or 3 appropriate tasks and outcomes.

a. We have three SIFE students in our school and they are all in DL classes. These children are also receiving services from the ESL teacher in English.

b. ELLs who have 3 years or less in US schools, participate in rigorous test preparation lessons to prepare them for City Wide exams. These ELLs receive their appropriate ESL mandate minutes and can participate in The Early Bird Program where they are picked up 4 times a week for one period. Phonics, reading strategies and other strategies are taught to children explicitly.

c. For ELLs who fall into the 4-6 year category, we target these children as "At Risk" and as service providers to develop challenging goals in order to help these students move up. The ESL teacher reviews their exam history and reaches out to parents to supplement further support at home.

d. Our long term ELLs receive their mandate minutes by licensed teachers. They also take part in any academic intervention programs at our school such as Early Bird reading, Word Wizard, and the upper grades have the Wilson Program. Teachers plan a unit of study on test prep and the skills needed

ELLs with Special needs also receive their mandated time and receive their services as per IEP through Special Ed. Qualified teachers. We have a Bilingual and a Monolingual Speech therapist who pick up children and work according to their specific needs indicated on the IEP.

5. Our targeted intervention programs for ELLs in ELA include a reading program called Early Bird, which takes place before the start of the school day. We also have an AIS team (academic intervention team) which sets up time slots to meet with individual students to work on their literacy needs.
6. For the ELLs who have reached proficiency on the NYSESLAT, we provide those children and the parents with the option of continuing to participate in the ESL program in either push in or pull out context. This club is facilitated by the ESL teacher and provides academic help in all content areas.
7. For the upcoming school year we hope to improve our ESL push in program by encouraging qualified and experienced teachers to partake in the program and work closely with the ESL teacher in planning thematic units that are project based and language rich where students are encouraged to present information, book reports and summaries orally.
8. We do not plan on discontinuing any services to ELLs.
9. The Parent Coordinator is available at all times to meet with parents to inform them of supplemental services offered at our school. We also send written and translated notices home to all families.
10. To support ELLs we use a variety of instructional materials; classroom libraries, guided reading leveled books, and computer based research projects.
11. Native Language support is delivered through a 50/50 model in the Dual Language classes. Our ESL teacher can provide Native language support to Spanish speaking students. We utilize Pictionary, and phonics instruction where necessary.
12. Required services support and resources correspond to ELL's ages and grade levels. How?
13. For newly enrolled ELLs, we provide the option of opting for DL program. Parents are informed of their right to chose a language program for their child during the Parent Orientations that take place at the beginning of the school year.
14. The only language elective offered at our elementary school is participating in the Dual Language program that is open to families who wish to opt into a English-Spanish Dual Language classroom that runs from Kindergarten to 5th grade.

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

Our Dual Language Program follows the 50/50 model self contained or side by side?. Classrooms are heterogeneous but classroom teachers also group and pair off students as a way to differentiate instruction. All curriculum areas are administered in the language of the day, alternating between English and Spanish. Each room has two libraries, one per language with a variety of levels, and areas of study. Over the past four years, the Dual Language Program has included two Collaborative Team Teaching classes (CTT) that includes bilingual special education students and serves them through an immersion model with general education students. Content area instruction in Math and Social Studies are delivered in both languages. Our school practices the use of content area word walls in both languages.

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

The dual language teachers meet weekly on grade level. In grades K-2 teachers, have focus groups that plan and implement the PAF (Preventing Academic Failure- a phonics based curriculum) program which is used during ESL periods. Discussion of planning and materials take place in teachers' classrooms on a rotating basis. Teachers collaborate and plan monthly celebrations and publishing parties for students to share and display their work with parents and school community.

The ESL teacher utilizes her articulation period and at least 2 prep periods a week to meet with Monolingual classroom teachers with ELLs and together they discuss student progress, assessment and needs. The ESL teacher meets informally with push-in teachers, during lunch hours or preps. They discuss ESL methodologies in the content areas, the CALLA model, grouping and resources available for ELLs.

2. The ESL teacher meets with teachers of ELLs through out the school when preparing the students for graduation and applying to middle schools. The ESL teacher follows the 5th grade curriculum and helps students with their middle school essays and projects, such as the Million Dollar Project, which asks students to write a descriptive and detailed report on a kind of business they would start up if they had a million dollars.

3. We encourage our teachers to take part in district and city wide ELL training provided outside our school. Teachers who are part of the ESL push-in program are invited to attend workshops offered by the Office of ELLs. These teachers return to school and turn key the information with colleagues who also work with ELLs. We will be having a series of meetings with the LAP Committee to considers areas to improve throughout the school. This year specifically we will focus on Writing Skills as the NYSESLAT demonstrated this was an area in need of support.

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. Our Parent Coordinator, Ms. Ana Gomez has an open door policy. She evaluates the needs of our population through meetings and private interviews. She is bilingual and works closely with the PTA, organizing after school programs that serve the need of our student population.

2. We offer parents and children tutoring services, summer camp tuition free programs, and weekend activities for families in shelters. She also works closely with the Bilingual School Social Worker, together they partner with Ms. Green at St. Luke's Hospital. They provide referrals for families who require medical or psychological assistance.

3. Our parent coordinator constantly speaks with all parents specifically our Spanish and other non-English Speaking families to ensure they have access to the services they need. She works closely with the temporary housing shelters to ensure many of our non-English speaking families living in these situations have adequate support.

4. We always have translations services available at any parent events. We have a biilingual counseling team as well as more than half our staff that speaks Spanish. We have had a number of literacy workshops for parents that are held in Spanish and English. Further our ESL teacher has offered cooking groups to children and their families to support language development and nutrition.

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)	13	9	4	3	2	2								33
Intermediate(I)	0	10	4	14	3	3								34
Advanced (A)		2	8	7	9	17								43
Total	13	21	16	24	14	22	0	0	0	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	1	0	1							
	I		2	0	2	1	0							
	A		9	11	17	4	6							

	P		9	3	5	9	14							
READING/ WRITING	B		8	2	4	2	1							
	I		10	4	14	3	3							
	A		0	2	7	8	16							
	P		2	6	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	6	0	0	14
5	6	14	1		21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		10		2				13
5	4		13		4				21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		33		45		21		105
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	5		4		13				22
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)		5	17	2	1	23	53	18
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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.

1. We use Dibbles for literacy assessment for all students in Kindergarten and first grade. Dual language students are also assessed in Idel. We monitor this information through the Palm Pilot system provided by Wireless Generation. Students 2nd grade through fifth grade are assessed through the Reading Three D assessment. Students in Dual Language classes are also assessed in the Spanish Reading Three D. We monitor all students for progress according to the prescribed bench marks. ELL students are specifically highlighted to monitor their progress and consider their language development as well as their literacy development. Very often our students that perform well in Spanish transfer that progress to their English assessments as they become more proficient in English.
2. The NYSESLAT data and Lab-R reveal that students move into the advanced level after grade two.
3. This year the data reveals that we need to focus on improving writing abilities as the NYSESLAT data demonstrated children need a lot of support in this area.
4. a. Students do better on tests in their native language. ELE results for ELLs in Dual Language were significantly higher than these same students scores on the ELA.
 - b. This year we will be noting these particular students growth for each assessment and monitor for progress. Because Dual language students are also tested and monitored in Spanish, we will be able to monitor progress in Spanish for the ELLs in Dual Language.
5. a. They follow the same testing as our ELLs. They are periodically monitored through our wireless tools of Dibbles and Reading Three D in both English and Spanish. Progress is noted and monitored in both languages.
 - b. Most of our EPs score in the third quartile of the ELE test, demonstrating that their language abilities in Spanish are progressing toward full fluency.
 - c. The majority score level three on state assessemnts in ELA, Math and Science. They often out perform the ELLs on both the ELE and the other state tests.
6. We continue to monitor the academic and linguistic students of our ELLs and EPs. While we focus on all students meeting grade level standards, we focus on student growth from year to year. Our goal is to ensure all students in the dual language program are fully bilingual and biliterate by the time they graduate from fifth grade. ELLs in our general ed program, we hope that they will be English proficient by the time they graduate from fifth grade and demonstating academic mastery for the fifth grade State Standards.

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		