

**LUIS MUNOZ RIVERA SCHOOL
PUBLIC SCHOOL 83**

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

**SCHOOL: DISTRICT 04/MANHATTAN/083
ADDRESS: 219 EAST 109TH STREET
NEW YORK NEW YORK 10029
TELEPHONE: 212 860-5847
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 083 **SCHOOL NAME:** Luis Munoz Rivera School

DISTRICT: 04 **SSO NAME/NETWORK #:** Lucious Young
Empowerment Network

SCHOOL ADDRESS: 219 East 109th Street New York New York 10029

SCHOOL TELEPHONE: 212 860-5847 **FAX:** 212 860-6073

SCHOOL CONTACT PERSON: Frances Castillo **EMAIL ADDRESS :** fcastil@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Hazel Cruz

PRINCIPAL Frances Castillo

UFT CHAPTER LEADER Erik Van Gunten

**PARENTS' ASSOCIATION
PRESIDENT** Iris Ramos Castilla

STUDENT REPRESENTATIVE
(Required for high schools) Not Applicable

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Frances Castillo	*Principal or Designee	
Erik Van Gunten	*UFT Chapter Chairperson or Designee	
Martha Borrero	*PA/PTA President or Designated Co-President	
Joyce Boykin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Roque	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luis Gandia	Member/ At Large: no voting Parent Coordinator	
Hazel Cruz	Member/Assistant Principal	
Deborah Mumford	Member/PTA Vice- President	
	Member/	

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.

Public School 83, Luis Munoz Rivera School has a population of 432 students Pre-Kindergarten through grade 5 located in a mixed socio-economic area in District 4. The East Harlem area is one of New York City's most dynamic, multi-ethnic, multi-cultural communities. Hispanics, African Americans, Middle Easterners and Asians live side by side in an area that has a strong sense of neighborhood pride and commitment. This diversified neighborhood has resulted in our school community being very unique where our parents, children and staff share a host of differences to support our everyday learning. We take pride in creating an environment that is safe, nurturing and promotes individuality within the members of our school community. In addition, our students understand that in order for our school to be great, the members of our school community must always understand and accept the importance of being good and respectful citizens.

The administrative make-up of our school is composed of a Principal and Assistant Principal. We have nineteen classroom teachers, one Reading/Data specialist, Staff Developer/Reading recovery teacher, ESL teacher and four cluster teachers who provide instruction in Social Studies, Computer/Gym, Art and Science. The cluster program is designed to support the academic curriculum and provide an integrated arts program. In addition, we have one math cluster position in grades 3-5. The position of Parent Coordinator will continue to fulfill the role of parent liaison as per Department of Education and support our efforts increasing parent involvement.

Our program focuses on improving and strengthening the skills our children need to meet New York State performance standards. We are fortunate to have additional support staff to provide academic intervention services to both high achievers and students at risk. Furthermore, our school curriculum is enhanced through our external partnerships such as: Hunter College, City Year, Education Through Music, Young Audiences, El Museo Del Barrio, Cook Shop, Randall's Island ICAHN, Sports, Dance and Science Exploration, and the Virtual Y. These partnerships enrich our curriculum by infusing the arts and health education in our daily learning and by supporting instruction through after-school programs and small group instruction.

Our school exemplifies our vision and mission of providing our children with positive learning experiences so they can gain a sense of accomplishment regardless of race, ethnicity, religion and socioeconomic background. Via our sound educational program coupled with our high expectations we are providing opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from the fear of making mistakes. Administration, teachers and staff in collaboration with the family unit and the larger community are helping in shaping the minds, hearts and spirit of our youth. We are

preparing our students to access knowledge that will allow them to shape the course of history. We are equipping them with skills to question and challenge with dignity and respect and participate in actions that promote social well-being. We are empowering our students to view the world through multiple lenses and find solutions towards creating a just world. We are molding our students towards becoming informed citizens, able to gather all the tools they need to develop critical thinking skills and high expectations for success.

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:	Luis Munoz Rivera / Public School 83				
District:	04	DBN #:	083	School BEDS Code:	310400010083

DEMOGRAPHICS										
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	18	18		93.3%	95 %	95%			
Kindergarten	61	67	75							
Grade 1	81	70	74	Student Stability: % of Enrollment						
Grade 2	78	74	67	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	61	80	62		93%	95 %	96%			
Grade 4	50	52	57							
Grade 5	70	51	78	Poverty Rate: % of Enrollment						
Grade 6	50	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7							93 %			
Grade 8										
Grade 9							Students in Temporary Housing: Total Number			
Grade 10				(As of June 30)	2007-08	2008-09	2009-10			
Grade 11					6%	8%	8 %			
Grade 12										
Ungraded							Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10			
Total										
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	1	1	1							
No. in Collaborative Team Teaching (CTT) Classes	0	0	1	Principal Suspensions	1	0	0			
Number all others				Superintendent Suspensions	1	0	0			

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	6%			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	29	30	31
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2007-08	2009-10	Number of Educational Paraprofessionals	5	5	5
	0	0	2				
				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	100 %	100 %	100%
American Indian or Alaska Native			.002 %	Percent more than two years teaching in this school	85%	90%	90%
Black or African American	02.%	3%	28%	Percent more than five years teaching anywhere	35%	49%	49%
Hispanic or Latino	35%	-31%	58%	Percent Masters Degree or higher	14%	18%	97%
Asian or Native Hawaiian/Other Pacific Isl.	52%	240-55%	.08%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	14%	14%	14%
White	08%	35-08%	.02 %				
Multi-racial	0	1	.02 %				
Male	52%	50%	50%				
Female	48%	50%	50 %				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 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 checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<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.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*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	A	Overall Evaluation:	Well Developed
Overall Score	A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit		Quality Statement 5: Monitor and Revise	Well Developed
<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?
-

Data gathered from multiple resources available indicates the following needs:

- Strengthening our knowledge and use of data to drive instruction using differentiated methodologies
- Continue to monitor student's attendance via parent letters, phone calls, house visits and administrative meetings.
- Increase Parent Involvement at PTA meetings, workshops, school wide events
- Continue to allot time for in-service and external Professional Development opportunities
- Demonstrate progress in Mathematics as per New York State mandates so that there is a higher percentage of students in lowest third making one years progress
- Improve average change in student proficiency in Mathematics
- Provide Differentiated Instruction across the curriculum to meet the needs of all students
- Move students in grades 3 through 5 across levels so there is a greater change in student proficiency in levels 3 and 4
- Provide prevention services in grades K-2 to minimize intervention services in grades 3 -5
- Improve student literal and inferential comprehension skills
- Develop the 6+1 Traits in writing in grades Pre-K to 2 and enhance writing skills in grades 3 through 5
- Align the content area curriculum across the grades in order to follow a sequential order from one year to the next
- Continue fostering Character Development

Student performance trends based on past results

- According to preliminary data, 99% of the 5th grade students graduated onto middle schools and 100 % of grade 3 & 4 were promoted to the next grade.
- NYC 2008-2009 Progress Report showed an improvement from 76.1 to 101.6 out of 100 maintaining our status in our Progress Report of A.
 - Analysis of state data indicates an increase in our math, science and social studies scores, placing us in "Good Standing" according to the NYS standards.
 - A comparison of the grades 3–5 ELA scores for the 2007-2008 and 2008-2009 school years we see the following trends in student outcome:

- Grade 3 shows 96 % of our students met or exceeded the standards in ELA and 100 % in mathematics. For the 2007-2008 testing period there was a significant increase of 10% (86%) in ELA, and a 3 % (97%) in mathematics.
- Grade 4 shows 96 % of our students met or exceeded the standards in ELA and 98 % in mathematics. For the 2007-2008 testing period there was a significant increase of 16% (80%) in ELA, and a 10% (88%) in mathematics.
- Grade 5 shows 99 % of our students met or exceeded the standards in ELA and 92 % in mathematics. For the 2007-2008 testing period there was a significant increase of 10% (14%) in ELA, and a 1 % (91%) in mathematics.

Greatest accomplishments over the last couple of years

As we begin the 2010-2011 school year, we can reflect on the many accomplishments of the past year. Working with a sound curriculum, a strong team of teachers, outside organizations and our parents, our students are making progress. Teachers and students alike have immersed themselves in compiling and analyzing data effectively which drives the development of individual and class goals. Although, we do not have our results from both the ELA and Math State Assessments we know all of our students met the promotion criteria except for one student. In strengthening our work with data, we will continue to have regularly scheduled common preps and allotted time has been embedded into the schedule for teachers to meet on a weekly basis for curriculum planning and development with their AIS support teacher and administration. This time has allowed for in-depth conversations revolving around data and for modifications to units of study. Furthermore, it has enabled us to launch an in-depth study on differentiated instruction. In addition, through our character education program, our students have learned what it means to be a good citizens as evidenced in their attitudes, behavior and empathy for their fellow classmates. Our school exemplifies our vision and mission.

Most significant aids or barriers to the school's continuous improvement:

Many of our accomplishments can be attributed to several different factors. The primary one being a committed, dedicated, nurturing school community. We can also attribute our successes to a consistent Academic Intervention push in/pull out program in English Language Arts and Mathematics. Pull out services have also been aligned for our high achieving students in the upper grades in order maintain and maximize the percentage of students making progress in literacy and mathematics. Teacher created templates for collection of data, benchmark assessments, collaborative planning time and a well established character education development program have also been instrumental in aiding our success. Teachers opting to loop with their classes from one grade to the next have also been a crucial component in student progress therefore, reflecting in our school's success.

With our many accomplishments, we've also faced barriers along the way. We still have a long journey ahead of us. A small percentage of students still struggle with retention and application of skills and strategies in both literacy and mathematics. Although intervention has been put in place, these students need additional resources therefore, forcing providers to make recommendations parents often resist. Parent Involvement is a barrier we often struggle with. While many of our parents make the effort to participate, they themselves face many challenges. A large percentage of our school community are from impoverished households requiring adults to work two and three jobs. We also have a percentage of parents who, due to a lack of English proficiency, are limited in their ability to help their children at home. Over-utilization of space is a huge barrier. Many of our ideas for special programs cannot come to fruition due to a lack of space. The lack of a structured arts program limits our children's ability to expand their view of the world beyond the academics. Finally, a lack of technology has also impeded our ability to enhance and enrich our curriculum with modern forms of communication and tool for obtaining information.

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.

Literacy- Accountable Talk

Goal 1:

- By the end of June 2011, 85% of all students will improve their critical thinking skills as measured by a school wide created Accountable Talk Observation Rubric evaluating the quality of student responses during read-alouds and shared reading

Writing

As an instructional area we have been developing over a two year time span, it is necessary we continue to push and continue strengthening the work we have thus far embarked on. Therefore, the following goal has been developed:

Goal:

- By the end of June 2011, 75% of students in grades K-2 will become proficient at utilizing the six traits of writing in their own writing, while 75% of students in grades 3-5 will continue to work towards acquiring mastery with the six traits of writing to become more analytical writers.

Parent Involvement

As research shows, parent involvement impacts on student performance. In our efforts to ensure academic success for all our students it was determined we need to increase parent involvement. Therefore, the following goal has been developed:

Goal:

- To continue to foster a stronger relationship with the community as measured by an increase in parent satisfaction rates on parent surveys and raised attendance at PTA meetings, workshops and all school wide events. We are hoping to increase parent involvement by 55 % by June 2011.

VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy - Accountable Talk

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, 85% of all students will improve their critical thinking skills as measured by a school wide created Accountable Talk Observation Rubrics evaluating the quality of student responses during read alouds and shared reading</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A school wide focus on accountable talk building higher order thinking skills and rich conversation around text • Beginning September 2010 through June 2011, the teachers will engage students in accountable talk throughout their reading lessons in order to assess comprehension as well as to teach new skills. • Students will be provided with instruction around accountable talk that is accountable to the learning community, accountable to knowledge and accountable to reasoning. Training for the teachers will be provided by the reading and writing consultant Olivia Wahl • Our consultant, Olivia Wahl, will provide teachers with questioning techniques and strategies for facilitating rich discussions around text • We will assist teachers in developing school wide accountable talk observation rubrics to measure student growth and progress • Teachers will implement shared reading as a core component for their reading program • Our consultant, Olivia Wahl, will facilitate and support teachers in an inquiry process around accountable talk and strategies for building comprehension • Teacher observations and teacher alternate assessments will be part of the professional development plan in meeting school-wide goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Monies will be budgeted for professional books and instructional resources • Per Diem days will be set aside for teachers to participate in professional development activities, i.e. off site workshops, Inter-class/school visitations, planning sessions, and in-service work • common preparation time once a week will be scheduled for teachers on the grade to participate in planning sessions, revising units of study, demonstration lessons, and for sharing resources and ideas to plan lessons and assure continuity and understanding across the grades.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will gain in their ability to articulate thoughts and information both orally and in writing • Teachers will provide thought provoking questions in facilitating comprehension conversations • Student work and strategy charts will be reflected in classrooms • Students will work in collaborative groups raising the level of accountable talk to address comprehension skills while continually increasing their individual reading levels throughout the school year

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to foster a stronger relationship with the community as measured by increase in parent satisfaction rates on parent surveys and raised attendance at PTA meetings, workshops and all school wide events. By June 2011, we are hoping to increase by parent involvement by 55%</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>	<ul style="list-style-type: none"> • New Orientation for Pre- Kindergarten and Kindergarten parents • Monthly Principal letter • Monthly workshops in Literacy & Mathematics • Ongoing log-in to ARIS Parent Link • Monthly workshops aligned to the curriculum at different grade levels • Selections of a middle school coordinator to support parents and students in the middle school enrollment and selection process • Annual Middle School Fair • Parent Teacher Conferences • Multi-Cultural Fair • Utilize the Learning Environment survey to gather parents interest • Generating a survey to gauge other parent interests • For the month of October a series of Social Studies instructional workshops will be offered for parents of students in grades 4 & 5 • Monthly Parent Read Alouds • Daily Union Settlement GED & ESL Workshops for parents • Awards Assemblies three times a year • School wide Musical showcase three times a year • Monthly calendars and newsletters highlighting all school wide events in languages to support our school community • Reading and Math evening activities hosted by City Year • Quarterly Progress Reports and monthly progress reports for students not meeting the standards • School wide Writing Celebrations • Attendance and homework letters • School Messenger Phone Service to monitor individual student attendance & to remind parent of upcoming events • Annual School Wide Carnival • NYS ELA & NYS MATH workshops • End of the Year Teacher “Meet & Greet”
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 funds for meetings and workshops • Title 1 funds for School Messenger Service • Union Settlement Association Grant for the ESL & GED classes • Translation/Interpretation funds as needed
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Publication of surveys • Increase parent participation at all school wide events as evidenced in our attendance sheets • Increase parent engagement and a positive school attitude • Positive results on the NYC DOE Parent Surveys

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): Character Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To arouse community building in order to prevent bullying, cliques, and serious behavioral incidents. We aim to decrease school-wide behavioral infractions by 25% and to decrease incidence of bullying by 15% by the end of the school year.</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>	<ul style="list-style-type: none"> • School-wide: Institute bi-monthly character education themes with beginning/culminating assemblies; rewarding students whom exemplify good character with weekly Super Kids and monthly Character Counts celebrations. • Classroom: Refine Responsive Classroom morning meetings and shout-outs; infuse character themes into morning meetings, as well as in literacy block; monthly dean lessons on the theme; City Year volunteers provide mentoring and character lessons. • Individual: Behavior modification and other individualized plans, between staff, student, and family, to focus on students' individual social/emotional needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Dean will organize the character education program (Six Pillars of Character) and teach monthly lessons, provide materials and activities to teachers, and oversee the weekly and monthly reinforcement programs • The community building committee will help bring elements to life and help plan assemblies and events • The parent coordinator will reach out to parents for involvement in assemblies, read-alouds, and a parent executive board.
<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 bully survey will be filled out by students in both the beginning and the end of the school year. The number of school-wide behavioral infractions will be logged and compared with the totals from 2009-2010</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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	24	24	N/A	N/A	0	0	10	0
1	10 Reading Recovery Students	24	N/A	N/A	0	0	10	0
2	20	24	N/A	N/A	0	0	7	0
3	25	25	N/A	N/A	0	0	7	0
4	30	30	10	10	0	0	2	0
5	20	20	10	10	0	0	8	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS in ELA is being implemented in several ways:</p> <ul style="list-style-type: none"> • One 50 minute period twice a week • Tier 2 students will be provided AIS via push in and pull out services where a specific plan will be tailored to meet their unique needs • Differentiate instruction in all ELA classes- Tier 1 intervention. <p>English as a Second Language</p> <p>AIS in ESL is being implemented in several ways</p> <ul style="list-style-type: none"> • One 50 minute period twice a week • Differentiate instruction in all classes that have ELL students Tier 1 intervention • Tier 2 ELL students will be provided AIS via push in and pull out services where a specific plan will be tailored to meet their unique needs • If budget allows, and ESL after school program will be established for 5 days a week for 1.5 hours a day.
Mathematics:	<p>AIS in Mathematics is being implemented in several ways</p> <ul style="list-style-type: none"> • One 50 minute period twice a week • Differentiate instruction in all Math classes- Tier 1 intervention. • Tier 2 students will be provided AIS Math via push in and pull out services where a specific plan will be tailored to meet their unique needs • After-school program for students in grades 2 through 5 twice a week for two hours.
Science:	<ul style="list-style-type: none"> • In addition to the State mandated of Science instruction students needing intervention services are provided via a push in/ pull out three times a month by the Science cluster teacher • These additional AIS periods will be tailored to meet the specific needs of each student
Social Studies:	<ul style="list-style-type: none"> • In addition to the State mandated of Social Studies instruction students needing intervention services are provided via a push in/pull out three times a month by the Social Studies cluster teacher • These additional AIS periods will be tailored to meet the specific needs of each student
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Part time school counselor will provide guidance and crisis counseling services during the school day as needed with a primary focus on mandated students
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • At-Risk counseling is provided by our psychologist to those students identified by the collaborative Intervention Team or the administration.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Counseling services is provided to “at risk” students by the Mount Sinai hospital Social Worker when needed. Students are referred by the Collaborative Intervention Team, Teachers, Administrative Team and parents.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Health related services are offered during the school day one period per week. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma etc.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) Pre- K – 5th grade Number of Students to be Served: _____ 53 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: 083 BEDS Code: _____

Allocation Amount: \$ 15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Per Session (working on budget)	First & Second Grade ELL After- School Program Monday through Thursday. Commencing the second week in November and ending in April 2010. Teacher will utilize Read Well a component that is used during the school day. Due to City Year a volunteer program helping the ESL teacher students will be divided into smaller groups after the execution of the lesson.
Purchased services - High quality staff and curriculum development contracts.	0	0
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	0
Educational Software (Object Code 199)	0	()
Travel		
Other		
TOTAL	\$14,952.84	

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.**

Parents of students entering the New York City Public School System for the first time are given a HILS form at registration. The HILS helps us identify families and students' primary language. In addition, teachers identify the schools' written translation and oral interpretation needs in September after meeting with parents. This data is submitted to our Parent Coordinator, who in turn, makes provisions in ensuring all parents are provided with timely and appropriate information in a language they can understand.

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

Based on our ATS registry, HILS forms and our LAB-R and NYSESLAT data, there has been an increase of Asian and African families joining our school community while our Hispanic communities continues to grow as a result of the influx of Latin American families moving into our neighboring communities. While the need for Spanish translation and interpretation remains, we are now faced with having to provide translations in Mandarin, Cantonese and in different African dialects. We are fortunate to have three members of our pedagogical staff who can speak the languages of Mandarin and Cantonese who provide us with translations and interpretations. During our Open House in early September the school community is made aware that there are translators available at the school. These translators are introduced to the school community at our Open House and Pre-Kindergarten and Kindergarten Orientations. In addition, notifications are also sent to the entire school community notifying them of this service.

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.**

The school will provide written translations of parent letters, monthly calendar, newsletters, flyers, etc in languages that represent our school community. Asian teachers on staff will provide the Mandarin and Cantonese translations, while our School Secretary/ Parent Coordinator will provide the Spanish translations. African dialect translations become very difficult since the languages vary and our families all represent different dialects.

- 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.**

Oral interpretation services will be provided at morning and evening Parent Meetings, Workshops, Orientations and individual Parent Conferences. Translation services will be provided by in-house staff who are fluent in Spanish, Cantonese and Mandarin

- 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>.

All written and oral interpretation services will be provided at school PTA meetings, Workshops, Open School Night, Curriculum Night, Parent-Teacher Conferences and whenever 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:	457,093	37,685	494,778.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,570	380	4,950
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,885	*	
4. Enter the anticipated 10% set-aside for Professional Development:	92,872	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99%

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

* 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.

Public School 83, recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. In order to support the goal of the school, which is to educate all students effectively, the school and parents must work as knowledgeable partners. Parental involvement is an integral component of a schools' ability to provide for the educational success of their children. The school's endeavor is to meet the diverse cultural and language needs of parents and children. Public School 83 acknowledges that engaging parents is essential in order to improve student achievement and that schools should foster and support active parental involvement.

In response to this commitment to maintain and increase active parental involvement, and in compliance with the legal requirements of The No Child Left Behind Act of 2001, Public School 83 establishes the following parental involvement plan.

The Parental Involvement Plan involves parents of students of all grade levels, Pre-K-5, in a variety of roles. The plan recognizes that communication between home and school should be ongoing, consistent, and meaningful. During the summer, the members of the School Leadership Team and the Parent Teacher Association meet with the Principal and Assistant Principal to compose the first school newsletter and calendar to keep parents abreast of the activities planned for the month of September. Monthly newsletters and calendars are sent to parents highlighting all school wide activities throughout the school year.

The PTA President and the Parent Coordinator work collaboratively as members of the school's steering committee. They attend all meetings and provide input for implementation of programs from a parental perspective. At our first meeting held in August, a survey is designed to gather data about workshops parents would be interested in attending, services they can provide, and resources they would need to facilitate the home/school connection.

The school year begins with an Open House during the second week of school. Parents are welcome to come into the school and meet their child's teacher (s) and tour the school. Information is made available regarding school programs and extra-curricular activities. During the Open House, parents are encouraged to become volunteers and sign up for school wide activities such as The Parent Book Club, Monthly Parent Read Aloud, Class Parents, etc. At this time, parents receive the P.S. 83 Parent Handbook, which outlines the school's mission, school rules, policies and procedures, scheduled PTA and SLT meetings, and lists the Chain of Command, PTA, and SLT members.

To inform parents of their child's academic progress, progress reports are sent home three times during the school year. Teachers are also expected to maintain ongoing written and verbal communication with parents throughout the school year. Parent Teacher Conferences are scheduled twice a year, but parents are welcomed to request individual meetings if the need arises. Teachers also receive information on how to conduct positive parent conferences. In addition, workshops are held throughout the school year highlighting all the city and state mandates including one on the topic of interpreting test data. Parents are also offered workshops to assist them in understanding various instructional components of our school day.

PTA meetings are held on a monthly basis during the day and evening to meet the needs of the school community. Student performances, award assemblies and writing celebrations are a featured attraction in an effort to encourage parent participation and to encourage parents to become active participants in their children's learning.

It is the goal of Public School 83 to ensure an ongoing partnership between families, the community and the school. We believe such a partnership is fundamental to the academic and social success of students. From this partnership, a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in each child's educational process.

2. Description of How School will Implement Required Parental Involvement Policy Components

1. Public School 83 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

- Starting in August, schedule dates for all PTA Executive Board Meetings
- Starting in August, schedule dates for all School Leadership Team Meetings
- The school will help the PTA and SLT to collect data that will assist in the development of the plan.
- The school will work with the Parent Executive Board and the School Leadership Team in the planning and reviewing of the Parent Involvement Plan

2. Public School 83 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- The school will help the PTA and SLT to collect data that will assist in the development of the plan
- Parents will be invited to monthly morning and evening parent meetings
- Parents will be invited to workshops that are aligned with school curriculum
- Parents will be invited to health related workshops
- Parents will be encouraged to participate in SLT meetings
- Surveys and questionnaires will be generated to collect data on parent opinion
- All correspondence will be generated in the languages to accommodate the entire school community

3. Public School 83 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Literacy Workshop four times a year
- Math Workshops four times a year
- Science Workshops four times a year
- Health Related Workshops four times a year
- A series of weekly Social Studies workshops in the month of October

1. **Public School 83** will coordinate and integrate Title I parental involvement strategies under the following programs: Reading Recovery, Wilson Foundations, Wilson Language System, and the Balanced Literacy (List activities.)

Workshops will be provided by the following:

- AIS Reading Teachers
- Reading Specialists
- Math AIS Teacher
- IEP/Reading Recovery Teacher
- ESL Teacher

- Title 1 Teacher
- Classroom Teachers

2. **Public School 83** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

□ **Describe how the evaluation will be conducted:**

A survey will be generated and disseminated to all parents of the school community including economically disadvantaged, disabled, limited English proficiency, limited literacy, or are of any racial or ethnic minority background. The surveys will address areas of concerns as identified by classrooms teachers, support staff, etc.

- The parents will be responsible for assisting in analyzing the data and providing feedback as to how Public School 83 can assist in meeting parent's needs. In addition, parents will also be responsible for sharing their concerns and highlighting areas of need in order for the school to make modifications as needed.

3. **Public School 83** will build the school's and parents' capacity for strong parental involvement, through the following activities specifically described below:

a. The school will provide appropriate assistance to the parents of children served by the school, in understanding topics such as the following:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- how to monitor their child's progress
- how to work with educators
- Monthly newsletter and Monthly calendar is sent home highlighting all school wide events
- Parents will be invited to conduct a Monthly Read Aloud in their child's class
- Take trips to cultural institutions
- Parents will be offered literacy and Math workshops
- Health topics that affect the community
- Creating Science, Social Studies and Art Fair Projects
- Parents will be invited to assist and attend student performances, school assemblies, Annual Carnival and Multi-Cultural Festival.
- Say Yes to Education Foundation will coordinate activities for recipient families in the fourth grade
- All correspondence will be generated in the languages that meet the needs of our families

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- Providing workshops on all the components of balanced literacy
- Establishing a Parent Book Club to discuss and review children's literature
- Conducting visits to the New York City Public Library

- Continuing the ESL program for limited English proficient parents
- Inviting parents to become Class Parents

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

- Parent Coordinator will attend **regional mandated trainings** and provide turn-key training to the entire school community
- Establishing teacher/parent communication workshops with Network representatives

d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- All correspondence will be generated in the languages that represent the needs of our school community
- Phone calls will be made by the parent coordinator, office staff and classroom teachers
- Distribution of the Monthly calendar and Newsletter will be translated as necessary
- Administration
- Parent Handbook will be distributed at Open House
- Flyers will be distributed and posted for upcoming events
- Daily contact with the classroom teachers and Parent Coordinator will be translated as necessary
- To continue the ESL program for limited English proficient parents
- Invite parents to become class parents

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA & SLT. This policy was adopted by the Public School 83 on June 12, 2008 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2010.

Public School 83, and the parents of students participating in activities, services and programs funded by SW P Title I, agree that this compact outlines how the parents, the entire school staff, and the students share the responsibility for improved student academic achievement. Via a sound educational program coupled with high expectations it is our mission to provide opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from fear of making mistakes. Our goal is to work collaboratively with parents to support them in meeting the needs of their children in meeting the NYS benchmarks. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

Public School 83 will provide a 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:

- Public School 83 will continue to teach using high performance standards. Teachers will continue to implement the Reader's and Writer's Workshop which promote student motivation, participation and performance. Academic intervention program classes will be structured for students who have failed and/or did not meet benchmarks.

1. Public School 83 will conduct Parent-Teacher Conferences during which this compact will be discussed, as it relates to the individual child's achievement. Specifically those conferences will be held:

- Parent – Teacher Conferences will be scheduled semi-annually, as determined by the Department of Education.
- Curriculum Open School Night is scheduled the second week of September to share curriculum, expectations, school wide policies and procedures with parents.
- Individual parent conferences will be scheduled as per students' needs, as determined by the classroom teacher or instructional support staff.

2. Public School 83 will provide parents with frequent reports on their child's progress. Specifically the school will provide reports as follows:

- School wide Parent Teacher Conferences in November and March
- Progress Reports: October, December, February and May and for those students not meeting the standards progress reports will be sent home on a monthly basis.
- Parents will receive their child's OSIS number in order to access their child's itemized Interim Assessments online, as well as to have access to the ARIS Parent Link

3. Public School 83 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Via phone, written and personal contact
- Early in the morning or before school hours
- During teacher preparation periods
- During scheduled appointments

4. Public School 83 will provide parents the opportunities to volunteer and participate in their child's class, and to observe classroom activities:

- Parents will be invited to conduct a monthly Read Aloud in their child's classroom
- Parent trips will be offered to cultural institutions
- Parents will be offered literacy and math workshops
- Parents will be invited to Health related Workshops
- Parents will be invited to assist and attend student performances, school assemblies, annual Carnival and Multi-Cultural Festival
- Parents will be invited to chaperone during trips
- Parents will be invited to become "class parents"

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount and type of television shows our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Participating in as many school wide events as possible.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district 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 positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences in others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and NYC Department of Education Chancellor's Regulations
- Supporting the school's policy
- Express high expectations and offer praise and encouragement for achievement

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Come to school ready to do our best and be the best
- Come to school dressed appropriately, in uniform attire
- Come to school with all the necessary tools of learning
- Be courteous and respectful to all school personnel and property
- Listen and follow directions
- Be honest and respectful to others
- Follow the school's/class rules of conduct, and accept necessary consequences

- Do my homework every day and ask for help when I need to.
- Read at least 30 – 45 minutes every day outside of school time.
- Give all notices and information received by me from my school every day to my parents or the adult who is responsible for my welfare.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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.

While we currently have a strong sense of community at Public School 83, we still need to increase parental involvement and accountability. We need to strengthen the home-school connection in order to ensure the success of *all* of our students. We need to establish an understanding of the important role they play in our school community, as well as in the academic and social-emotional success of their child. By bridging this gap, and heightening parents' accountability, we will be able to intensify the collaboration between the home and the school.

2. Schoolwide reform strategies that:

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

PS 83 has a highly qualified and experienced staff. Intensive and on-going analysis of student data allows for students who are not meeting the State's proficient and advanced levels in reading, mathematics, science and social studies to receive academic intervention that is tailored to the individual student. The principal conducts regular meetings with all members of the teaching staff in order to discuss, review and monitor student progress. The principal and academic intervention team leader review intervention programs as recommended by the district/ network to select the best programs to meet the students' needs.

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

- a. The teaching staff has opted to integrate the 37.5-minute academic intervention program throughout the school day. We found that students requiring the intervention were not in attendance. By embedding this program throughout the day, it ensures that those targeted students receive the required service. These are also the same targeted students which participate in our after-school program extending their support further.
- b. Following the RTI method where students are placed in groups in terms of their area of need. Teachers use tools that are identified as successful intervention programs.
- c. The City Year program will wrap around their after-school program around our extended day program this year servicing our ELL population.
- d. An after-school program will commence late October for target students in grades 3 through five.
- e. PS 83 has a small but steadily growing ELL (English Language Learner) population. A trained ESL teacher provides high quality instruction and Academic Intervention Services are provided to targeted students in the same way as to the English dominant students.
- f. A counselor, school psychologist, social worker and health-related service providers provide student support services. The Mt. Sinai Pediatric Clinic provides health care to all students.

3. **Instruction by highly qualified staff.**

At the core of the “No Child Left Behind” Act signed by President Bush on January 8, 2002, recruitment and retention of highly qualified staff are just two of a number of measures designed to drive broad gains in student achievement. In an attempt to seek highly qualified teachers the administration used the following means to recruit teachers: job fairs, college recruitment, central personnel office and ads. During the 2009-2010 school year, our pedagogical community is comprised of twenty-five teachers that are 100 % permanently or provisionally certified. 99 % of our teachers have a Master’s Degree or higher. One teacher is currently working towards meeting the State and City requirements and have registered in courses offered at higher learning institutions or by the Department of Education.

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.

The Public School 83 community will continue to practice a shared decision-making process in the area of professional development as we examine the goals of our current school year, and directly link it to the students’ needs as identified through data analysis, which is detailed on the school’s Comprehensive Educational Plan. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Standards. In addition, we receive support from an independent reading and writing consultant, class demonstration lessons, inter-visitations and on-going Professional Development on research-based strategies.. In addition, the school provides high quality professional development on strategies such as: differentiated instruction, multiple intelligence, writing rubrics, components of balanced literacy and data driven instruction.

The administration conducts one-on-one conferences with all teachers three times within the school year to discuss teaching practices and student progress, and to progress monitor previously set class goals. In addition, teachers complete School wide surveys which offer insight to the particular professional needs of each teacher. From the data that is gathered, administration plans and provides professional development in the areas of need.

In addition, to the in-house professional development offered, teachers also have an opportunity to attend workshops offered by the Department of Education. Teachers who attend professional development sessions outside of the school building are required to turn key the information to the entire school community during grade planning sessions. The school also has a designated Academic Intervention Liaison that attends scheduled meetings at CFN # 3 and shares the information at AIS meetings and with the administration.

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

Our school is a participant in the School Based Option Transfer and Staffing Plan. A committee comprised of administration, teaching staff and a representative of our parent body interviews candidates for prospective openings. Only candidates that possess the necessary skills and experience will be warranted an interview. In addition, the candidate must spend time at the school as well as conduct a demonstration lesson. A candidate is offered a position at Public School 83 only after meeting the necessary criteria established by the committee. New teachers participate in ongoing training offered by the Department of Education and the UFT Teacher Centers. New teachers are provided with teacher mentors, which are provided through the collaboration between the Department of Education and the United Federation of Teachers, or Hunter College. Furthermore, new teachers are also paired with lead teachers within the school to see best practices and to work collaboratively at planning lessons.

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

Open school Night is scheduled the second week of school in order for the entire school community (parents, students and teachers) to meet and review the school curriculum and discuss the importance of developing a partnership during the school year. The school also schedules grade level meetings with parents to discuss and review the curriculum that pertains to their child’s grade. A monthly calendar has been established to highlight school wide activities and workshops on literacy, mathematics and health related issues.

6. 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.

Collaborations have been established with neighborhood pre-school programs where their teachers visit our school to observe our daily teaching practices. The administration and the teaching staff visit these programs to provide information to the parents about the school. Parents are given tours of the school and are provided with a profile of the school curriculum and programs.

During the Spring term of each school year, a Kindergarten registration is held at Public School 83. The registration is announced in the school calendar, and notices are sent home with all current students. On registration day students are assessed using the basic entrance exam, they are given a tour of the school, and are allowed to sit in a kindergarten classroom. Kindergarten teachers are available to answer any questions or concerns. Parents are also given a Kindergarten handbook and a list of suggested extra-curricular activities.

Kindergarten students and parents are also invited to an Open House before the beginning of classes in September. During this time, they are introduced to their child's classroom teachers and teachers review expectations and needed supplies with the parents. Kindergarten teachers also send home weekly notices to parents detailing units of study and how they can help their child at home.

The school offers support to assist parents in making the transition from a pre-school setting into an elementary school setting. The parent coordinator is available to assist parents in this endeavor. Parents are given a tour of the school, given a profile of the school to inform them of the school curriculum and programs. Students entering kindergarten are screened to determine which class would be appropriate for them. After the assessment the evaluator and/or administrator meets with the parent to review the results of the assessment. Suggestions in terms of needed support and/or recommendations are provided during this meeting. Parents are provided with an informational packet listing needed supplies for the new school year.

7. 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.

On a weekly basis, teachers are given the opportunity to meet within grade levels for a two-period block of time. At this time, teachers engage in discussion regarding intervention practices, data analysis, Literacy and Math Assessments and other practices being utilized in the school community. On a monthly basis, teachers are required to administer teacher-made monthly assessments in all subject areas. These monthly assessments are planned collaboratively within each grade. Ongoing dialogue is maintained among teachers and the administration which steers the decision-making process regarding assessments.

8. 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.

Starting in the 2010-2011 school year we will begin implementing the Response to Intervention (RTI) model for students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. The RTI Team will meet 1x/week during grade meetings, per grade (K-5). The team will look at trends and target areas of need to an assigned AIS expert for the appropriate intervention strategies. AIS services will be provided 3x/week @ 45 minutes per session as a TIER II intervention. The team will then monitor the students' progress After 6 weeks to determine the next steps.

Teachers have also opted to use Professional Preps to work in small groups or one-on-one with students who really display a need for additional support. Although they are seen once a week, this time allows for the classroom teacher to revisit strategies taught and provide the students with a more individualized opportunity of instruction.

Professional Development in Curriculum Unit planning is another activity that ensures students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. At these sessions, teachers have the opportunity to highlight goals for the unit

and strategies for developing goals. As a school we outline these goals and strategies and cross check along the grades to find trends and areas that overlap. At this time teachers are able to modify strategies and work collaboratively with other grades towards ensuring material being taught does not overlap but continues to build off of the prior grades. In addition, teachers improve the craft of planning strategy and guided reading lessons to better differentiate instruction. Teachers have become better at planning since they have acquired a better understanding of the expectations across the grades.

Common Grade meetings are also held twice a month with administration. At this time teachers are able to discuss and share what has worked and what areas are still in need of further development in order to meet the needs of all students. Hence, student work is examined and teacher data such as running records and conferring notes are reviewed to come up with additional strategies and support for the classroom teacher and the students as well.

Teachers also use the conferring session, guided reading sessions, strategy group lessons to support students. These sessions enable the teacher to provide students with one-on-one instructional opportunity to address their specific needs as well as to move others to the next instructional level.

9. **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.**

Public School 83 houses the Mt. Sinai Program, which is jointly funded by the State Health Education Department and Mt. Sinai Hospital. The program provides enrolled students with health related services such as physicals, annual check-ups, immunization, dental and social work services. We also house the virtual Y after school program that provides enrolled students with recreational and enrichment activities.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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.

PS 83 has a highly qualified and experienced staff. Intensive and on-going analysis of student data allows for students who are not meeting the State's proficient and advanced levels in reading, mathematics, science and social studies to receive academic intervention that is tailored for the individual student. The principal conducts regular meetings with all members of the teaching staff in order to discuss, review and monitor student progress. The principal and RTI Team review intervention programs as recommended by the district network to select the best programs to meet the students' needs.

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

According to ATS for the 2008-2009 school year we had eight children in temporary housing.

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

Depending on the individual cases provisions will be made such as: at risk counseling and academic interventions, the parent coordinator will work closely with the families to assist them with the process of attaining permanent housing. In addition, metro cards or busing will be allocated if necessary.

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. 083 Luis Munoz Rivera						
District:	4	DBN:	04M08	School		310400010083	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	18	18	18		93.1	94.1	94.3
Kindergarten	63	73	63	Student Stability - % of Enrollment:			
Grade 1	74	77	78	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	71	67	75		96.2	94.0	96.9
Grade 3	55	67	57	Poverty Rate - % of Enrollment:			
Grade 4	79	58	70	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	76	79	59		97.3	86.1	96.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		7	17	15
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		7	5	1
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:			
Ungraded	0	0	1	<i>(As of June 30)</i>	2007-	2008-	2009-
Total	436	439	421		1	0	0
					0	0	0
Special Education				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Self-Contained Classes	10	8	9	CTE Program Participants	0	0	0
# in Collaborative Team Teaching (CTT)	0	5	12	Early College HS Program Participants	0	0	0
Number all others	26	27	38	Number of Staff - Includes all full-time staff:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
English Language Learners (ELL) Enrollment: (BESIS Survey)					34	32	37
<i>(As of October 31)</i>	2008-	2009-	2010-		5	5	3
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	4	3	5
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals			
# receiving ESL services only	33	39	TBD	Number of Educational Paraprofessionals			
# ELLs with IEPs	0	6	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

Overage Students (# entering students overage for				Teacher Qualifications:			
<i>(As of October 31)</i>	2007-	2008-	2009-	<i>(As of October 31)</i>	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	97.0
				% more than 2 years teaching in this school	58.8	75.0	83.8
				% more than 5 years teaching anywhere	52.9	62.5	75.7
Ethnicity and Gender - % of Enrollment:				% <i>Masters Degree or higher</i>	74.0	78.0	81.1
<i>(As of October 31)</i>	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	88.2	92.6	88.6
	0.5	0.2	0.5				
American Indian or Alaska Native							
Black or African American	32.3	28.5	27.6				
Hispanic or Latino	54.1	58.3	61.3				
Asian or Native Hawaiian/Other Pacific	7.6	8.0	8.3				
White	2.8	2.1	2.1				
Male	51.1	49.7	49.6				
Female	48.9	50.3	50.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,						
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	<u>Phase</u>			<u>Category</u>		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
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>			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress
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	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	84.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	51.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 083	School Name Luis Munoz Rivera
Principal Frances Castillo		Assistant Principal Hazel Cruz	
Coach N/A		Coach N/A	
Teacher/Subject Area Gina Paoli - ESL Teacher		Guidance Counselor N/A	
Teacher/Subject Area Jamie Catz - Kindergarten		Parent Vacant	
Teacher/Subject Area Guadalupe Marquez- CTT Teacher		Parent Coordinator Luis Gandia	
Related Service Provider		Other	
Network Leader		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	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	425	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	12.47%
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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.
- 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.)
- 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. During the registration process (May, June and September) the assistant principal meets with incoming applicants, explains the HLIS form and conducts the informal oral interview. Upon completion and review of the form, if the child is identified as a potential ELL as determined by Dept. of Education guidelines, the assistant principal explains to the parent the procedures that will follow, such as LAB-R

testing, their rights as parents and the steps that will follow if the student is identified as an ELL, and our ESL program.

2. In October once testing is completed parents of those students identified as ELLs are invited to an orientation session at which time they view a video explaining their rights and the different programs available to them. To ensure parents of ELL students fully understand and are aware of their choices, the ESL teacher invites them to meet with her on a one on one basis to discuss their options. Each subsequent year, letters are sent home to families indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so.

3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned during the orientation sessions parents are encouraged to complete and submit there surveys and program selection at the end of the session. For returning parents the ESL teacher schedules appointments to meet with them to discuss continuing students. Via a check off list the ESL teacher is able to see who is missing forms and follows up via telephone calls and parent notices.

4. Our parent coordinator serves as a liaison in assisting parents in seeking out the program of choice if parent selection is one other than ESL. Additionally, if at any point 15 or more of our families in one grade or two contiguous grades indicate a preference for bilingual education, we are aware that this would signify the need to open a bilingual class.

5. Aft er reviewing the Parent Survey and Program Selection forms for the past few years, the trend is the majority of our parents request to have their children in our ESL program. There have been a minimal number of parents who have requested to have their child placed in a bilingual or dual language setting.

6. The program model at our school aligns with parent requests. If at any given time parent request would differ from our current program model we would have to first determine if the number of ELL's per grade warrant a program change and clearly explain to parents the logistics in establishing programs as it pertains to number of students per grade.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	14	14	14	2	6	3	0							53
Total	14	14	14	2	6	3	0	0	0	0	0	0	0	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	4	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		
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	Total
TBE										0
Dual Language										0
ESL	38	1	7	4		3				42
Total	38	1	7	4	0	3	0	0	0	42

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
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	11	10		4	2								37
Chinese	1		1											2
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French		1	1		1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	2	2	1									10
TOTAL	14	14	14	2	6	3	0	53						

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

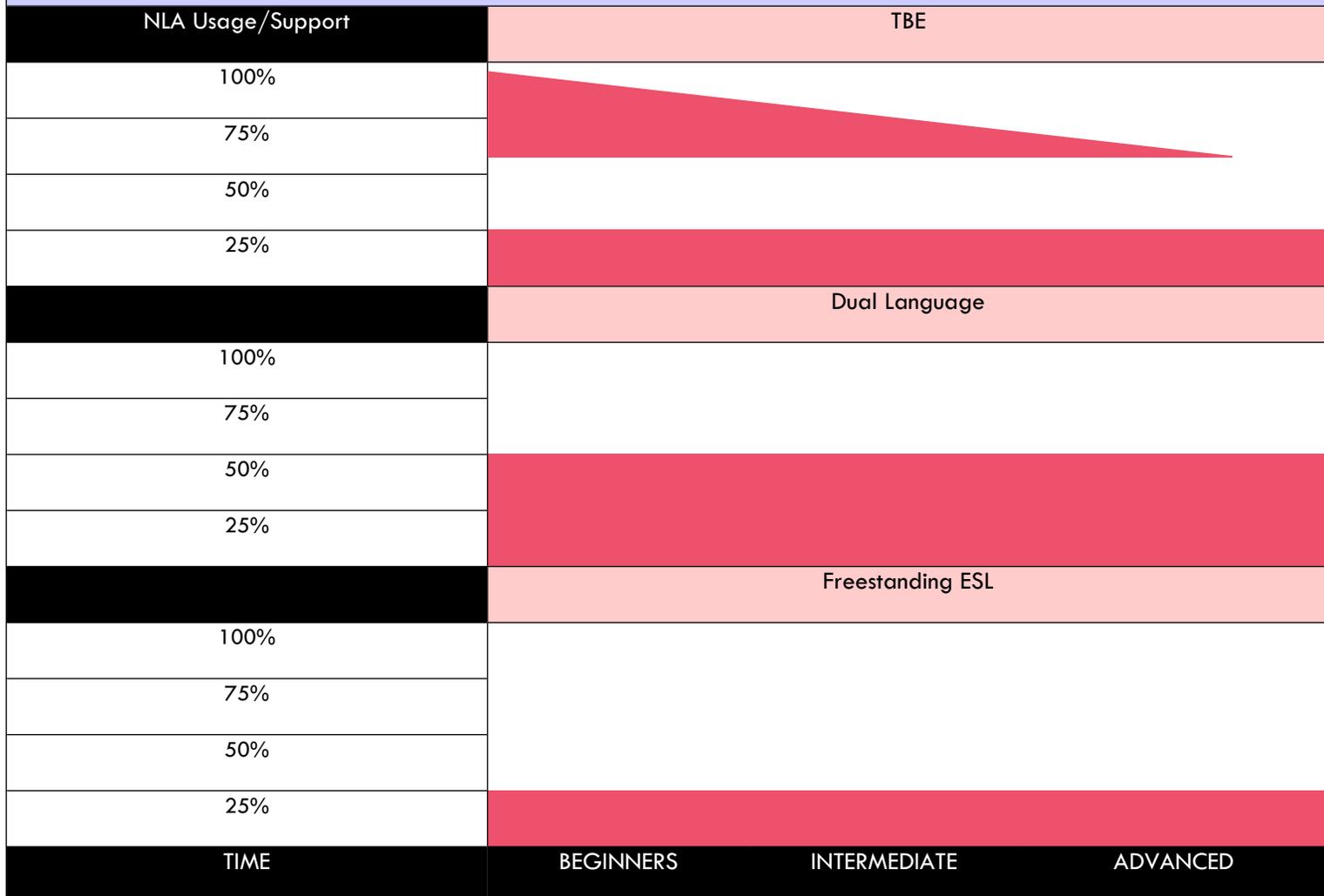
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

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

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

1a. Instruction is delivered in English with some native language (Spanish) support for beginning students. Students receive ESL instruction during the school day via a pull out model by a certified bilingual teacher who is completing her ESL certification and two certified ESL teachers. Students are grouped according to LAB-R and NYSESLAT data and grade level. Blocks of instructional ESL time are allotted according to data scheduling 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced level students.

1b. The program model is homogeneous according to grade and proficiency levels. Therefore, students in grades K and 1 who need the same mandated block of time are grouped together and so forth.

2. To ensure the mandated number of instructional minutes is provided according to proficiency levels in our program our Kindergarten teacher and our Kindergarten CTT teacher who are also certified in ESL provide students in Kindergarten, fourth and fifth grade with ESL services. Four blocks of time have been embedded in their schedule to address the needs of the identified students.

3. The content areas are brought to life through literature. All classrooms inclusive of the ELL space is equipped with leveled libraries, big books, books on tape which cover content area material. The content areas are weaved into our balanced literacy program. In addition, our science and social studies teachers further support development of rigorous content knowledge through experiential and integrative learning provided during our rotational 45 minute cluster period. Throughout the day students also receive a 45 minute block of science or social studies when not covered in the prep schedule.

4. The focus of our ESL program is to improve language and the skills our children need to meet the performance standards through balanced literacy and the math workshop approach. The pull-out program implements a Reader's and Writer's workshop model. Students engage in read aloud, shared reading, independent reading and guided reading. Within the Reader's workshop students are immersed in some of the following strategies:

- 1 Structure of language
- 2 Letter sound relationships

- 3 Letter sound exploration
- 4 Re-reading to clarify meaning
- 5 Pre-viewing and predicting using text features as an aid for comprehension
- 6 Webbing
- 7 Noting patterns in text
- 8 Using pictures to predict

In addition, students are immersed in language development via accountable talk, read aloud, shared reading and general conversation in an effort to develop linguistics.

In the area of mathematics our Harcourt HSP Math Program incorporates an ELL component that supports our English Language Learners via differentiated activities and language development vocabulary and flash cards. In addition, all classrooms have a math library to support the concepts being taught.

Utilizing

5. To further support our ELL population, students are referred to our targeted intervention specialists who provide small group intervention. Our upper grade reading specialist is bilingual (Spanish) supporting students with content and language development. The lower grade reading specialist is bilingual (Spanish) supporting students in the lower grades. We are fortunate to have an Asian literacy specialist serving as the Reading Recovery teacher who also provides support to our Asian population when needed. K-2 students receive AIS via a push-in model where the provider uses a guided reading approach pending on the need and teacher collaboration. Our upper grade students who are referred for AIS receive instruction based on assessment data. Our NYSESLAT data indicates a great need in reading and writing so intervention supports reading and writing with identified skills and strategies based on summative and formative data.

6. As a result of our balanced literacy program transitional students continue to receive support via strategy lessons, guided reading, small group instruction and one-on-one conferences with their classroom teachers. If the need is great they also receive support from the AIS providers and are recommended for after school programs when funding is available.

7. In looking at the upcoming school year we will continue to implement the current programs in place with a closer eye on how instruction and tasks are being differentiated.

8. Currently, we are not discontinuing any programs or services in place. Our data suggest that our programs are effective as students continue to demonstrate progress moving across levels and ultimately testing out of our program.

9. When funding is available all ELL students are afforded the opportunity to attend our instructional after school program for grades 3-5. Utilizing the Title III funds an after school program is established for grades with the largest number of ELL's as means of further addressing

their needs.

10. The following instructional materials, including technology are used to support ELLs in the area of Literacy and content area:

- Read Aloud Big Books K-5
- Leveled classroom libraries K-5
- Rigby Assessment K-5
- Guided Reading Sets K-5
- Read Well K & 1
- Foundations – Wilson K-5
- Santillana Intensive English K-2
- Learning English – K-5 (technology)
- NYSESLAT prep books

11. When we make decisions about student placement we make every attempt to place Beginning ELLs—who are predominately Spanish speaking in classrooms with teachers of the students' native language. Currently, we have Spanish speaking ELLs in a Kindergarten class with a fluent bilingual paraprofessional, Asian ELL students have been placed with an Asian teacher. These teachers scaffold instruction in order for the students to keep up with content while acquiring English. We also try to group children together who are speakers of less prevalent languages, such as African American dialects, so they can support each other linguistically and emotionally.

12. At the present time required services and resources support and correspond to ELLs' ages and grade levels.

13. An orientation is offered in July for all incoming students. At this orientation parents have the opportunity to inquire about our programs. In addition, handouts and instructional packets are provided to parents providing them with a lens on how they can assist their children at home.

14. At the present time no language electives are offered to our students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. 1. In trying to provide our ESL teacher with professional development she and selected teachers servicing ELL students are given the opportunity to visit other sites that have successful ESL programs to gather ideas. They are also extended the opportunity to attend on and offsite workshops hosted by consultants and contracted organizations:

- Teaching Struggling ELLs Fundamental Strategies for Effective Learning facilitated by Manhattan Staten Island BETAC at Hunter College October 2010
- Principle Strategies in Science for Ells facilitated by Manhattan Staten Island BETAC at Hunter College October 2010

2. Support is given to the staff by school leadership during the middle school process. Administration appoints a bilingual middle school liaison to oversee the middle school process during the school year. The middle school liaison and the parent coordinator attend meetings at the Integrated Services to obtain information concerning the middle school process and the timeline for selection of schools. Information is shared with classroom teachers and parents in our scheduled middle school parent meetings. Classroom teachers discuss the transition process from elementary school to middle school with students. The Parent coordinator works with classroom teachers and parents in order to prepare students for tours, open houses and interviews. Middle school representatives are invited to the school to address parents, students and teachers during a middle school fair hosted at our school. ELL students and parents are assisted in a selecting middle school and in the completion of application by the liaison, parent coordinator and/or classroom teacher. The school establishes relationships with middle school principals in order to ensure that ELL students are accepted into appropriate middle schools that will provide the services the students need. Students are encouraged to attend orientation sessions before and upon acceptance.

3. Teachers of English Language Learners participate in turn key training provided by ESL teachers who attend professional development sessions at determined sites. to futher support these teachers the ESL teachers also push in providing demonstration lesson utilizing strategies

that can be used to support the ELL's within their classrooms.

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

E. Parental Involvement

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)	7	4	1		1	1								15
Intermediate(I)		7	8	1										14
Advanced (A)	7	3	7		5	2								24
Total	14	14	14	2	6	3	0	0	0	0	0	0	0	53

parent involvement via a variety of methods. Throughout the school year we invite parents to participate in our parent read aloud once a month. We also host a variety of monthly workshops targetting different areas to support our parents with instruction and the well being of their children. Furthermore, we also honor them via our annual parent breakfast, our annual Multicultural

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					

Part V: Assessment Analysis

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

5. For dual language programs, answer the following:
- How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess the early literacy skills of our ELL students we utilize ECLAS-2, Rigby and ongoing running records. In addition, teachers also give monthly assessments and maintain conference notes.

2. After reviewing the data from the NYSESLAT, students total results from spring 2010 are as follows:

In kindergarten, 4 students performed at the beginner level, 8 students performed at the intermediate level and 3 students performed at the advanced level. According to the data the four students at the beginner level also scored at the beginner level in reading and writing. Two scored at the intermediate level for listening and speaking while the other two scored at an advanced level for listening and speaking.

In first grade, no students scored at beginner level, 5 students scored at an intermediate level and 7 students scored at the advanced level. Out of the 12 students for the reading and writing strand 3 are advanced, 5 students are intermediate and 4 passed the strand. For the listening and speaking strand 3 students passed and the other 9 are advanced.

In second grade, no students scored at the beginner level, 1 student scored at the intermediate level and 1 student tested out. The 1 student at the intermediate level was advanced in listening and speaking but intermediate in reading and writing.

In third grade, 1 student tested at the beginning level, 0 students scored at the intermediate and 5 students scored at the advanced level. Out of the 6 students five scored advanced in reading and writing and 1 scored at the beginning level while in listening and speaking 4 passed and 2 scored at the advanced level.

In fourth grade, no students tested at the beginning level and 2 students scored at the advanced level and 1 student tested out. Out of the three students two scored at the advanced level in reading and writing and all passed in listening and speaking.

In fifth grade all students tested out.

Overall, the NYSESLAT results demonstrate we need to focus more on the reading and writing strand. Although most of our students are advanced we need to implement strategies to secure these students test out of the program. Proficiency is increasing; therefore, demonstrating programs put in place such as our pull out ESL program following a balanced literacy approach, our Title III after school program, our instructional after school program are effective.

3. Based on the patterns across NYSESLAT modalities it is clear our energies have to address reading and writing. A strong emphasize has to geared at providing our ELL students with ample time to work on their reading and writing skills.

4. After reviewing the data for the NYS English Language Arts results for 2010, the results were the following:

Out of 12 students that tested 58% of the students ELL performed at a level 3 and above 41% of ELL students performed at a level 2. Considering the change in the scale scores, data demonstrates that although there was a decline in the number of students obtaining levels 3 and higher our students continue to make progress.

New York State data demonstrates that our students are sustaining language acquisition enabling them to meet and exceed state standards.

After reviewing the data for the NYS Math Exam the results were the following:

.08% of students scored on level 2. Data indicates that our students continue to perform well in mathematics.

Classroom teachers and the LAP committee unanimously agreed to allow ELL students take the regular interim assessments vs. the ELL interim assessment. Based on their data, it is believed that ELL students are well prepared to take the general population interim assessments and it will assist in preparing them for the actual challenge of the English Language Arts Exam.

Looking at interim data, ELL students are performing along the same spectrum as monolingual students. Scores may reflect a minor disparity but not great enough to attribute it to a deficiency in language.

5. N/A

6. The success of our ELL program is evaluated via the progress students make on the NYSESLAT, the number of ELL students who test out of the program and how students perform on state exams. In addition, we also evaluate how the child develops socially utilizing the English language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		