



PS 89 – THE LIBERTY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M089

ADDRESS: 201 WARREN STREET, NEW YORK, NY 10282

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 89 SCHOOL NAME: Liberty School

SCHOOL ADDRESS: 201 Warren Street, New York, NY 10282

SCHOOL TELEPHONE: 212 571 5659 FAX: 212 571 0739

SCHOOL CONTACT PERSON: Thao Vo EMAIL ADDRESS: tvo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Veronica Najjar

PRINCIPAL: Veronica Najjar

UFT CHAPTER LEADER: Zack Linnert

PARENTS' ASSOCIATION PRESIDENTS: Odine Bon throne & Sarah Cassell

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 CHILDREN FIRST NETWORK (CFN): 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Veronica Najjar	*Principal or Designee	
Zack Linnert	*UFT Chapter Chairperson or Designee	
Odine Bon throne	*PA/PTA President or Designated Co-President	
Sarah Cassell	*PA/PTA President or Designated Co-President	
Connie Ryan	Member/Pre-K teacher	
Jamie Lilly	Member/5 th grade teacher	
Michael Parrish	Member/3 rd grade teacher	
Colleen Givens	Member/1 st grade teacher	
Carolyn Ban	Member/SETSS teacher	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

PS 89 is a warm and vibrant school, whose vision is to create a community of successful, active learners. It maintains high academic standards and is dedicated to educating children in a supportive environment where there are clear expectations. Children are grouped in heterogeneous classes, which nurture a variety of learning styles. Teachers support each child as an individual, enabling them to learn how to ask questions, seek answers, make connections, acquire knowledge and build on learning experiences. At PS 89 there is a focus on collaboration as seen in the children's cooperative group work and discussions among the administrators and teachers as they work together to make decisions on curriculum, school policy, and other aspects of the classroom program.

Mission

The mission of our school is to provide a engaging and nurturing school community dedicated to the development of independent thinkers and lifelong learners. PS 89 emphasizes creativity, exploration, understanding, and communication—especially through its innovative, comprehensive, and interdisciplinary social studies program. To ensure a broad exposure to a liberal arts-based curriculum, all PS 89 students participate in the music, art, dance, science and physical education programs. The school library and instructional technology further enrich the learning at P.S. 89. Through high quality standards-based instruction, a nurturing environment, and the development of civic, social, and technological skills necessary to function productively in the world at large—we create a community of active, curious learners.

Description

PS 8.9. is a District 2 elementary school located in Battery Park City. It serves children from PreK-5 in the growing neighborhoods of Battery Park City and Tribeca. Now in its eleventh year of operation, the school has a total of 525 children from culturally diverse backgrounds. The school is a central part of the community to many of the students and their families. The school is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work.

The teaching philosophy of P.S. 89 is reflected in its social studies-based approach. The social studies curriculum offers an ideal vehicle for developing independent learners and critical thinkers. Through an in-depth study of a single topic each semester, children learn how to formulate questions, seek information through authentic research, make real world connections, share their conclusions, and ultimately synthesize and utilize their knowledge. Teachers provide structured but open-ended projects and resources that will enable the students to guide their own inquiry and meet the NYS standards. Every student, including special education students and English language learners, are involved in several research projects throughout the year. Projects are developed in coordination with classroom teachers, special education teachers, cluster teachers, school librarian, and technology specialist. As a result of this integrated, interdisciplinary social studies approach—children gain a deep understanding of concepts and acquire the skills needed to become successful and productive members of society.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Liberty School				
District:	2	DBN #:	02M089	School BEDS Code:	310200010089

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 checked="" 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	30	30	33		94.7	95.2	TBD		
Kindergarten	91	130	65						
Grade 1	96	91	135	Student Stability: % of Enrollment					
Grade 2	81	84	82	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	78	77	87		97.5	95.4	TBD		
Grade 4	73	69	68						
Grade 5	61	65	69	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					10.6	6.4	9.9		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	1	1		
Grade 12									
Ungraded	2	1	6	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	512	547	545		1	0	1		
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									
No. in Collaborative Team Teaching (CTT) Classes	57	54	51	Principal Suspensions	0	1	0		
Number all others	32	32	30	Superintendent Suspensions	0	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	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	29	26	28	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	3	(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	35	38	36
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	13	13
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	9	9
	0	1	1				
				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	1.6	1.6	1.1	Percent more than two years teaching in this school	45.7	57.9	100
Black or African American	6.8	5.5	4.8	Percent more than five years teaching anywhere	34.3	36.8	66.6
Hispanic or Latino	11.7	9.1	7.5				
Asian or Native Hawaiian/Other Pacific Isl.	16.6	19.9	20.2	Percent Masters Degree or higher	86	87	TBD
White	63.3	54.7	56.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98	96.8	TBD
Multi-racial	TBD	TBD	TBD				
Male	50.4	50.8	51.6				
Female	49.6	49.2	48.4				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	88.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	B (8.8 out of 15)	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	A (19.3 out of 25)	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	A (59.2 out of 60)	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	.8 (15 max)	Quality Statement 5: Monitor and Revise	N/A
<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?
-

Student Performance Trends & Accomplishments

- Overall, PS 89 students perform better in Mathematics than English Language Arts on the NYS Testing program.
- In school year 2009-10, student performance decreased primarily as a result of the stricter scoring methods that the State of New York implemented in the Spring of 2010:
 - The percentage of students who scored a Level 3 or above in English Language Arts and Mathematics were:

	<u>ELA</u>	<u>Math</u>
Grade 3	80%	83%
Grade 4	82%	93%
Grade 5	74%	86%

- No students in Grades 3 and 4 scored a Level 1 on the 2010 NYS Math test.
- Special needs students make up the overwhelming majority of students (8 out of 9) who scored a Level 1 on the ELA test. In Math, special education students made up the entire group (2 out of 2) of students scoring a Level 1.
- In ELA, students perform better in Standard 1 (Students will read, write, listen, and speak for information and understanding.) than Standard 2 (literary response and expression) and Standard 3 (critical analysis and evaluation).
- In Mathematics, students struggle with short and extended response questions that involve multi-step problem solving. Student strengths and weaknesses in different math content strands varied from grade to grade.

Aids and Barriers to Continuous Improvement

- The school has created a culture that promotes inclusivity and access to learning for all students.
- The school continues to have a strong Social Studies program that is a part of an interdisciplinary curriculum, which involves active student engagement and learning.
- Since school year 2009-10, school administration scheduled time for grade teams to meet for ninety minutes on a bi-weekly basis. The feedback on this time has been positive as teachers

have more time to plan collaboratively. With the start of “teacher teams” in the Fall of 2010, teachers will have additional time to collaborate with each other, as a grade and cross-grade groups. Teacher teams will allow teachers to focus on an inquiry topic, based upon a socio-emotional or academic need, and study this topic for a number of weeks. During this inquiry cycle, teachers will research different methods to address student emotional or academic development.

- The school is diligent about organizing for clear articulation between classroom and out-of-classroom teachers and staff. Administration, teachers, and support staff closely monitor at-risk and struggling students and provide the requisite intervention strategies and services as needed throughout the year.
- The school emphasizes the importance of differentiated instruction for all students, but in particular—with special education students.
 - While many teachers report that they intend to use differentiated instructional approaches to support these children, the school struggles with the time and/or training required to accomplish this goal. The school has an instructional coach who supports Collaborative Team Teaching (CTT) teachers as well as some general education classroom teachers—to support their work in adapting and modifying curriculum and instruction. Many teachers believe that they need more professional development in differentiated instruction as well as more time to prepare materials.
 - The school is streamlining the in-house Special Education system in order to better manage and track student cases and comply with Individual Education Plans.
- With only a part-time ESL teacher on staff, the school is struggling to meet the needs of its growing and diverse English Language Learner population. The number of ELL students in school, year to year, fluctuates—making it difficult to plan for the appropriate number of ESL teachers to staff.
- Though a draft of curriculum calendars in Reading and Writing are complete, the school is still revising them to create consistency in instruction and learning within a grade level as well as across the grades.
- The creation of the School Data/Information binder has helped to set expectations for curriculum, instruction, and assessment for each grade level. The school is still struggling with the management of the binders for regular classroom use.

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL #1: READING SKILLS OF SPECIAL NEEDS STUDENTS

80% of the special needs students with reading goals on their IEPs will increase their *Fountas & Pinnell* reading scores by one level for each assessment period during the school year.

GOAL #2: TEACHER TEAMS

100% of the school's pedagogues will participate in teacher teams based around an area of student socio-emotional or academic needs.

GOAL #3: COMMON CORE STANDARDS

20% of the staff will examine the Common Core Standards in Mathematics and begin creating math curriculum calendars that are aligned to the CCS.

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): Reading Skills of Special Needs Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of the special needs students with reading goals on their IEPs will increase their <i>Fountas & Pinnell</i> reading scores by one level for each assessment period during the school year.</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"> • The Academic Intervention Team (AIT) and Collaborative Team Teachers (CTT) will review all IEPs to determine who has reading goals as part of their plans. These teams will also look at these students' <i>Fountas & Pinnell Assessment</i> data, classroom work, state test scores and Acuity data throughout the year. • The AIT will look for commonalities in skills and goals among students in the same grade (or one grade above or below). The team will then create student groupings so that related service providers can pull out or push in for mandated periods in order to meet the reading needs of these students. • Classroom teachers of students receiving related services will meet with the related service providers periodically to discuss student goals, foster continuity in approach, and to plan for support and differentiated materials. Classroom teachers and related service providers will work with targeted students in the classroom, in small groups, and/or the Extended Day program to build reading skills and stamina. • During the Extended Day program, the school will offer test preparation sessions prior to the ELA test for targeted students in grades 3-5 to further support reading progress. The focus will be on understanding testing formats and test strategies, while incorporating decoding and comprehension practices. • Special education teachers will engage in professional development such as classroom intervisitations and study groups to share best practices and brainstorm ideas to address students' needs in order to raise their reading performance. • Teachers will assess students using the <i>F&P Benchmark Assessment System</i> in September, January, and May—in order to track student progress in reading. Teachers will engage in professional development on the consistent implementation of the <i>F&P Benchmark Assessment System</i>, as needed. • The technology specialist, SETSS teacher, and computer consultant are developing a computerized IEP system that will enable staff to access and track information on special education students in a more organized and streamlined fashion. • The AIS teacher is collaborating with teachers in grades 3-5 to re-write the nonfiction texts from the Social Studies units—in order to allow special needs students to access the content but at their respective reading levels.

<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"> • Funding for intervention services by the AIS teacher using tax levy money and DRA Stabilization • Funding for an instructional coach to provide professional development for teachers in CTT classrooms paid for by tax levy and PTA • Time for the SETSS teacher and administration to provide professional development for special education staff on changes in the city's special education process as well as the school's new computerized system during PD days and staff meetings • Funding for a consultant to create and maintain a computerized system to hold special education data paid for by the PTA • Funding to pay per session to the AIS teacher for time to create the revised nonfiction Social Studies texts, using Fair Student Funding
<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"> • Observations from AIS and classroom teachers will indicate that target students are engaged in appropriate reading behaviors and participating in small group and whole class reading discussions. • Student <i>F&P</i> reading levels will increase with each testing date in October, February, and May. There will be gains by at least one reading level in the reading comprehension section of the <i>F&P</i> for February and May. • Student performance on city/state assessments will show progress of at least half a grade level.

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): Teacher Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of the school’s pedagogues will participate in teacher teams based around an area of student socio-emotional or academic needs.</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"> • There will be two cycles of teacher teams during the school year: one in the winter and the spring. Teacher teams will have between two to ten staff members each. Teams can be cross-grades. • Staff members will write proposals stating the content area and student group that they would like to study. The study group will consider ways to assess the work of their work through formal and informal assessments. • The staff voted to turn an extended day session into a teacher team meeting time. Teacher teams will meet during these weekly sessions, and they can request to use per session to continue working after school hours. • The work of the teacher teams could include: planning lessons, creating student sheets, developing assessments, discussing professional literature, sharing student case studies and best practices, looking at student work, and exploring instructional programs (e.g. websites, software, intervention programs, etc.). • Administrators will attend occasional teacher team meetings and monitor the work through the groups’ note-taking sheets. When needed, administrators will provide professional development or find facilitators to address staff members’ needs. • Teacher teams will archive their meeting notes and documents on the school’s server. • At the end of each teacher team cycle, the staff will share their work with the rest of the school during an all-school staff meeting. • Staff members will complete a reflection sheet noting changes in their content knowledge, instructional strategies, and student achievement.

<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"> • Funding for per session for staff members to meet outside the school day paid for by the tax levy Inquiry Team • Funding for materials that teacher teams may need will be purchased by the tax levy Children First Inquiry Team, Fair Student Funding, NYSTL textbooks, or PTA funds • Funding for per diem staff to cover teachers for intervisitations, small group instruction, etc.—paid for by tax levy Children First Inquiry Team • Funding for an instructional coach to support teacher team(s), paid for by Contract for Excellence
<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"> • Study groups will submit proposals at the start of each cycle. • Study groups will provide notes documenting their meetings. • Staff members will utilize a variety of assessments to track student progress: observations, teacher notes, informal and formal assessments (<i>Acuity, Fountas & Pinnell Benchmark Assessment</i>, etc.), student work, etc. • Study groups will meet or make progress towards the goal(s)s stated in their initial proposals.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	9		N/A	N/A				
2	8		N/A	N/A				
3	2		N/A	N/A				
4	6	2						
5	8							
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:	AIS teachers implement a variety of reading programs and strategies such as <i>Wilson, Recipe for Reading</i> , pre-teaching, modified class work, graphic organizers, <i>Fountas & Pinnell</i> word study/spelling—in a 1:1 or small group setting during the school day as well as during the afternoon Extended Day program.
Mathematics:	AIS teachers implement 1:1 or small group lessons during the school day. Instruction is based on the concepts and skills from the NYS standards and the <i>Investigations</i> program. Students are provided with structured, systematic instruction with opportunities to practice concepts, share ideas and ask questions in a smaller group. Modified materials, graphic organizers and manipulatives are used, if necessary. Additional practice for the student to complete in class and/or home is provided, as needed.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Small group and individual counseling provided during the school day, to students struggling with various social or emotional issues including lack of confidence and self esteem, anxiety around academic performance, difficulty self-regulating their classroom behavior, and poor peer relationships—all of which further impact academic struggles. Guidance counselors collaborate with teachers to develop and assess strategies to improve student emotional and social development.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	A social worker from St. Vincent’s Medical center comes to the school twice a week to work with at-risk students and parents. The social worker sees students and parents on a 1-on-1 basis around academic and emotional development, psycho-education, and parenting.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 24 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) Min Chung and Carolyn Ban

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.

LEP students at PS 89 participate in a freestanding ESL program with a state-certified ELL teacher, two and half days a week. There are currently 24 LEP students in grades K-5. The language of instruction is English. The ELL teacher met with parents at the start of the school year to discuss program selection; and 100% of the families chose the school's freestanding ESL program, because they all wished to stay in the school. The school's ELL teacher meets with 5 groups of students, as the language needs of the ELL students in each grade are, for the most part, similar. In one instance, a newcomer ELL students in grade 3 meets with the 1st grade group. The following is the range of minutes that each group meets, based on a minimum of 2 days and maximum of 3 days, depending on when the part-time ELL teacher is in school.

K:	140 – 220 minutes	3 rd :	130 – 180 minutes
1 st :	154 – 215 minutes	5 th :	110 – 140 minutes
2 nd :	110 – 185 minutes		

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.

Teachers engage in both network and school-based PD around ELL instruction. Topics have included learning theories behind language acquisition and the stages that ELLs go through as they become more proficient in English. Teachers have learned instructional strategies that promote language development, with the use of visual and explicit language instruction. The ELL teacher meets with grade teams or individual teachers who have ELL students, on a monthly basis to discuss how to address specific student needs in the classroom.

Parental Involvement:

Within ten days of registering at P.S. 89, all students who meet the requirements for being tested with the LAB-R are assessed. As soon as students are identified as part of our English acquisition program here at P.S. 89 (by the HLS form and then LAB-R test), we begin to get parents involved.

First, a letter is sent to all parents/guardians of ELLs, introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ESL pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

Section III. Title III Budget

School: 02M089 BEDS Code: 310200010089

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$13,997	<p>\$776 for supervisor per session to organize and manage the after school ELL PD and planning around the after school Language Experience club.</p> <p>\$13,221 for 315 hours of per session to compensate 10 teachers for their work in Language Experience clubs, which promote language development through high interest topics (e.g. art, movement, games, cooking, dramatic play). Teachers attend a 2-hour ELL PD, and then they receive an hour of per session for every after school club session that they facilitate. Each club meets twice a week for 1.25 hours over the course of 6 weeks.</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$1003	ELL materials (e.g. books, visuals, games, props) for the ELL teacher and general education teachers
Educational Software (Object Code 199)		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Part B: Strategies and Activities

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

OMITTED APPENDICES

~~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 (SURRE)~~

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

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). **0**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **General supplies and classroom materials**
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. **\$2443**

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. 89					
District:	2	DBN:	02M089	School		310200010089

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	33	32		94.7	95.2	95.7
Kindergarten	130	65	74				
Grade 1	91	135	59	Student Stability - % of Enrollment:			
Grade 2	84	82	104	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	77	87	82		97.5	95.4	96.1
Grade 4	69	68	96				
Grade 5	65	69	74	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		10.6	9.9	10.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	2
Grade 12	0	0	0				
Ungraded	1	6	2	Recent Immigrants - Total Number:			
Total	547	545	523	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	54	51	56	Superintendent Suspensions	0	0	0
Number all others	32	30	30				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	38	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	13	7
# receiving ESL services only	26	28	TBD				
# ELLs with IEPs	0	3	TBD	Number of Educational Paraprofessionals	3	3	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	45.7	57.9	76.3
				% more than 5 years teaching anywhere	34.3	36.8	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	87.0	92.1
American Indian or Alaska Native	1.6	1.1	1.3	% core classes taught by "highly qualified" teachers	98.0	96.8	87.8
Black or African American	5.5	4.8	4.0				
Hispanic or Latino	9.1	7.5	9.9				
Asian or Native Hawaiian/Other Pacific	19.9	20.2	17.6				
White	54.7	56.1	61.2				
Male	50.8	51.6	50.5				
Female	49.2	48.4	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	-	-	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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 103	District 02	School Number 089	School Name LIBERTY SCHOOL
Principal VERONICA NAJJAR		Assistant Principal THAO VO	
Coach		Coach	
Teacher/Subject Area BETSY CHAIRMAN/ELL TEACHER		Guidance Counselor KAREN BERMAN	
Teacher/Subject Area MIN CHUNG/AIS TEACHER		Parent	
Teacher/Subject Area		Parent Coordinator CONNIE SCHRAFT	
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	1	Number of Certified Bilingual Teachers	0	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	1

C. School Demographics

Total Number of Students in School	524	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	4.96%
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Part II: ELL Identification Process

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

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

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

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

1. Students who may possibly be ELLs are screened by the Pupil Accounting Secretary, the Parent Coordinator, and an Administrator (Assistant Principal or Principal) at registration, where the families fill out the HLIS. If a parent cannot speak English, the school has on-site staff who speak a variety of languages or the Parent Coordinator will call Translation Services. Typically, guardians who do not speak English bring a friend who can translate for them. The Pupil Accounting Secretary contacts the ELL teacher whenever the HLIS form says that the child speaks another language at home. At the start of the school year, the ELL teacher runs the RLER ATS report to find LAB-R eligible students. Within 10 days, the ELL teacher administers the LAB-R to the student. In the spring, the ELL teacher uses the LAT ATS report to determine the NYSESLAT-eligible students. From this list as well as the new list of ELLs based on the LAB-R results, the ELL teacher administers the NYSESLAT to these students.

2. First, a letter is sent to all guardians of ELLs, introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

3. Guardians complete their entitlement letters at the orientation meeting. For families who do not attend the meeting, the ELL teacher schedules a separate meeting where she give them an orientation and has them complete their entitlement letters.

4. In the past, families have made program decisions based largely on staying within the immediate neighborhood. Students with no English proficiency are counseled to enroll in a bilingual program if there are programs for their native languages and available seats in neighborhood schools. In one instance, a guardian turned down the bilingual program in favor of the school's ESL program.

5. 100% of parents choose the school's ELL pull-out model.

6. Yes.

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% →</small>	0	0	0	0	0	0								0

75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	1	0	0	0	0								1
Total	0	1	0	0	0	0	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	1	0	0	0	0	0	0	24
Total	24	0	1	0	0	0	0	0	0	24

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

C. Home Language Breakdown and ELL Programs

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other	2	2	4	3		2								13
TOTAL	3	7	6	6	0	2	0	24						

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.

1a. One push-in group for 1st grade newcomers, the rest is pull-out.

1b. The majority of groups are by grade but Beginner and Intermediate students get additional instructional time. One group is mixed grade with a newcomer attending ELL with younger students (two grades younger). She also attends with her grade, in order to ensure that she receives her 360 minutes of instruction.

2. The ELL teacher sees students in groups with up to 8 children during the school, and she utilizes the Extended Day program to see mandated students.

2a. The school uses a pullout ESL model. Our approach toward educating all students at this school is much the same as the ELL philosophy. We use a Balanced Literacy Workshop method of learning. This incorporates whole language and phonics, a thematic approach, and teaching learning strategies and vocabulary that support ELLs in their general education classes. All four language acquisition skills (reading, writing, listening, speaking) are facilitated. ELLs read and write for authentic purposes, individually and in cooperative groups. Instructional practices implemented in the ELL classroom are read alouds, shared reading, guided reading groups, literature responses (oral and written), and written reports.

3. A variety of content areas are addressed in the ELL classroom. Time is spent on specific Math language and Science language, as well as general English language development. A great deal of P.S. 89's curriculum is Social Studies based, so during ELL class, classroom Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold on what they are doing in their mainstream classrooms. This facilitates their access to classroom learning.

4a. Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

4b. ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet

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?

5. ELL students who needed additional intervention services are seen by the school's AIS and SETSS teachers for the content areas needed. Beginners make up the majority of students needing at-risk services. All of these services are taught in English.
6. Select former ELLs are seen by the ELL and AIS teachers after reaching proficiency on the NYSESLAT. Also, former ELLs can receive testing modifications for the two years after testing out of the NYSESLAT.
7. This year, the school has created after school clubs for current and former ELL students. These clubs are focused on developing language skills through high interest topics like cooking, art, dance, theatre, technology, and games.
8. NA
9. ELL students can and do participate in a variety of school programs such as chorus, instrumentals, and ballroom dancing. The new Language Experience clubs were created specifically for ELLs, by special invitation only.
10. ELL students have access to instructional websites and audiobooks. Teachers with Smart Boards utilize visuals and opportunities for students to manipulate text and diagrams in order to support their learning. Modified texts, specifically non-fiction, were created to allow students with lower reading levels to access information.
11. The school has an ESL program, which is done in English.
12. Students are grouped as much as possible with like English proficiency and age/grade levels.
13. The parent coordinator corresponds with the family to learn more about the student's English proficiency and prior schooling. The parent coordinator communicates this information with the ELL teacher. Families are informed that translation services (on site) and via the phone service, is available whenever needed.
14. There are no language electives at our school.

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)?

NA

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.

1. The ELL teacher participates in all PD that is offered by the network. Also, the ELL teacher attends staff meetings and school PD days in order to learn more about school initiatives and programs.
2. The guidance counselor and parent coordinator counsel families on finding the middle school with the most appropriate setting for students and their language needs.
3. ELL PD consists of theories behind language acquisition and the stages that ELLs go through as they become more proficient in English. The staff has had PD provided by a network specialist and the school's ELL teacher. PD also includes demonstrations of how to use instructional aides to help support language development. The ELL teacher also meets with grade teams and individual teachers, when necessary, to discuss student progress in the general education classrooms.

E. Parental Involvement

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

1. Within ten days of registering at P.S. 89, all students who meet the requirements for being tested with the LAB-R, are assessed. As soon as students are identified as part of our English acquisition program here at P.S. 89 (by the HLS form and then LAB-R test), we begin to get parents involved.

First, a letter is sent to all parents/guardians of ELLs, introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL, pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

During the school year, the part-time ELL teacher attends one of the two rounds of parent-teacher conferences. However, on-going meetings and telephone calls on an as-needed or as-requested basis encourage and support parent/guardian involvement with ELLs.

Approximately twice a year, parents are invited into our ELL classroom for a celebration of the culmination of one of our themes or for a publishing party. This allows parents to gain comfort/confidence in the school community by having them see that there are other parents who don't speak English and by seeing that their children are respected and honored for the work they do (though that is also apparent in the regular classes).

Parents are encouraged to use their native language and to build L1 literacy at home and in extracurricular settings. The native traditions and cultures of our students are shared and celebrated.

2. ELL families are invited to all school events. Also, the parent coordinator and administrators inform families about PD for parents

whenever they are offered by the city or network.

3. We ask families about their needs (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis.

4. Parental involvement activities are similar to those offered to English speaking families. They inform parents about the school curricula, the activities and units that students are studying in school, and the progress that their children are making.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	1	1	0	0								6
Intermediate(I)	2	3	2	2	0	2								11
Advanced (A)	0	1	4	3	0	1								9
Total	3	7	7	6	0	3	0	0	0	0	0	0	0	26

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3					1				1
4			1		3		1		5
5					3				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					2		1		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			1		2				3
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

- The vast majority of students increased their Fountas and Pinnell reading levels, with only a few students remaining the same from one assessment period to the next (October, February, June). The overwhelming majority of students increased their reading levels by at least one level for every testing period.
- Twenty-six students took the NYSESLAT and they scored the following: 8 Proficient, 9 Advanced, 6 Intermediate, and 3 Beginners. Of the students who tested Advanced in 2008, 4 tested Proficient in 2009. The only student who did not, stayed at Advanced and tested Proficient in 2010. Of the 4 who tested Intermediate, 3 moved to Advanced in 2009 and Proficient in 2010. One student stayed at Intermediate in 2009 but also scored Proficient in 2009. Of the 7 students that took the NYSESLAT for the first time in 2009, 2 tested as Beginners and 5 tested as Intermediate. Both Beginners moved to Advanced. Of the 5 students who tested as Intermediate, 2 moved to Advanced, and 3 moved to Proficient.
- Because our ELLs have consistently made progress in all four modalities, our balanced literacy instruction in both the ELL classroom and

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.

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		1/12/11
	Assistant Principal		1/12/11
	Parent Coordinator		1/12/11
	ESL Teacher		1/12/11
	Parent		1/12/11
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		1/2/11
	Network Leader		

	Other		
	Other		
	Other		
	Other		