



MARY MCLEOD BETHUNE/PS 92

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (05/ M/ 092)

ADDRESS: 222 WEST 134 STREET, NEW YORK, NY 10030

TELEPHONE: 212-690-5915

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 92M **SCHOOL NAME:** Mary McLeod Bethune

SCHOOL ADDRESS: 222 West 134th Street, New York, NY 10030

SCHOOL TELEPHONE: (212)690-5915 **FAX:** (212)690-5920

SCHOOL CONTACT PERSON: Rosa M. Davila/Yvonne Wilkinson **EMAIL ADDRESS:** rdavila@schools.nyc.gov or ywilkin@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Barbara Martucci</u>
PRINCIPAL:	<u>Rosa M. Davila</u>
UFT CHAPTER LEADER:	<u>Gloria Garvey</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Angelina Rauls</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 3.10

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Rosa Davila	*Principal or Designee	
Gloria Garvey	*UFT Chapter Chairperson or Designee	
Angelina Rauls	*PA/PTA President or Designated Co-President	
Phyllis Williams	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tonya Hunter	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Alemany	Member/Parent	
Keisha Williams	Member/Parent	
Tamika Ingram	Member/Teacher	
Sunni Gilliam	Member/UFT Paraprofessional Rep.	
	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.

The Mary McLeod Bethune School, PS 92M, is a barrier free elementary school located in Central Harlem, New York City. The Pre-Kindergarten to 5th grade school serves approximately 300 children from culturally diverse backgrounds. Our doors are open to immigrants from Mexico, Africa, Jamaica, Dominican Republic, and South America. In addition, a small segment of our community comes from Puerto Rico, and the vast majority is African-American. The school building is a well-kept beautiful modern building, where pride in the students' accomplishments is evident in the prominently displayed student work. Another very unique characteristic of PS 92M is that we share the building with two middle schools- Academy of Collaborative Education and St. Hope Academy. PS 92M is surrounded by many cultural and educational institutions, such as, The Arthur Schomburg Library, The Counte Cullen Library, Abyssinian Baptist Church, The Harlem Studio Museum, City College, St. Phillips Episcopal Church, The Apollo Theatre, The Harlem State Office, just to name a few, are all within walking distance of the school.

Mary McLeod Bethune offers a variety of instructional programs. We have the traditional general education classrooms, and also offer smaller specialized classroom instruction. The average size class in grades K-1 ranges from 15-20. In the upper grades, the class size ranges from 20-25. The students are heterogeneously grouped within each grade. Presently, PS 92 has the following classroom configurations:

- 1 Pre-Kindergarten
- 2 Kindergarten (General Education)
- 2 First Grade (General Education)
- 1 Kindergarten/First Grade (Bridged Special Education)
- 1 Second Grade (General Education)
- 1 Second/Third (Bridged General Education)
- 1 First/Second/Third (Bridged Special Education)
- 1 Third Grade (General Education)
- 1 Third/Fourth (Bridged Special Education)
- 1 Fourth Grade (Collaborative Team Teaching)
- 1 Fourth Grade (General Education)
- 2 Fourth/Fifth Grade (Bridged Special Education)
- 1 Fifth Grade (General Education)
- 1 Fifth Grade (Collaborative Team Teaching)

The principal, assistant principals and sixty percent of the teaching staff have been at PS 92 less than eight years. In this time, the school has shown great improvement in both literacy and math. The percent of children reading on or above grade level has grown from 11% in 2004 to 51.1% percent in 2009. The growth in math has been outstanding, from 14% in 2004 to 79% in 2009. This growth can be widely attributed to the level of

commitment demonstrated by administration, staff and the community. PS 92 has engaged in intensive staff development in order to provide children instruction of the highest quality. Our mission is:

The staff of PS 92 is dedicated to developing the mastery of basic grade level skills in all students. Our purpose is to educate all students to a higher level of academic performance, to help students set and attain goals, and to promote positive attitudes of self, others and the community. We accept the responsibility to teach all students, so that they may attain their maximum educational potential academically, socially, emotionally and physically. In essence, we are preparing students to become lifelong learners and productive citizens to meet the challenges of the twenty-first century.

We have a freestanding ESL program for grades K-5, which serves English Language Learners. In addition, we provide small group instruction (no more than 10 children) in our At- Risk Program (AIS). These programs provide intense small group instruction, and pull-out the children for approximately an hour each day. These programs will allow children just entering our country and “late bloomers” the attention needed to become successful students. In addition, we have programs that specifically target our children in the lower grades such as, Experience Corp., Reading Rescue, and an additional AIS Teacher for our at-risk children. We believe strongly that providing the additional support in the lower grades will facilitate success as the children progress to the upper grades.

The Inquiry Team was established three years ago, and it has provided our entire staff with insight as to how to use data to drive our instruction. Presently, our teachers are quite fluent in the use of Acuity,) and various other tools that generate data. Also, Accelerated Reader is used by all classroom teachers as another tool for gathering data on children, and an analysis of the data is done to further the development of children.

There are many activities children are engaged in. Special programs, and celebrations are held throughout the year such as the following:

- This year we will induct our fifth group of honor students into the Mary McLeod Bethune Honor Society.
- Students earn Scholar Dollars for excellent attendance and punctuality. Scholar dollars are redeemed at our Scholar Dollar Store.
- Monthly assemblies are held to celebrate student achievements.
- Yearly Principal’s Trip to Sesame Place for all children attaining 95% attendance for the year.
- Mission Society and Harlem Children’s Zone are our After School Programs that provide both academic and social enrichment to our children until 6:00 PM.

In closing, in less than seven years Mary McLeod Bethune has grown into a school where nurturing and professionalism go hand in hand. It is a place where academic excellence is strived towards, and loving children is always expected.

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:	P.S. 092 Mary McLeod Bethune				
District:	05	DBN #:	M092	School BEDS Code:	310500010092

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: 280				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	15	18	18		91.2%	91.0%			
Kindergarten	29	32	39						
Grade 1	48	37	32	Student Stability: % of Enrollment					
Grade 2	54	57	38	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	31	57	45		90.0%	89.0%			
Grade 4	59	44	60						
Grade 5	61	33	55	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					90.0%	73.7%	85.5		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					10	9			
Grade 12									
Ungraded	7	10	16	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	323	310	287		2	1	0		
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	56	56		Principal Suspensions	0	1			
No. in Collaborative Team Teaching (CTT) Classes	4	15		Superintendent Suspensions	0	1			
Number all others	16	9							

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	38	33	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	10	10	(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	38	36	35
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	26	16	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	6	6
	0	0					
				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	0.3	0.3	0.0	Percent more than two years teaching in this school	81.6	80.6	100
Black or African American	71.8	71.9	70.7	Percent more than five years teaching anywhere	78.9	77.8	77.8
Hispanic or Latino	24.8	23.9	25.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.6	2.4	Percent Masters Degree or higher	87	97	100
White	0.0	1.0	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97	100	100
Multi-racial							
Male	51.4	50.3	51.9				
Female	48.6	49.7	48.1				

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	√ 2006-07	√ 2007-08	√ 2008-09	√ 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 type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	√ sh	√					
Limited English Proficient							
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

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	B	Overall Evaluation:	
Overall Score	65.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	13.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 92 was assigned a B grade on the overall Progress Report score. The school's overall score for 2009-2010 is 42.2%. Our last Quality Review score for the year 2009 - 2010 is "Well Developed". Unlike former years, based on its 2008-2009 performance this school is designated "In Good Standing" as determined by the New York State Department of Education under No Child Left Behind (NCLB) Act.

Greatest Accomplishments

- The principal has a clear vision for progress, leads the school very well and has developed a strong and committed learning community.
- Faculty's growing knowledge of student progress reflects an increasing understanding of data analysis and its significance to inform instructional planning.
- Differentiated instruction is well established in all grades as Assessment binders, and running records are consistently used to inform grouping and to identify students' conceptual misunderstanding in all curriculum areas.
- Data over a five-year period has shown the school has made significant gains in English language arts and even better gains in math.
- The school offers a broad and balanced curriculum, integrating the arts and technology in core curriculum areas
- Professional development is needs based and is recognized as an avenue for professional growth and development.
- Systems have been put in place to improve student attendance.
- The school meets the needs of the special education population and ensures that each child shows progress.
- The school received an **A** on the 2009 – 2010 Progress Report for school environment which is based on attendance.

Barriers

- A Large percentage of special education students due to the fact that we are housed in a barrier free building.
- There is a high percentage of low income household, foster families, single parent families and unemployed families
- A high percentage of students with asthma and related illness.
- Insufficient space for instructional and creative activities due to shared spaces with three middle schools (LIBRARY,GYM, AUDITORIUM, CAFETERIA AND PLAYGROUND)

Data Analysis/Findings:

Pre-Kindergarten

- Attendance for Pre-Kindergarten students is presently at 96.6%.
- Teacher observations and assessments currently show the following information:

Language and Literacy Development

- ✓ 28% of all Pre-kindergarten students are able to match names and identify significant letters of the alphabet.
- ✓ 88% of students are able to recite alphabet.
- ✓ 11% of students know days of week.
- ✓ 33% of students can make and articulate connections to photographs, pictures, drawings, and familiar written words.

Mathematical Thinking

- ✓ 72% of students are able to sort objects by attributes.
- ✓ 72% of students are able to sort, and regroup objects by size, numbers and properties
- ✓ 77% of students are able to name, match and identify basic geometric shapes.
- ✓ 77% of students are able to describe and interpret position of objects, such as near, next to, and far away.

Implications for the Instructional Program:

- ▶ According to the research, early intervention is crucial for student achievement in any program. Concentrating and focusing instruction on basic skills in the early grades, will improve processing techniques and provide the foundation for growth in all curriculum areas.
- ▶ An Inventory of existing materials in grades Pre-Kindergarten - 2 will take place and a sufficient amount of appropriate materials have been identified for purchase.
- ▶ An interdisciplinary curriculum will be developed and implemented in an effort to increase the time allotted in to all subject areas.
- ▶ Professional Development is consistently provided for special education and general education teachers in grades Pre-K-2 in implementing differentiated instruction and modifying content area curriculum.
- ▶ Continue to strengthen teachers' knowledge in all curriculum areas (content).
- ▶ Supplemental programs are consistently used that promote alphabetic knowledge, phonological awareness and vocabulary enrichment for all students at risk in the early grades.
- ▶ A supplemental writing program such as Write Time for Kids is consistently used.
- ▶ Academic Intervention Services in Literacy and Mathematics to address specific skills for students at risk in grades K-2.
- ▶ Teachers in grades Pre-kindergarten - 2 continue to have intensive professional development on developing Standards Based Lesson plans and Strategies for implementing lessons that address the needs of all students.
- ▶ Continue to strengthen student confidence to further increase student achievement.
- ▶ There is a need for increased support from Pre-Kindergarten Social Worker and Parent Room to facilitate active parental involvement that will strengthen the home school partnership and ultimately improve students' academic performance.
- ▶ Attendance for Pre-kindergarten and Kindergarten classes should improve to 95% or higher.

- ▶ Uniform assessment tools will be developed\purchased, implemented, and adhered to in the areas of Social and Emotional Development, Physical Development, Creative Expression/Aesthetic Development and Cognitive Development for Pre-Kindergarten.
- ▶ There is a need for the development of clearly defined learning centers for Pre-kindergarten - 2.
- ▶ Teachers should consistently implement interdisciplinary units and inquiry\project based activities should be incorporated into literacy and mathematics in Pre-Kindergarten.
- ▶ Technology should be infused into curriculum in grades Pre-kindergarten - 2.
- ▶ School-wide implementation of the FOSS Science Program - Ongoing Professional Development and Instructional support

Data Sources Reviewed <i>- Check all that apply:</i>	<input checked="" type="checkbox"/> NYS/NYC Assessment Results <input checked="" type="checkbox"/> District/School Benchmark Tests (Type: Acuity, Performance Series_) <input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	<input checked="" type="checkbox"/> Student Portfolios <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Classroom Performance /Teacher Observations Other :
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Data Analysis/Findings – ELA:

P.S. 92 was designated as In Good Standing (IGS) based on its performance in the School Year 2008-2009. The School’s IGS performance target for 2009 – 2010 is to increase the number of students performing levels 3 and 4 in ELA by 3-5 percent.

Grades 3 - 5

An analysis of the data NYS ELA standardized test results for grades 3 - 5 indicates that:

In **2009 - 2010**, 146 students from grades 3-5 tested. 1 student scored a level a level four. 19.86% of the students tested scored a level 3 to 4 and 56.16% tested scored levels 2-4.

In **2008 – 2009**, 113 students from grades 3-5 tested. 10.3% of the students tested scored a level four. 54.8% of the students tested scored a level 3 to 4 and 91.6% tested scored levels 2-4.

In **2007 – 2008**, 155 students from grades 3-5 tested. 3.9% of the students tested scored a level four. 48.4% of the students tested scored a level 3 to 4 and 91.6% tested scored levels 2-4.

In **2006 – 2007**, 174 students from grades 3-5 were tested. 2% of the students tested scored a level four. 38.3% of the students tested scored a level 3 to 4 and 78% tested scored levels 2-4.

There has been significant improvement in decreasing the number of students scoring level **1**. There has been significant movement in increasing levels **3** and **4**. In 2007-2008 approximately 92% of the students tested are performing at levels **2** & **4** showing an increase of approximately 13.6 %. However,

with the new calibration of the scale scores our overall performance was at a low but we continued to make significant gains/progress as indicated in the school's progress report.

Common findings across the grades:

- Increased implementation of differentiated instruction.
- Increased use of technology to support instruction is evident in the classrooms.
- Assessment data indicates that some general education and many special education students have not mastered basic phonemic awareness and phonics.
- There needs to be a decrease in the percentage of students performing at level 2.

Implications for the Instructional Program:

The data shows that a number of our students did not meet the standards for English Language Arts Uniform literacy curriculum. Based on our analysis of the data, and all relevant findings, the following are implications for our instructional program:

- Continuation of instructional strategies that will contribute to overall improvement in student achievement, including the implementation of a 90 minutes Balanced literacy block and daily writing activities.
- Continuation of intensive professional development in:
 - specialized instructional strategies to meet the needs of special population
 - utilizing reading strategies that stem from scientifically based research.
 - data analysis and the use of data to drive\differentiate instruction
 - Interdisciplinary curriculum.
 - phonemic awareness and phonics skills, lesson planning reflecting differentiated instruction, and modeling of best practices for all students.
- The Inquiry team will consistently use data to set suitably high goals for accelerating students learning.
- The Inquiry team will support teachers as they:
 - align instruction to the NYS and NYC learning standards
 - make strategic decisions and utilize various resources
 - effectively engage students around s plans and goals to accelerate student learning in comprehension.
 - Provide instructionally targeted instruction to inquiry team target population
- Improve classroom libraries in quantity and quality; Addition of relevant leveled readers and high interest texts that will facilitate reading across genres and an increase in students' independent reading activities and ensure that the library is open to all students and staff during the instructional day, and after school.
- Improve peer collaboration and mentoring, and differentiated professional development for all staff.
- Implementation of consistent discipline policy, and increased parental involvement.
- Extended time (37 ½ minutes) will be used for strengthening literacy skills and facilitate grade level planning/school-wide inquiry process.

Professional Development

Suggested Topics for professional development:

- Use of differentiated instructional strategies to meet the needs of all students
- Using data to drive\differentiate instruction in all curriculum areas
- Reading and writing conferences; Using notes to guide instruction and develop "next steps"
- Implementing strategy\skills based instruction during extended time (37 ½ minutes) for ELA.
- Developing Learning Targets and Goal Setting
- Design and Use of Interdisciplinary Units

Data Sources Reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS/NYC Assessment Results	<input checked="" type="checkbox"/> Student Portfolios
	<input checked="" type="checkbox"/> District/School Benchmark Tests (Type: Acuity, Performance Series)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance /Teacher Observations
	<input checked="" type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	<input type="checkbox"/> Other :

Data Analysis/Findings – Mathematics:

Grades 3 – 5

An analysis of the data NYS Math standardized test results for grades 3 - 5 indicates that:

In **2009 - 2010**, 146 students from grades 3-5 tested. 8.9% of the students tested scored a level four. 23.97% of the students tested scored a level 3 to 4 and 56.8% tested scored levels 2-4.

In **2008 – 2009**, 115 students from grades 3-5 tested. 10.3% of the students tested scored a level four. 69.2% of the students tested scored a level 3 to 4 and 91.6% tested scored levels 2-4.

In **2007 – 2008**, 155 students from grades 3-5 tested. 11% of the students tested scored a level four. 80 % of the students tested scored a level three to four and 98% tested scored levels 2-4.

In **2006 – 2007**, 177 students from grades 3-5 were tested. 20.3% of the students tested scored a level four. 67% of the students tested scored a level three to four and 87.3% tested scored levels 2-4.

There has been significant improvement in decreasing level **1**, however there has been significant movement in increasing levels **3** and **4**. In 2007-2008 approximately 80% of students are performing at levels **3** & **4** showing an increase of approximately 13 %. However, with the new calibration of the scale scores our overall performance was at a low but we continued to make significant gains/progress as indicated in the school’s progress report.

Common findings across the grades:

- Lack of evidence of students being engaged in higher order thinking.
- Students struggle with mathematical comprehension and mathematical processes.
- Library Media Center was not adequately utilized by many teachers.
- It is evident that there needs to be a decrease in the percentage of students performing at level 2

Implications for the Instructional Program:

The data shows that approximately 75% of our students did not meet or exceed grade level standards for Mathematics in 2009-2010. To more effectively address the needs of students, the following measures will continue to be followed:

- Design a mathematics curriculum to be consistently implemented.
- Continuation of instructional strategies that will contribute to overall improvement in student achievement.
- Introduce and consistently use Science Writing journal.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special population.

- Implementation of teacher leader.
- Differentiated professional development for all staff to meet students' needs.
- Professional development in:
 - The utilization of varied technology tools to enhance learning across the curriculum.
 - Continued use of the Acuity Periodic and Performance Series, item analysis and their usefulness to guide and differentiate instruction.
- Strengthening the home-school partnership, and increased parental involvement.
- More effective use of the library resources by students and staff during the instructional day, and after school.
- Continued Academic Intervention services to be provided to all students that are identified as at-risk and should be tutored in the specific skills that they are lacking.
- Increase collaboration between classroom teachers and cluster teachers to meet the individual needs of the students.
- The technology coordinator should continue to collaborate with classroom teachers to meet the individual needs of the students.
- Pacing of curriculum should be modified to meet the needs of special education students.
- There should be an increase in collaboration, across the grades.
- Extended time (37 ½ minutes) will be used for strengthening math skills and facilitate grade level planning/school-wide inquiry process.

Professional Development

Suggested Topics for professional development:

- Using math games to make classroom gains
- Developing Hands on projects
- “Catching up” -using the literacy across content areas to bring Level 1 and 2 students up to grade level
- Building thematic units in math
- Using data to drive\differentiate instruction
- Generating Content and Process charts (explicit classroom instruction)
- Conferencing -Using notes to guide instruction/develop meaningful “next steps”.
- Planning for and Managing small group instruction in math
- Implementing strategy \skills based instruction during extended time (37 ½ minutes) for math

Data Sources Reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment Results (From School Report Card)	<input type="checkbox"/> Lab Books/Journals
	<input type="checkbox"/> District/School Benchmark Tests (Type:)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input type="checkbox"/> Other
	<input checked="" type="checkbox"/> Student Portfolios (Subject(s):)	

Data Analysis/Findings – Science:

Data analysis and findings based on 2009-2010 Science Assessment in addition to analysis of student work, teacher assessment and administrative observations yielded the following information:

- The school taken as a whole is in good standing in meeting both NYS and NYC Science learning standards.
- The school has made significant progress in Science when compared to previous years.
- In **2009 – 2010, 95%** of the fourth grade population was tested and **77%** met the criterion and the state standards.

Common findings across the grades:

The school's administration has seen that the improvement in the availability of Science resources, intensive training of the Science cluster teacher and classroom teachers, and the designation of a science room has positively impacted on student performance on all grade levels. Teacher observations have found that students are meeting NYS and NYC Science learning standards.

Additional results are as follows:

- There has been marked improvement in the priority given to the Science content area.
- Foss kits are available for all grades.
- Consumable science materials are replenished from year to year.
- Adequate curriculum guidelines for grade levels during 2008-2009 resulted in a broader exposure to concepts for students.
- Curriculum guidelines are updated and pacing calendars are universally available.
- Use of technology to support science instruction is limited.
 - Working closely with Learning Support Organization Science specialist through the use of on-site investigations, has enriched classroom instruction.
- Students performing at levels 1 and 2 needs to be decreased, while increasing the performance of students in levels 3 and 4, through differentiated instruction.

Implications for the Instructional Program:

- ▶ Science instruction should adopt an intensified inquiry based learning and hands-on investigation approach, as part of a continued concentration in science instruction for all grades.
- ▶ A greater level of administrative monitoring and support is needed for the implementation of a standards based science program.
- ▶ Consumable materials of Foss kits should be refilled and updated.
- ▶ Use of trade books to integrate science concepts with all curriculum areas.
- ▶ Pacing calendars, which focus instruction on grade appropriate unit modules, should be effectively used to provide a consistent, high quality science curriculum.
- ▶ Partnership with Gateway Environmental Center should be continued and expanded to enrich classroom experiences for all grades. Specifically, experiences should be created to address needs at each grade level, targeting skills needed by fourth grade students.
- ▶ Foster and develop other partnerships that will enhance and enrich the Science instructional program..

- ▶ Greater level of articulation between classroom teacher and cluster teacher should be implemented to ensure continuity of instruction.
- ▶ Student performance should increase from levels 1 and 2, to levels 3 and 4 by implementing professional development for the staff on interpreting assessment data for differentiated instruction.
- ▶ Continued implementation of Understanding by Design, a tool for the development and planning of content area instruction with more focus on the processes involved in inquiry.
- ▶ Professional development in the implementation of the FOSS program.

Data Sources Reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment Results <input type="checkbox"/> District/School Benchmark Tests (Type: _____) <input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Student Portfolios (Subject(s): _____)	<input type="checkbox"/> Journals <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input type="checkbox"/> Other _____
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Data Analysis/Findings – Social Studies:

Teacher and administrative observations indicate that the students across the grades are not performing at NYS and NYC standards.

Data Analysis and findings based on the 2009 NYS Skills Assessment in Social Studies, in addition to analysis of student work, teacher assessment and administrative observations yielded the following information:

In **2009 – 2010**, 34 fifth grade students were tested. 12% scored level 4, 68% scored level 3, 12% scored level 2 and 9% scored level 1.

In **2008 – 2009**, 55 fifth grade students were tested. 4% scored level 4, 51% scored level 3, 25% scored level 2 and 20% scored level 1.

Common findings:

- Utilization of materials and teaching resources such as maps, globes, guides, and trade libraries to enhance learning.
- Consumable materials have not been replenished from year to year.
- More use of technology to support social studies instruction the classrooms.
- There is a need for greater utilization of community programs and resources to enrich the content area.

Implications for the Instructional Program:

- Strengthen the use of content in curriculum design with modifications designed to address the needs of all students
- The purchase of more basic instructional materials and resources\equipment (maps, globes, manipulatives, textbooks, workbooks, etc.) and effective utilization of integration to enrich the learning environment.
- The purchasing/replenishment of consumable materials that will support hands-on instruction.
- More integration of technology into Social Studies instruction in the classroom.

- Integration of social studies into other content areas to provide a rich learning environment.
- Utilization of community resources and enrichment programs to strengthen concepts and complement the curriculum.
- Professional development should provide opportunities specific to the community and its resources.
- Model lessons and teacher collaboration should support a consistent and grade appropriate approach in social studies.
- Social studies instruction should adopt an intensified focus on inquiry based learning and hands-on investigations, as part of a continued concentration in social studies instruction.
- To supplement the program, teachers should use trade books to integrate social studies with all curriculum areas.
- Continued implementation of Understanding by Design, a tool for the development and planning of content area instruction with more focus on the processes involved in inquiry.

The following models will be used throughout the school year to monitor progress and inform teaching:

ASSESSMENT AND EVALUATION MODELS MARY MCLEOD BETHUNE			
<u>New York State</u>	<u>New York City</u>	<u>School Level</u>	<u>Other Than English/</u>
Rubrics All Grades	ECLAS-2 Grades K-3 rd	Informal Teacher Assessments PreK-5	LAB-R Grades K-5
English Language Arts Grade 4	EPAL2 and EPAL3 2 nd Graders on Grade Level All 3 rd Graders Acuity Periodic Assessment Performance Series Benchmarks Literacy Grades 3-5 Acuity Periodic Assessment Performance Series Benchmarks Math Grades 3-5	Rubrics All Grades Teacher-Student Conferences	
State Mathematics Grade 4	Acuity Periodic Assessment Benchmarks Math Grades 3-5	Math and Literacy Portfolios Grades K-5	
Social Studies Grade 5		Running Records Grades K-5	
Elementary NYS Manipulative Skills Test Grade 4		Extended Day Assessment Grades K-5 Report Cards Grades K-5	
		Teacher Observations Grades Pre-K - 5	

At this present time at Mary McLeod Bethune\PS 92, there are no students taking tests in other languages. As an alternative assessment tool used to accommodate the various learning styles of our students, we use portfolios. Students who have Individual Education Plans that indicate the student must test with modifications are adhered to as written.

PUPIL ASSESSMENT\Parental Notification

- ▶ Letters are sent home immediately notifying parents of issues concerning school, environment, activities and important matters that need to be addressed.
- ▶ Monthly “Morning Coffee with the Principal” and quarterly parent “Meet and Greet” to keep parents abreast of their child’s (children) academic progress and current issues facing the school.
- ▶ Emergency meetings will be held with faculty and staff members to address questions parents may have. Administration will be invited to supervise in the informational needs of parents. E-mail notices will be sent to subscribing parents.
- ▶ A phone recording will be used informing parents of any announcements.
- ▶ Progress reports will be sent to parents every month.
- ▶ With the implementation of the “door-to-door” policy, campaign information will be distributed directly to the home parent volunteers.
- ▶ Mass mailing will accommodate those parents who are unable to partake in school functions, and insure delivery of notifications.
- ▶ A monthly newsletter highlighting programs will be available, with updated changes. A monthly executive board meeting with administration of the school will also advise the community of any updates and changes.
- ▶ Bulletin boards, posters and flyers, identifying events and programs will be made available

Priorities for 2010/2011

Professional Development

- To continue to provide teachers with intensive professional development that will enable them to plan and implement effective lessons that are data based with clear and concise objectives that are aligned with New York State and city standards.
- To continue to provide teachers with a deeper level of professional development that will enable them to analyze various forms of assessment data and individual student progress to drive\differentiate instruction.
- To provide teachers/staff of school (general education, special education, ESL) with varied needs based professional development that will foster effective planning and the development of strategies for improved student achievement.
- Continue to provide support to teacher leaders through study groups in order to facilitate the development of in-school capacity for data based practice.

Student Support Services

- Continued intensive outreach will be done with the early grades, where attendance is poorest. Upper grades who are more self-motivated have always responded well to our attendance incentives. Lower grades' attendance is determined by their parents therefore incentives will be directed toward parents as well as students
- Academic Intervention Services will be provided for at-risk students in both small group and one- to- one instructional settings based on assessment data.

Parental and Caregiver Involvement

- Continued development of Parental skills through workshops related to curriculum and enrichment programs and child care.
- Parent Coordinator will continue to develop outreach programs in conjunction with the school administration and Parent Association.

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.

<p>English Language Arts – Reading, Writing, and Accountable Conversations (Including English as a Second Language, where applicable)</p>
<p>Goal: To improve student achievement in Literacy (Reading Comprehension) by at least one and a half years progress in one year through differentiated instruction.</p>
<p>Objectives:</p> <ul style="list-style-type: none">• To achieve a 3-5% increase in students performing at or above grade level in City and State ELA assessments by June 2011.• Teachers will follow the city-wide curriculum for ELA in alignment with a Balanced Literacy approach to develop instructional plans where the driving force of instruction will be data obtained from both standardized and non-standardized assessments, as well as city and state standards.• Utilize teacher leaders to guide the best practices of their peers which will further improve student achievement.• Teachers will assist students to achieve deeper levels of thinking through the improvement of comprehension in reading as well as improving writing skills in order to raise student achievement to meet or exceed grade level standards.• Improve parental involvement to further accelerate and sustain student achievement in Literacy.
<p>Description of Proposed Instructional Strategies for English Language Arts (that are based on scientifically based research):</p> <ul style="list-style-type: none">• Teachers will continue to implement the workshop model in their classrooms.• Teachers will continue to receive instructional support and professional development on differentiating instruction in their daily planning from the instructional support team in order to improve their best practices.• Teachers will continue to receive instructional support, professional development, and engage in peer inter-visitiation on differentiating instruction in their classroom using the city and state standards.• Teachers will consistently use student assessment data to plan lessons collaboratively on grade level.• Teachers will use a variety of assessment tools to guide and inform their goal setting for students and their instructional planning.• Students will create a portfolio of standards based work showcasing their progress in Writing as a method of alternative assessment.• At risk students will receive one- to- one or small group instruction through the AIS teacher, SETSS teacher, and guided practice in the classroom.

- Students will continue to participate in the Accelerated Reader Program to improve their Reading Comprehension skills.
- Extended time (37 ½ minutes) is planned based on students' needs.

Professional Development:

Weekly grade level meetings
 Common prep periods 4 days per week
 Study group/coaching sessions
 Collaboration with Inquiry Team

Peer Coaching
 Professional study groups
 Instructional Support Staff – coaching sessions

Mathematics

Goal: To increase Mathematics achievement for all students by at least one and a half years growth in one year through differentiated instruction.

Objectives:

- To achieve a 3-5% increase in the number of students performing at or above grade level standards, by June 2011 in City and State Math assessments.
- Students will improve mathematic skills, strategies and communication.
- To help students improve mathematical skills, strategies and communication, as well as deepen their levels of thinking and connecting their learning to everyday life. This in turn, will raise student progress towards meeting or exceeding grade level standards.
- Teachers will follow the city-wide instructional program for math (**Everyday Math**) to form a uniformed curriculum where the driving force of instruction will be data obtained from both formative and summative assessments, in alignment with city and state standards.
- Teachers will assist students to achieve deeper levels of thinking through the improvement of comprehension in mathematical content and processes to increase student progress toward meeting or exceeding grade level standards.

Description of Proposed Instructional Strategies for Mathematics (*that are based on scientifically based research*):

- Continue to implement the Everyday math program. There will be continued use of the workshop model in math.
- Teachers will continue to receive workshops and PD from Math Instructional Support Staff.
- Collaborative planning will take place with teachers within the grade as well as across grades and with the Math Instructional Support Staff.
- Students will be engaged in mathematical games and activities to support their learning and connect this learning to everyday life.
- Teachers will use a variety of assessment tools to guide and inform their instructional planning.
- At risk students will receive one-to-one or small group instruction from the AIS teacher, SETTS teacher, Math Instructional Support Staff, and through guided practice in the classroom.
- Extended time (37 ½ minutes) focused/targeted instruction is planned based on students' needs.

Professional Development:

PD in data driven instruction and assessment.

Classroom inter-visitation

Demonstration lessons by Instructional Support Staff

Common Prep planning periods (3-4 days per week).

Weekly grade level meetings

Instructional Support – coaching sessions.

Science

Goal: To increase student achievement in Science (Performance) by at least one and a half years progress in one year through differentiated instruction, hands-on experiences, and integration with Technology and Art.

Objectives:

- By June 2011, all students in Grade 4 will increase competency levels, as demonstrated through the New York State Grade 4 Science Test
- Additionally, by June 2011, students in grades K-5 will:
 - Use the scientific method to develop inquiry skills to evaluate, apply and solve problems in the areas of Physical, Life, and Earth Science
 - Use information to develop projects related to Life, Physical and Earth science
 - Participate in trips that foster scientific inquiry to places of interest
 - Use library \media center to research various science topics for presentations in the school science fair
- To extend and develop the science curriculum in the school by creating standard-bearing work for each grade level.
- To increase scientific knowledge with a focus on helping our students meet the NYS Science Standards.
- To integrate other curriculum areas with Science to develop a deeper understanding of Science as it relates to everyday life.

Description of Proposed Instructional Strategies for Science *(that are based on scientifically based research):*

- Teachers will receive on-going support and Professional Development on the use of the FOSS Program.
- Teachers will receive professional development on incorporating various resources in their lessons (Trade Books, field trips, internet, etc.)
- Through the implementation of Understanding by Design students will answer essential questions through an inquiry based approach.
- Students will apply what they have learned in a new context to provide evidence of their understanding.
- Students will use science journals and Notebooks as tools for strengthening literacy and science comprehension.
- Students will engage in scientific research, using a variety of multi media formats.
- Students will engage in hands-on inquiry to extend their understanding of scientific concepts
- Teachers will use trade books and science investigation kits to enrich their lessons.
- Science cluster will work with all classroom teachers and foster inquiry in the Science Lab.

Professional Development: Professional development and workshops under the Administration, Instructional Support, Literacy Coach and Science Cluster.

- PD on developing interdisciplinary units
- PD on Inquiry based learning
- PD on Aligning Instruction with the NYS standards
- Working Collaboratively

Social Studies *(Including civics and government, economics, history, and geography)*

Goal: To improve student achievement in Social Studies by at least one and a half years growth in one year through differentiated instruction and integration with Technology and Art.

Objectives:

- By June 2011, all teachers at PS 92 will have an in-depth knowledge of the methodology of integrating Literacy in Social Studies and will consistently develop and implement monthly standards based units of study for Social Studies using the using Understanding by Design format.
- To develop and support the NYS core curriculum on all grade levels and support standards-based instruction.
- To provide students with a higher-level of understanding of the basic concepts using primary documents, and authentic research to extend knowledge.

Description of Proposed Instructional Strategies for Social Studies *(that are based on scientifically based research):*

- Teachers will receive ongoing support from the instructional support team, on Integrating Literacy in across content areas as a framework to develop social studies units.
- Teachers will receive professional development on incorporating various resources in their lessons (Trade Books, field trips, internet, etc.)
- Through the implementation of Understanding by Design students will answer essential questions through an inquiry based approach.
- Students will apply what they have learned in a new context to provide evidence of their understanding.
- Writing in social studies journals and notebooks as a tool for strengthening literacy and social studies comprehension.
- Students will utilize varied technology tools to engage in research and increase their comprehension.
- Teachers will use trade books in their lessons.
- The school literacy coach and technology teacher will support the teachers and students in conducting research.

Professional Development: Professional development and workshops under the Administration, Instructional Support , Literacy Coach and Social Studies Cluster, and the technology teacher.

- PD on developing interdisciplinary units
- PD on inquiry based learning
- PD on aligning lessons with the NYS standards

Technology

Goal: To increase student literacies to meet the challenges of a 21st century learning environment for all students through the infusion of technology across the curriculum by June 2011.

Objectives: To create and maintain a networked, internet-accessible technology infrastructure. To incorporate technology into the curriculum at all levels; to insure that working networked computers with appropriate software are available to all members of the school community in the classroom, computer lab, the library and through the use of laptops

Description of Proposed Strategies for the Integration of Instructional and Informational Technologies:

Create a documented scope and sequence for the integration of technology in the classroom; have technology specialist design classroom guides for instructional support.

Professional Development:

LSO and District PD for Technology Coordinator
Building level PD for all teachers.
Onsite Technology PD for parents.
Using the Smartboard to enhance instruction and student learning

The Arts

Note: This portion of the plan should be duplicated and attached to your Project Arts cover sheet.

Goal:

To further develop and implement the citywide curriculum (Blueprint in Visual Arts).
To further utilize performance programs and music education opportunities through the Project Arts program

Objectives:

To continue to design and develop an Arts program which meets the needs of all students.
To increase the impact of the arts within the school community.
To continue with the integration of the arts into other curricular areas.

Description of Proposed Instructional Strategies for the Arts *(that are based on scientifically based research):*

Continued use of benchmarks in visual arts to assess student progress.
Creative scheduling which will give all students the opportunity to create and study the arts.
Use of Project Arts funding to accent and supplement the Arts Program.
Continued collaboration with classroom teachers, specialists and administration.
Development of music and performance program.

Professional Development:

3.10 CFN and District level PD on the implementation and interpretation of the new Arts curriculum.
PD in Arts integration and planning.
PD in Integrating Art into the curriculum.
3.10 CFN and District level PD relative to Project Arts programs.

Physical/Health Education

Goal: To increase students knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health based upon continual self assessment.

Objectives:

Students will:

- Demonstrate competency in many movement forms and proficiency in a few movement forms.
- Apply movement concepts and principles to the learning and development of motor skills.
- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expressions, and social interaction.
- Appreciate the diverse opinions, abilities and ideas of others and to see himself/ herself as a part of a community of achievers.
- Practice personal and group safety.

Description of Proposed Instructional Strategies for Physical/Health Education:

- Teamwork activities - students are placed in small groups. Each of these groups is given a task that is clearly defined and challenges the group to find a solution. Each task is designed so that the group must employ cooperation and some physical effort to gain a solution and be successful.
- Group communication - the student learns to appreciate the diverse opinions and ideas of others and to see himself/ herself as a part of a community of achievers.
- Role-play situations that cause stress for students (special events, tests, friends moving), showing that for some it has a positive effect (motivation to study or practice) and for some, negative effects (physical symptoms).
- Using any art medium, students will make visuals which show children participating in health activities (e.g., eating healthful foods, learning to do crafts, spending time with family, or playing with friends).
- During a "Health Day" at school each student chooses one health goal to work on (e.g., flossing teeth, exercising)
- Complete a series of exercises (e.g., curl-ups, v-sit, shoulder stretch, pushups, jogging in place) and explain the benefit of each and why they are done together.

Emphasis will be on developing healthy life long skills and knowledge in keeping the body healthy and fit. Learning the fundamental rules of sports and application through playing the sport. There will be twelve week cycles to ensure all students receive a comprehensive program and an opportunity to experience each cluster program available.

Professional Development:**Topics for PD sessions:**

- Integrating Physical Education and Health across the curriculum
- Collaborating with classroom teachers to promote a healthy lifestyle among students.

Enrichment

Goal: To engage students in interactive activities that will spark imagination, arouse curiosity, inspire creativity, stimulate exploration, improve social skills, and sustain a love of learning.

Objectives:

- Students will develop a sense of belonging through a variety of experiences that promotes positive attitudes of self, others and the community.
- Students will interact in a safe and secure atmosphere that fosters the development of imagination, curiosity, creativity, civic responsibilities, talent, and leadership skills.
- Student will develop the interpersonal skills necessary to be successful personally and academically.
- Students will increase their self-management skills through learning self control, developing organizational skills, and learning responsibility.

Description of Proposed Strategies for Enrichment:

A combination of the following strategies will be employed to maximize the opportunities for students to achieve the goal stated:

- Cooperative learning - directly enhance students' ability to work in a group while encouraging a sense of interpersonal confidence and developing a respect and appreciation for the differences among people. (Debates, town hall meetings, Book Clubs etc.)
- Arts in Education – to provide students with rich opportunities to actively participate in creative work (Poetry Explosion, Annual Extravaganza, Spelling Bee)
- Environment Education – engage students in projects that diversify the curriculum through real-life hands-on learning (Science Fair, Classroom gardens)

Professional Development:

Professional development will be provided by:

- Project Arts
- Administrators
- Instructional Support Staff

Parent Involvement

Goal: To increase family involvement in children's schooling and to strengthen the home-school partnership 50% by June 2011.

Objectives: To increase parent comprehension of the curriculum, homework policies and school policies.

Description of Proposed Parent Involvement Program: (*Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.*)

At the beginning of each year, to send out the Discipline code with school contract for parents and students to sign. Continued use of a monthly newsletter disseminating information on curriculum, homework policies and school events for each grade level. Workshops in Parent Literacy, Math and grade level curriculum will be offered.

In conjunction with the school Parent Coordinator, structured training for parent motivation, value enhancement will be conducted, which will facilitate parent care ability for the students; foster care relationship for students, teachers and parents alike.

During the 2008-2009 school year efforts will be made to continue many of the programs currently in place that have shown to be important to both the school and the parents. Such programs include:

- **Family Fun Night** - Focus on math and literacy processes and getting “to know each other”
- **On-site Adult Education Day** - topics dealing with job training, GED training, self motivation, parenting classes, conflict resolution classes and stress management classes
- **Parent/Student Learning Day** - Specifically designed to allow parents an opportunity to visit and learn with their child. To develop a personal relationship with teachers.
- **Monthly Coffee with the Principal** - During this informal gathering parents have an opportunity to discuss areas of concern directly with administration.
- **Student of the Month/Most Improved Student** - This CBO-sponsored assembly allows students and their families to celebrate student achievement together with classmates, teachers and administration.
- **Parent Workshops** - These workshops sponsored by CBO’s and/or other political entities, provide parents with classes and informational forums on topics of interest such as Test Taking Strategies, Nutrition and Health, Helping my Child with Home Work.
- **Learning Leaders** - Parent volunteers help to support students in various aspects of the school day including but not limited to Lunch Time, Arrivals, Dismissal, and in the Early Childhood classrooms.

Professional Development:

District and on-site parent Workshops.

Student Support Services

Goal: To decrease the achievement gap by to reflect one and a half years progress in one year through differentiated Academic Intervention Services to at-risk students by June 2011.

Objectives:

To identify students at risk in the all curriculum areas and provide instructionally targeted intervention.

Description of Proposed Program for the Delivery of Student Support Services:

In addition to related services, part-time direct services and Special Education Teacher Support Services, our school incorporates the Accelerated Reader, and English in a Flash Programs to serve students identified as at-risk.

Professional Development:

Professional development will be provided by:

- Content area instructional specialist from the CFN
- Kaplan coaches (upon request)
- Renaissance coordinators (Accelerated Reader)
- Special Education Instructional Specialist from the CFN (Wilson Reading Program)
- Inquiry Team
- Data Specialist
- Instructional Support Team

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in Literacy (Reading Comprehension) by at least one and a half years progress in one year through differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Data Analysis of the ELA data indicates that approximately 50% of the children are performing on or above grade level. Throughout the years we have continuously shown growth, however, the deficiencies in English Language Arts continue to be severe. Last year the school community engaged in intensive professional development in two key areas:</p> <ul style="list-style-type: none"> • Analysis of student data • English Language Arts instructional practice • Strategies for Differentiating Instruction <p>Curriculum and Instruction The recommendations as per the 2009 Quality Review, indicates that teachers require a deeper understanding of differentiated instruction. The teachers are quite fluent and responsive to the gathering of data, it is quite evident that they have developed a systematic approach to the “gathering and analysis” of data, and its application in the instructional practice, but it is evident that they need further insight on differentiating instruction. In order to heighten their level of understanding, and the execution of lessons the following will be implemented:</p> <ul style="list-style-type: none"> • At the beginning of the school year the principal will have one-on-one conversations with the teachers, to ascertain their level of understanding of differentiated instruction through a series of questions. This process will be repeated in February, and again in May or June. • A checklist will be developed for administrative accountability in terms of completion

	<p>and/or progress. The checklist will include items that entail classroom organization, and an assessment component that will be the primary focus as the year progresses. The checklist will be revised at least 4 times a year, to allow for progress and level of expertise attained. The checklist will provide written feedback from the principal, and the teacher's next steps. It will also allow for analysis of assessment program for the entire school, and provide school-wide next steps.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funding sources. In-house accommodations for small group instruction. Professional Development from CFN.</p>
<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"> • Acuity Results, ELA Test Results • Evidence through observation on the use and effectiveness in the implementation of differentiated instruction. • Analysis of assessment binders. <p>Presentation on use of differentiated instruction by all teachers in the spring</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase Mathematics achievement for all students by at least one and a half years progress in one year through differentiated instruction.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To continue to raise math assessment scores, strengthen skills, and deepen the levels of thinking, and connecting their learning to everyday life, the teachers will follow the city-wide instructional approach for math (Everyday Math). The following tasks and activities will be implemented:</p> <ul style="list-style-type: none"> • Ongoing assessment in order to use data for instructional planning. • Ongoing professional development from the SED Math Science Partnership • Continued use of the workshop model in math. • Games/skill practice • After-school tutoring program • Small group instruction during the math block. • Coach modeling of lessons. • Feedback stemming from classroom observations (informal, formal) • Emphasis will be placed on engaging students in higher-order thinking •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax levy funding sources. In-house accommodations for small group instruction. Professional Development from SED Math Science Partnership- free of cost.</p>
<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"> • Acuity Results, Math Test Results • Evidence through observation on the use and effectiveness in the implementation of differentiated instruction. • Analysis of assessment binders. <p>Presentation on use of differentiated instruction by all teachers in the spring</p>

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in Social Studies by at least one and a half years progress in one year through differentiated instruction and an integrated curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September</p> <ul style="list-style-type: none"> • Workshop on literacy across the curriculum (an interdisciplinary approach) for all grades. • Re-visit/revising Understanding by Design unit templates to reflect the interdisciplinary approach. • Set guidelines for incorporating ELA writing standards as evidence of student understanding throughout the grades. • Provide the support for teachers to improve interdisciplinary units throughout the grades. <p>On-going</p> <ul style="list-style-type: none"> • Provide staff with support for planning and instructional process. • Develop calendar of dates for celebration of student work on bulletin boards. • Administration will monitor evidence of student learning through published work. Evidence of differentiated learning will also be demonstrated through student publications. • Systematic method of organizing resources will be established. • Monthly Museum Week beginning in November where each class will be available for an hour or so, to share with the school community what they have learned.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy funds to support relevant materials for the units. (Purchased by DOE) Flexible scheduling for coach or staff developer for assisting in development of UBD units. Common Preps</p>

Indicators of Interim Progress and/or Accomplishment

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

- Student celebrations of published written and/or artistic pieces on bulletin boards.
- Museum Week
- Gains on Social Studies assessment.

Subject/Area (where relevant): Science

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To increase student achievement in Science (Performance) by at least one and a half years progress in one year through differentiated instruction, hands-on experiences, and an integrated curriculum.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

September

- Workshop on literacy across the curriculum (an interdisciplinary approach) for all grades.
- Re-visit Understanding by Design unit templates to reflect the interdisciplinary approach.
- Set guidelines for incorporating ELA writing standards as evidence of student understanding and publication throughout the grades.
- Provide the support for teachers for development of interdisciplinary units throughout the grades.

On-going

- Provide staff with support for planning and instructional process.
 - Develop calendar of dates for celebration of student work on bulletin boards.
 - Administration will monitor evidence of student learning through published work. Evidence of differentiated learning will also be demonstrated through student publications.
 - Systematic method of organizing resources will be established.
- Monthly Museum Week beginning in November where each class will be available for an

	hour or so, to share with the school community what they have learned.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax levy funds to support relevant materials for the units. (Purchased by DOE) Flexible scheduling for coach or staff developer for assisting in development of UBD units. Common Preps
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Student celebrations of published written and/or artistic pieces on bulletin boards. • Museum Week • Gains on science assessment.

Subject/Area (where relevant): Technology

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase student literacies to meet the challenges of a 21st century learning environment for all students through the infusion of technology across the curriculum by the year 2010.
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>Implement a scope and sequence for the integration of technology in all curriculum area. Technology specialist will collaborate with classroom teachers and cluster teachers in integrating technology in all content areas.</p> <p>Use of software to support learning in all curriculum area.</p> <p>Differentiate technology instruction to meet student technological abilities.</p> <p>Enhance teachers' knowledge and skills in the use of technology tools (computers, smart boards, AlphaSmart Neos, projectors, cameras) in classrooms.</p> <p>Ensure that hardware works effectively in classrooms.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy funds to support relevant materials for the units. (Purchased by DOE) Flexible scheduling for technology coordinator for assisting in development of lessons. Common Preps</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Administration observes teachers use of multi- media in classrooms. Evidence of student product (integration of technology with other curriculum) in classroom.</p>

Subject/Area (where relevant): Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to align the Visual Arts Program with UBD in Social Studies, providing all students with challenging studio and aesthetic experiences that will enhance understanding of key concepts in social studies and in the arts.</p> <p>Visual Arts Program continues to support Social Studies UBD curriculum. M: Evidence of understanding in culminating unit activities via projects and performances. A: Mastery of skills via benchmarks and key indicators as developed. R: Culminating activities and goals will be grade/population appropriate. T: Projects and activities will be designed within a realistic and attainable framework.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Visual Arts Program will continue to integrate the five strands of the NYC Blueprint for Learning with the Social Studies UBD curriculum by Providing a learning environment designed to target all students Presenting diversified learning experiences designed to meet specific goals and levels of understanding. Designing those experiences to encompass studio skills and aesthetic awareness.</p>

	<p>Implementing program goals and outcomes via ongoing assessment of benchmarks and UBD goals to ensure maximum student success.</p> <p>Visual Arts Program instruction will continue to be provided by a licensed specialist who will collaborate with classroom teachers, supervisors and support staff on an ongoing basis to ensure the integrity of concepts into the Social studies UBD Program.</p> <p>Collaborative timelines will be developed to continued success of the program.</p> <p>Community and cultural resources will continue to be investigated as sources for student and program enrichment.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>100%Tax levy funding for a full time onsite art teacher and relevant materials for the units. Flexible scheduling for art cluster teacher for assisting in development of lessons. Common Preps</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will continue to be assessed through classroom discussion, standard and student developed rubrics, peer and self critiques, teacher conferencing and the development of student portfolios.</p> <p>Projects and studio experiences will continue to have embedded assessment.</p> <p>Basic concepts and mastery benchmarks will continue as evidence of student assessment through specific performance indicators including visual arts displays, written work, and performance and social studies activities.</p> <p>Community resources will continue to be utilized and new sources will be investigated as sources for program enrichment.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	12	12	N/A	N/A				
2	9	9	N/A	N/A				
3	6	6	N/A	N/A				
4	8	8						
5	8	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: Reading Intervention	Small group instruction is provided during the school day for 45 minutes sessions. Instruction is delivered based on specific data derived from assessments.
Mathematics: Mathematics Intervention	Small group instruction is provided during the school day for 45 minutes sessions. Instruction is delivered based on specific data derived from assessments.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K- 5 Number of Students to be Served: 25 - 35 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) 1 School Secretary

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.

PS 92/Mary McLeod Bethune has about 43 registered English Language Learners (ELLs) this school year 2009-2010. These ELLs will be participating once again (on its fourth year of implementation) in the Content Instruction Through English (CITE) after school enrichment program. The first group will be comprised of all Grade 3 ELLs who will meet on Mondays, Tuesday, Wednesday, and Thursdays. Project CITE starts at 3:15 pm and ends at 4:45 pm each scheduled day, except for every first Monday of the month when the schedule is moved to 3:45 to 5:30 pm to allow for the principal's monthly meeting with the school staff. There are about 10 to 12 Third grade ELLs expected to participate in this first group. This group will have integrated ESL/Math and ESL/Social Studies activities for one hour and a half for two days and ESL/Language Arts for the same period of time for the other 2 days. This will happen in a month or a cycle after completing a unit or theme of study after which the following cycle for month it will switch to ESL/Science content area for three days and Language Arts/Science for 1 day with the second group of ELLs comprising of Grade 4 and 5 students numbering about 10. This group meets on the same days and the same time as the first group. One certified ESL teacher will teach the Grade 3 group of ELLs first while one certified Science Content Area teacher will teach the Grade 4/5 band of ELLs. After the completion of a unit of theme of study for a month for so depending on the pace and attainment of goals/objectives of the lessons activities of each group, these two groups will switch again to continue with the other themes or units of studies to benefit from the content instruction in English and ESL across the grades through the duration of the after school program. The last group which will be made up of the remaining ELLs in grades Kindergarten thru 2 numbering about 12 will have the same days and time as the 2 first groups, however the participating ELLs will have certified Early Childhood teacher throughout the duration of the CITE after school program. The focus of their activities will be on improvement of their reading and writing skills through their grades' units Social Studies, Science, and Math integrated with Language Arts and ESL activities. The licensed/certified ESL teacher will integrate academic contents using "Writing as Learning- A Content-Based" approach to help students improve their writing skills in the content/academics areas. To implement the above activities for 3 target groups of ELLs, the Project CITE program will purchase ink cartridges for copying machines to make multiples copies of content learning packets for the participating students. Other materials and supplies such as copy paper, file folders, selected teacher reference books and related materials in the subject/academic areas WILL be purchased. Books purchased from last year's program will be continued to be used with all other available materials in the library and when available from the Science-FOSS program of the school.

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.

Participating teachers in both the regular Freestanding ESL and the Project CITE programs are encouraged to attend the Teacher Center Partner Schools' Professional Development Mini-Conferences for Elementary and Middle School Educators for the Fall/Winter 2010-2011. Accordingly, "drawing on current research and best practices, the UFT Teacher Center's professional development activities for educators are designed to deepen content knowledge and enhance pedagogical skills. These professional learning opportunities covers a wide range and are very appropriate for the CITE participating teachers, e.g. "Developing Standards-Based Science Strategies to Support Student learning", "Measure Up in the Pre-K- 5 Mathematics Classroom" and "Differentiating Instruction to Support English Language Learners" to name a few. The school also has an in-house professional development activities on some Fridays and the teachers are required to attend, so this is another avenue of opportunity for the teachers.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,901.12	Project CITE After School program 1 ESL teacher x 1.5 hours x 65 session x \$49.89=\$4,864.30 1 CB/Science teacher x 1.5 hours x 50 sessions x \$49.89=\$3,741.75 1 Early Childhood teacher x 1.5 hours x 50 sessions x \$49.89=\$3,741.75 1 School secretary 18 hours x \$30.74=\$553.32
Purchased services such as curriculum and staff development contracts	\$0	None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,098.88	Ink cartridges for copying machines, copy paper, file folders, selected teacher reference books and related materials in the content areas
Travel		
Other		
TOTAL	\$15,000.00	

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.

Initially, the school determines the primary language spoken by each parent through informal interviews/conversations and by looking at the information he/she provided in the "ethnicity form" during his/her child's registration. The primary source of this information however, is the Home Language Identification Survey (HLIS) which is validated by the LAB-R Coordinator of the school in collaboration with the school pupil accounting secretary. If the language spoken by the parent is one other than English, the school avails assistance from among the staff members and other parents available through the offices of parent coordinator and parent association so that the parent can communicate effectively with the department/school. The school's pupil accounting secretary records and maintains this information in each student's cumulative folder (copies of the HLIS and the ATS generated notice of admission –QADM) and also the school's file of emergency cards for each class.

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.

Since traditionally, the school enrolls about 5% of students with Spanish as their home language, the former disseminates circulars and parent notifications in that language regularly. Through the years, the school registers other students whose parents speak major languages such as Arabic, French and Chinese (less than 5% total each year). The school has addressed this concern by requesting translation of forms and letters through the Department's Translation and Interpretation Unit. Others who speak low-incident languages are treated the same way.

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.

As the internet is readily accessible for this kind of transmission of communication, the school avails of translated standard and form letters from the Department's specific web site. Foreign language versions of these documents are then printed and sent to parents together with the English version, so they can be responsibly informed of their choices/options. As the need arises, other written translation services are referred to the Translation and Interpretation Unit and or the DOE's contracted vendor directly. Monthly schedule of activities involving parent participation is sent to parents with translations in Spanish and French. The parent coordinator does this regularly, especially with activities engaging the parents with the principal in school matters that are important to the whole school community. The school also provides appropriate signage and forms especially during important occasions like parent-teacher conferences and other school meetings.

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.

Staff members and parent volunteers who may have the facility to provide oral interpretation for the parents are called to assist them. If complex task requires sophisticated translation or interpretation, then the school may avail of outside contractors or vendors provided by the Department. Otherwise, the school avails of the free Google translations.

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>.

Documents such as the Parents Bill of Rights, interpretation notice signs and other school plans, for example the safety plan will be made available in English, Spanish and other languages that are reflected in student and parent community. This will be accomplished through the office of the Parent Coordinator who will be responsible that such documents or other pertinent information will be explained and interpreted appropriately in the language a parent will be able to comprehend.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

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

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

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

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.)
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).
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. 092 Mary McLeod Bethune					
District:	5	DBN:	05M092	School		310500010092

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	18	18	16		91.2	90.9	92.7
Kindergarten	32	39	46				
Grade 1	37	32	44	Student Stability - % of Enrollment:			
Grade 2	57	38	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	57	52	35		88.5	89.0	88.4
Grade 4	44	54	60	Poverty Rate - % of Enrollment:			
Grade 5	55	38	51	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		90.0	85.5	88.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		9	19	17
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	1	0
Ungraded	10	16	12				
Total	310	287	298				

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	56	47	45	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	15	12	14	Superintendent Suspensions	0	1	1
Number all others	9	9	7				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	33	38	TBD	Number of Teachers	38	36	34
# ELLs with IEPs	10	10	TBD	Number of Administrators and Other Professionals	26	16	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	6	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.6	80.6	94.1
				% more than 5 years teaching anywhere	78.9	77.8	88.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	97.0	97.1
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	97.0	100.0	100.0
Black or African American	71.9	70.7	64.4				
Hispanic or Latino	23.9	25.1	30.9				
Asian or Native Hawaiian/Other Pacific	2.6	2.4	2.7				
White	1.0	1.7	2.0				
Male	50.3	51.9	50.3				
Female	49.7	48.1	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	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	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
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:					WD
Overall Score:	42.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	11.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	20.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 092 Mary McLeod Bethune					
District:	5	DBN:	05M092	School		310500010092

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	18	18	16		91.2	90.9	92.7
Kindergarten	32	39	46				
Grade 1	37	32	44	Student Stability - % of Enrollment:			
Grade 2	57	38	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	57	52	35		88.5	89.0	88.4
Grade 4	44	54	60	Poverty Rate - % of Enrollment:			
Grade 5	55	38	51	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		90.0	85.5	88.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		9	19	17
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	1	0
Ungraded	10	16	12				
Total	310	287	298				

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	56	47	45	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	15	12	14	Superintendent Suspensions	0	1	1
Number all others	9	9	7				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	33	38	TBD	Number of Teachers	38	36	34
# ELLs with IEPs	10	10	TBD	Number of Administrators and Other Professionals	26	16	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	8	6	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.6	80.6	94.1
				% more than 5 years teaching anywhere	78.9	77.8	88.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	97.0	97.1
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	97.0	100.0	100.0
Black or African American	71.9	70.7	64.4				
Hispanic or Latino	23.9	25.1	30.9				
Asian or Native Hawaiian/Other Pacific	2.6	2.4	2.7				
White	1.0	1.7	2.0				
Male	50.3	51.9	50.3				
Female	49.7	48.1	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
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:				WD	
Overall Score:	42.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	11.4	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	20.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

School/Parent Involvement Plan

School-wide policy statement addressing the school's Parent Involvement Policy

The parents and staff of Mary McLeod Bethune Academy/PS 92M are partners in the education and well being of children in the school's community. To this end each will play an integral role in the planning and administering of programs that will ensure that each child reaches his/ her full potential academically, socially, physically and emotionally. They will be engaged in regular; two-way meaningful communication about students and parents will feel welcome and comfortable to make significant contributions that will enhance student's development. The goal is to develop a meaningful partnership with the school and parents. This partnership will meet the needs of the families; school communities involved, and incorporate ideas that benefit both parents and children.

The Mary McLeod Bethune Academy will take the following actions to ensure that parents are an active, contributing participant in their child's education:

- Parent volunteer program. (classroom aides)
- To the extent practicable, work to remove barriers that are keeping sub groups from participating in the parent-school partnership.
- The schools will use telephone calls and home visits to show parents how serious they are about the home-school relationship. Attendance, discipline and academics will also be included in discussions with parents.
- Being members of the Parent Association, School Leadership team,
- Attending the committee/sub committee meetings.
- Ensuring that homework is completed.
- Monitoring the amount of television children watch.
- Partnering in decisions related to child's education.
- Promoting positive use of child's education and communicating with the school by promptly reading and responding to all notices sent from the school or school district with child or by mail.
- Serving when ever possible on the policy advisory groups such as Title 1, a parent representative on the Advisory Council, the State's Committee of Practitioners, the School support team and other school advisory or policy groups.
- Attend all Parent Association Meetings.
- Be Knowledgeable about the assessment that is used to inform them of their child's progress and use the assessment to assist in the education of their child.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

The Administration and Parents Association regularly:

- Distribute to every child all bulletins received from the District. They are distributed in both English and Spanish when available to take home to parents.
- Prepare flyers/ posters and a monthly calendar for student to take home. The school arranges for the distribution of theses flyers to every child.
- Post all notifications on clearly visible, designated bulletin boards.

Ensuring that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

To the extent practicable, the school will:-

- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand
- Encourage open dialogue between parents and staff.
- Encourage parents to visit the child's class to observe classroom activities.
- Encourage families to make appointments with teachers to meet during teacher's prep periods.
- Invite families to teacher 'Meet and Greet' assemblies, field trips and class assemblies.

Ways parents and school share the responsibility for high student performance.

To the extent practicable, the school will:-

- Encourage the parent Coordinator to offer workshops to parents that will equip them with the knowledge and skills to understand all school activities (academic programs, special programs, and program offered by the district) so that they can extend their child's learning at home.
- Provide assistance to parents in such areas as understanding the State's curriculum standards, student work with educators to improve the performance of their child.
- Conduct other activities, which are designed to help parents understand child development, child rearing concern and how children learn best.
- Encourage parents to put a high priority on education so that their children can make the most of the educational opportunities the school provides.
- Attend scheduled conferences and request additional conferences as needed to discuss children performance and progress.

Annual Meeting regarding Title 1 Program and services rendered.

The school will:-

- Have an open meeting informing parents about Title 1 program, and the services that are rendered by the school.

Schedule of regular meetings with parents – before, during and after the school day so parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children.

The school will:-

- Establish a monthly "Coffee with the Principal".
- Plan monthly Parent Association Meetings which will be held in the morning and evening.
- PA Executive Board members meet daily from 9:00am – 10:00 am and 12:00pm – 3:00 pm which gives parents the opportunity to network, make suggestions and provide input into decisions relating to the education of their children.

How parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's results, proficiency levels

and an explanation of these results, promotion policy, and after-school programs and summer programs.

The school will:-

- Provide parents with the status of their child's performance to date at Parent Teacher Conferences and through monthly progress report and discuss how to partner with them to improve student's performance.
- Encourage teachers to provide information about various assessments used and grade level standards to parents. Parents of children in grades 3-5 will be informed of Interim Assessment Reports. Parents of children in grades K-2 will receive a monthly progress report. In testing grades students proficiency levels that are indicated on the back of the report card will be discussed.
- Given parents access to a website where they can review their child's performance on various individual student assessments.
- Parents are notified mid-year if their children are in danger of being held over. Parents are informed at the beginning of the year of all after-school programs offered at the school. At the end of the year parents are informed of all summer programs including summer school.

A process for responding to written parent concerns regarding Title 1 Funds including the identification of a designated school contact person.

All written concerns are forwarded to the Title 1 representative who will work with the Principal to resolve the concerns.

How the school will increase the accessibility for participation of parents with disabilities and how communication with non English speaking and limited English proficient parents will be provided in parents native language to the extent practicable.

The school will:-

- Ensure that parent with disabilities will have access to instructional parts of the building.
- Send notifications from the school in English, Spanish and French which meets the schools population.
- Translators are available during all parent Teacher Conferences and meetings.

How the school will involve parents in an annual evaluation of the content and effectiveness of the Parental Involvement Policy in improving the academic quality of the school including identifying barriers to greater participation by parents.

The school will:-

- Monitor the attendance of parents at all school functions and promote activities that will motivate more parent involvement.
- Encourage parents to discuss progress, issues and concerns at "Coffee with the Principal".
- Ask for feedback from the parents.
- Analyze the Parent Survey and take into consideration the recommendations when planning for the following school year.

Required annual review of Parent Involvement Policy.

The Parent Involvement Policy will be reviewed in March 2011.

School – Parent compact

Parent Responsibilities:

We as Parents will support our children’s learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is complete.
- Monitoring the amount of television children watch.
- Volunteering in child’s classroom
- Participation as appropriate in decisions related to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and by responding, as appropriate.
- Serving to the extent possible on the policy advisory groups such as Title 1, a parent representative on the school’s School Improvement Team, the Title 1 Policy Advisory Committee, the District-wide Policy advisory Council, the State’s Committee of Practitioners, the School Support team and other school advisory or policy groups.
- Attendance at all Parent Association Meetings.

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:

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

School responsibilities

We the school, will support our children’s learning in the following ways:

- Providing high quality instruction.
- Developing the mastery of grade level skills.
- Helping students set and attain goals.
- Encouraging students to become lifelong learners and productive citizens.
- Providing a safe and secure school learning environment.

School

Date

Parent

Date

Student

Date

**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 3.10	District 05	School Number 092	School Name Mary McLeod Bethune
Principal Rosa M. Davila		Assistant Principal Evelyn Santi Yvonne Wilkinson	
Coach Tricia M. Gordon		Coach type here	
Teacher/Subject Area Rodolfo Macasinag/ESL		Guidance Counselor type here	
Teacher/Subject Area Margo Young/Science		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Sherry Ortiz	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	0

C. School Demographics

Total Number of Students in School	302	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	14.24%
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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.

Following the initial intake information and identification of potential ELLs during the registration the LAB-R is administered for the eligible students within 10 school days. The new admits who meet the criteria are immediately placed in the school's Free Standing ESL program, the only available model of language instruction program that meets both the requirements of the New York City Department of Education, as well as the New York State Education Department. During the registration of a potential LEP or ELL, the ESL teacher who is also the LAB-R administrator, coordinates with the pupil accounting secretary to ensure that the parent or guardian of the incoming student is well-informed about the available ELL program and is completing the Home Language Information Survey (HLIS) appropriately. For the parents or guardians of the targeted students to understand their options in terms of program choices that are available to their children, the Parent Orientation Model B is usually adhered to.

Every time new ELLs are admitted to the school, the parents are notified using the standard letter forms in the home language (if available in the DOE-ELL web link/search engine) accompanied by the Parent Program Survey and Selection Form. The parents are then scheduled an orientation session during which time the ESL program components and its requirements are explained to them along with the other two models of language programs which may be available at other schools within the district.

Since the enrollment of ELLs at P.S. 92 has been sporadic across the grades and with about only 5% of new students speaking a major language, e.g. Arabic and Chinese being admitted to the school in a given school year, language learning programs such as the dual language or the transitional bilingual education program which hinges on the language learners' first or native language for the development and acquisition of the target language, i.e. English in the case of the latter, designing of either program is not feasible until the present time. Other demographics and factors must be carefully considered for such other programs to be implemented. Therefore, the trend in program choices leans toward the existing Free Standing ESL program that P.S. 92 offers and implements that supports the overall philosophy and mission of the school.

The ESL program at our school is very much aligned with the parents requests. Parents of English Language Learners continue to have their children receive English language instructions from the program as long as 3 years (unless an ELL tests out) as the data show. A certified/licensed ESL teacher has been coordinating and teaching in the program for the last school years. The same teacher has been implementing the combined 'push-in'/'pull-out' model of second language instruction. During the first quarter, the ESL teacher articulates with the classroom teachers assigned with ELLs to provide the push-in instructions and follows up on what lesson activities the classroom teacher presented during the Literacy/UBD (Content Area) periods and focuses on the particular modalities of learning for the ELLs to have them the opportunity to develop their English language skills and its academic content acquisition at different stages. This school year, the school is implementing an integrated curriculum which embeds all the skills and knowledge of the core subjects in the balanced literacy curriculum framework. Together with the classroom teachers of our ELLs, the ESL teacher individually accommodates different language learning needs and interests by providing differentiated lesson activities as the situations call for them. For each grade or language level, a scheduled ESL push-in period/s constitute the Language Allocation Policy (LAP) requirement for the identified ELLs assigned to that particular grade/class during the school year. The school's Literacy and Math block hours are carefully considered in allocating the minutes per week ESL instructions for the target students to maximize the English language and its academic contents learning and to meet the rigor and standards of both the ELA and ESL instructions for both the city and statewide requirements.

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	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	1	1	0	2	0								4
Total	0	1	1	0	2	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	8
SIFE	4	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29	4	4	12	0	0	1		1	42
Total	29	4	4	12	0	0	1	0	1	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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			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
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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	2	6	3	3	9	4								27
Chinese														0
Russian														0
Bengali	0	1	0	0	2	0								3
Urdu														0
Arabic	0	1	0	0	0	1								2
Haitian	0	0	0	0	0	1								1
French	0	0	0	2	0	0								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	2	2	1								8
TOTAL	3	9	4	7	13	7	0	43						

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.

Students primarily receive instruction using the "pull-out". The 'pull-out' periods usually occur after the Literacy/Math blocks. These sessions are designed and scheduled with the new entrants and beginning ELLs receiving remediation, extension, and or enhancement language activities. ELLs in the intermediate and advanced levels focus more on English language refinement or in-depth activities such as word studies and spelling patterns and rules, vocabulary and reading comprehension activities and also writing process mini lessons to help them with their Literacy portfolios.

Following the mandates of both the Part 154 of the Commissioner's Regulations and the NYC DOE – Department of ELL initiatives, as it is described above, P.S. 92 is following a combined 'push-in'/'pull-out' model of instructions for the targeted ELL population in its Free Standing ESL program. To accommodate their language needs at the different proficiency levels and focus on specific language modalities and areas of language learning, the program carefully considers lesson activities and appropriate up-to-date ESL materials which are specific to a particular group/class. Pull-out periods are assigned to

B. Programming and Scheduling Information--Continued

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

The 'pull-out' periods usually occur after the Literacy/Math blocks. These sessions are designed and scheduled with the new entrants and beginning ELLs receiving remediation, extension, and or enhancement language activities. ELLs in the intermediate and advanced levels focus more on English language refinement or in-depth activities such as word studies and spelling patterns and rules, vocabulary and reading comprehension activities and also writing process mini lessons to help them with their Literacy portfolios.

Following the mandates of both the Part 154 of the Commissioner's Regulations and the NYC DOE – Department of ELL initiatives, as it is described above, P.S. 92 is following a combined 'push-in'/'pull-out' model of instructions for the targeted ELL population in its Free Standing ESL program. To accommodate their language needs at the different proficiency levels and focus on specific language modalities and areas of language learning, the program carefully considers lesson activities and appropriate up-to-date ESL materials which are specific to a particular group/class. Pull-out periods are assigned to particular groups, e.g. advanced ELLs to follow up on their academic/content area learning: vocabulary development in contexts, concepts and processes become parts of their daily instructions using the available resources in the school library, the UFT Teacher Center, and the internet and its electronically transmitted information.

As every school admits every now and then students who are categorized as SIFE (Student with Interrupted Formal Education), it is essential that a component of the existing ESL program be devoted to assisting this type of students at every level of language proficiency to set the stage for their eventual mainstreaming in the regular classroom. To this end, our school will provide and devote small group or one on one assignment periods to maximize both social and academic learning of such category of ELLs. With the 'newcomers' group, flexible grouping not considering their mental ages/grade levels will be accommodated to explore creative ways of differentiating teaching, e.g. 'Buddy Readers', varied pacing with individual ELLs with anchor options, 'Think-Pair-Share' by readiness, interest, and learning profile, etc. This year, ESL program will try out low-prep differentiation activities and hopefully in the coming school year, high-prep differentiation activities will be implemented in class, within groups and individually.

Those ELLs who have been in the system for 3 years or more will be given rigorous lesson activities and are structured and thematic and the CITE after school program for the ELLs will prominently address this concern.. The AIS (Academic Intervention Services) program will also lend a hand in supporting this segment of the school's ELL population. Some accommodations will also be extended to some ELLs in terms of testing modifications to address their particular needs and situations. Enhancement in terms of continuing support is in order for those students achieving proficiency level where there is available resource and manpower.

The challenge of scheduling groups according to language proficiency levels vis a vis the mandated number of ESL instructional

minutes is always evident in the beginning of the school year for a school implementing only the Free Standing ESL program. To address this challenging time constraint, the school will try to fit in the push-in model for most of the ELLs across the grades with the most number of students in the classes. This will be done to meet the number of ESL minutes mandated for the ELLs at the different language proficiency levels. These periods will be followed up by the pull-out periods after the Literacy or Math blocks of the ELLs in their respective classes. The 'push-in' set up extends, scaffolds, and follows-up on the classroom Reading and Writing activities initiated by the classroom teacher during those blocks with support and remediated activities or enhanced independent related ESL activities/assignments from the ESL teacher. The 'pull-out' set up is frequently adhered to by the program in the latter part of the school year as it meets the mandated minutes of instructions each week not withstanding the different ages and grades of a particular language proficiency level grouping. For example, one may see a group of ELLs with 3 first graders at the intermediate level mingling with a third grade student at the beginning level and a second grade new entrant. As there are many other programs and school activities surrounding every ELL in the school, at P.S. 92, we strive to deliver the best quality ESL instructions we can offer to make their transitions and or exiting out of the ESL program a meaningful and rewarding one.

The Intensive English-Opening Doors Program, Grades K through 5 was phased out of the ESL program last school year as the consumable workbooks have been exhausted and some of the relevant contents and other information in the textbooks had been outdated. Two years ago, the school purchased Options Publishing's "Best Practices in Reading" at different levels. It was piloted by the ESL program two years ago and hopefully all other levels will be used for other ELL groupings as the materials have their interactive reading-writing features and make use of different comprehension strategies activities for reading. "Connecting Vocabulary" and "Hit the Ground Running" are being used too, by the ESL program for word study activities and to embellish the ELLs' lexicon with the different figures of speech like idiomatic expressions to enrich their English language learning. Two years ago, the school also purchased Sundance's multi-level "Comprehension Strategies Kits" to introduce the ELLs to the different techniques of understanding what they read. These new reading resources will be utilized again this academic school year to reinforce/scaffold the developing reading skills of the students in the program, especially the ELLs in the testing grades for both city and state-wide tests.

In the Project CITE (Content Instruction Through English) after school program, content or subject area, e.g. Science, Social Studies, etc. materials will be purchased again this school year to enhance the planned (by the ESL Content Focus group from previous 3 years) development and upgrade of resources like manipulatives, academic/content reference books for teachers, etc. that can be used by all other teachers in the school in the future.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Participating teachers in both regular Freestanding ESL and the Project CITE program are encouraged to attend the Teacher Center Partner Schools' Professional Development Mini-Conferences for Elementary and Middle School Educators for the Fall/Winter 2010-2011.

Accordingly, "drawing on current research and best practices, the UFT Teacher Center's professional development activities for educators are designed to deepen content knowledge and enhance pedagogical skills". These professional learning opportunities range widely and are very appropriate for the participating teachers of the CITE after school program. The following professional development workshops are being recommended: "Developing Standards-Based Science strategies to Support Student Learning", "Measure Up in the Pre K-5 Mathematics Classroom", Differentiating Instruction to Support English Language Learners", "Writing as Learning- A Content-Based Approach" to name a few. These are UFT-sponsored workshops, so they are free when the teachers register. The school has also an in-house professional development program on some given days and the teachers are required to attend, so this is another avenue of opportunity for

the teachers of ELLs.

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?

Parents of all ELLs are always informed and encouraged to attend and participate in all school-wide programs. Notices and calendars of activities are sent home as needed. Translation budget necessitates some of our parents to help in the translation of all major communication in Spanish and French. The school also enjoins parents of ELLs to participate in our celebration of holiday and cultural assemblies and programs participated in also by all our ELLs. Periodic parent activities sponsored by the Office of English Language Learners will also be disseminated to the parents and guardians of our ELLs.

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)	3	2	1	2	4	2								14
Intermediate(I)	0	6	0	0	2	3								11
Advanced (A)	0	0	4	3	7	2								16
Total	3	8	5	5	13	7	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	5		10
4	2	4	1		7

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		1				5
4	1		6		1		2		10
5									0
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		5				7
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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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

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

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.

Majority of our ELLs across the grades scored at the intermediate to proficient levels in the Listening/Speaking subtests of the previous year's administration of the NYSESLAT. About 75% of the target population scored at the intermediate and advanced levels overall across the grades. Less than a quarter of the school's ELL population scored at the beginning level, majority of which are the new entrants to the school/first year enrollees in the ELSS.

As in any ideal language program, all four modalities are addressed in deciding and implementing quality language instructions. The audio-lingual aspect of a language program always manifests itself in the beginning phase of second language acquisition for almost all language learners. The reading and writing components follow which are interrelated and connected. As such, writing pieces and other related end-products are expected to go to the ELLs' ESL portfolios. The greater weight of the first two modalities: listening and speaking always affects the implementation of lesson activities for the new ELLs in the early grades and beginners and is always the prime consideration. The focus is on the development of their social/daily functional language (to be able to express and negotiate their needs) BICS (Basic Interpersonal Communication Skills). Phonological and phonemic awareness are also key factors in developing language and their offshoots revolve around phonics activities, e.g. letter-sound relationships, rimes and onsets to more structured spelling patterns and rules lesson activities since these are the foundations for beginning reading of every language learner. Bearing in mind that no initial language acquisition is dependent on a particular or specific conceptual/theoretical framework, a multi-sensory approach based on the Orthon-Gillingham beginning reading program (being promoted by the Reading Reform Foundation) is used for the early childhood and beginning ELLs in their reading, spelling and writing activities. Using other ESL methodologies and approaches that tie in and or support the NYC DOE's Balanced Literacy, other language activities are presented which focus more on the enhancement of both reading and writing modalities with specific gradations and modifications of difficulties which result in differentiated instructions across all language proficiency levels and groupings of ESL classes both during the push-in and pull-out periods.

There are no available comparable data as to how our ELLs might be performing if tested in their native languages in consideration of assessment or performance data in the content areas. With the adoption though of the Project CITE (Content Instruction Through English) After School program (now on its year) under the Title III funding, pertinent data will hopefully be collected to address this area of assessment or performance data analysis in the academic/content areas of language acquisition of the ELLs in our school. However, data are available in subject areas like Science and Social Studies for some ELLs in the ESL program who took the tests in the previous years and this aggregate of information may be helpful in comparing ELLs in the same program population in the testing grades and also to other existing ELL programs in other schools in the district and or across the city-wide ELL population.

This school year as it was in the last, individual ESL monthly goals will be created and implemented to monitor each student's progress in all four modalities of language development vis a vis the ELA/ESL standards. Corresponding monthly assessments on unit, segment, or module of lesson activities will be administered to gather realistic data on each ELL's language needs and interests to better support their language learning.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		