



SHORACKAPPOCK ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SHORACKAPPOCK SCHOOL, DISTRICT 6,
ADDRESS: 512 WEST 212 STREET
NEW YORK N. Y. 10034

TELEPHONE: (212)927-2870
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M098 **SCHOOL NAME:** Shorackappock P.S. 98 M

SCHOOL ADDRESS: 512 West 212 Street, New York, N.Y. 10034

SCHOOL TELEPHONE: 212-927-7870 **FAX:** 212-569-1827

SCHOOL CONTACT PERSON: Maritza A. Rodríguez **EMAIL ADDRESS:** MRodriguez23

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rocio Rojas

PRINCIPAL: Maritza A. Rodríguez

UFT CHAPTER LEADER: William Guerrero

PARENTS' ASSOCIATION PRESIDENT: Elizabeth Alvarez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** CFN 601

NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Martha Madera

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
Ms. Maritza A. Rodríguez	*Principal or Designee	
William Guerrero	*UFT Chapter Chairperson or Designee	
Elizabeth Alvarez	*PA/PTA President or Designated Co-President	
Rocio Rojas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Crucy García	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mercedes Paulino	CBO Representative, if applicable	
Wendy Reyes	Member/Parent	
Ivette Jimenez	Member/Parent	
Rissi Marin	Member/Parent	
Magda Rojas	Member/Teacher	
Eulalia Diaz	Member/ Teacher	
Wanda Hall	Member/Teacher	

(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.

Shorackapock Elementary School (P98M) a multi cultural school located in the Inwood section of Manhattan, New York. The surrounding community is home to a large Dominican population with smaller established Irish American, African American and Jewish American populations. There are also new immigrants from various countries including: Mexico, Puerto Rico, countries in South America, countries in Europe and East Asia.

Our vision is to increase the **sign** by having a school wide focus on critical thinking in all content areas to prepare our students for college readiness. 50% of our students are English Language Learner; parents are given the option of Dual Language or Bilingual program for their child.

Our School is comprised of:

- Three (3) Pre-K classes
- Five (5) kindergarten classes, (1 Monolingual, 1 self –contained ESL, 2 Dual-Language, 1 monolingual (CTT))
- Five (5) first grade classes (2 dual-language, 1 monolingual CTT, 2 monolingual)
- Six (6) second grade classes (2 dual language, 2 monolingual, 1 monolingual G&T, 1 monolingual CTT)
- Four (4) third grade classes (1 G&T, 1 dual language, 1 CTT monolingual, 1 monolingual)
- One (1) Monolingual Special Education 3/4 class
- One (1) Monolingual Special Education 4/5 class
- One (1) Bilingual Special Education 4/5 class
- One (1) 3-4 Transitional Bilingual Bridge Class
- Three (3) fourth grade classes (1 dual-language G&T, 2 monolingual)
- Three (3) fifth grade classes (1 transitional bilingual, 2 monolingual)

As of 2005, PS 98 implemented the **America's Choice Schools** model, a scientifically researched and proven standards-based program for literacy and mathematics. Teachers and support staff receive ongoing professional development from supervisors, literacy coaches and our CFN (Children First Network). Literacy professional development for teachers includes training in the workshop model of a balanced literacy block, in maximizing instruction for English Language Learners, in unit planning using the CCSS (Common Core State Standards) as the foundation of the curriculum, and in organizing the classroom to create an effective teaching and learning environment.

For the 2010-2011 school year, we will continue to implement the balanced literacy/workshop model. All classroom teachers received the America's Choice support materials and the CCSS for their grade level.

Dual language classes are self-contained and follow a 50/50 language allocation model. Teachers receive ongoing staff development. The dual language classes will receive monies for libraries and instructional materials.

Our transitional Bilingual programs provide a standards' based, rigorous curriculum to our ELLs as they transition to an English only environment by providing support in their home language.

PS 98 also offers a Gifted and Talented program. The Gifted and Talented program at P.S. 98 provides appropriately challenging, standards' based learning experiences. Teachers in our Gifted and Talented program are expected to participate in on-going professional development.

Our school offers many support services to students and parents. We have a Parent Coordinator, three (3) Family Workers, two full-time Guidance Counselors, one full time Social Worker, one part-time Social Worker, one Psychologist, one part-time Special Education Guidance Counselor, and a Dean of Discipline. To address the academic needs of our students we have an AIS teacher, (two licensed reading teachers and one math teacher). There are also three ESL teachers. To support our teaching staff we have a Literacy Coach and a Math Coach. Our teachers have on-going professional development opportunities both in-house and from outside sources.

Our Special Education services maintain high expectations and follow a standards' based curriculum. We keep our students' individual needs first and foremost in mind and offer them a variety of services including C.T.T. (Cooperative Team Teaching) and self-contained classes, SETSS (Special Education Teacher Support Services), Occupational Therapy, Physical Therapy, and Speech Services.

The school has developed an Academic Intervention Service team comprised of 1 Literacy Specialist, and three (3) English as a Second Language (ESL) teachers. A certified reading teacher will support identified students at risk in E.L.A. During the Balanced Literacy Block a Tier I Model will be followed. A Tier II model would target students identified by the Reading Specialists and classroom teachers, and they will receive remedial services including the Wilson program. E.S.L. teachers will provide services to all students who have yet to meet proficiency in the NYSESLAT.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the CCSS standards in ELA, mathematics, science, and social studies. All Grade 3-5 students performing at Levels 1 and 2, and Early Childhood students deemed to be at risk (including students in special education and English Language Learners) will receive targeted services.

Professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principal, UFT, Teachers and Coaches. Coaches model lessons and confer individually with teachers to provide individualized support as needed. Cluster teachers will meet during the 2010/2011 school year to plan for an integrated arts/science/technology/movement curriculum.

The school's Enhanced Pupil Personnel Team, represented by administration, guidance counselors, family workers, and support personnel tailor pupil personnel services and policies to meet the needs of our educational community. The Special Education Team, represented by administration, school psychologist, SETSS teacher, IEP teacher and special service providers, meet regularly to discuss and address the needs of students who have Individualized Educational Plans. The Family Support Team focuses on promoting parent involvement, creating individual intervention plans, implementing attendance plans, and integrating school and community resources.

Classrooms are equipped with computers and wired for Internet access. All classrooms in grades 3-5 have smartboards, in addition, there is a Library Media Center. Staff development will continue to integrate technology in the classroom. There will be on-going training in the use of Smart Boards.

At P.S. 98 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful educational program. Parents volunteer for school activities such as morning duty, and coordinate many activities including school picture day. We increased parental involvement in 2009-2010 and will continue our efforts to maintain this trend during the 2010-2011 school year. P.S. 98 has a Parent Coordinator as required by the new initiative of the New York City Department of Education. As part of an overall plan to improve communication between parents and school personnel, our School Leadership Team (SLT) will meet on a regular basis to assess the implementation of our C.E.P.

The Parents Association and the Parent Coordinator, along with the SLT planned a volunteer drive in September, with all of the necessary paperwork, as well as a menu of choices for volunteering. These parents

have received professional development by Learning Leaders both on and off site. P.S. 98 collaborates with several outside agencies, Chess in the Schools, Urban Voices (Metropolitan Opera), Park Ranger, Cornell Cooperative Extension, and Carmel Hill.

We believe that a strong home school connection leads to student achievement. In order to maintain this connection we offer our parents a variety of workshops and classes including:

- How to support your children through Read Alouds
- How to use positive reinforcement to discipline your children
- General Equivalency Diploma
- English as a Second Language
- College level courses by the Universidad Nacional de Pedro Henriquez Ureña (UNPHU)

Our parents are very active and dedicated in building our school community. They, in collaboration with PS 98 staff, have organized Fall & Spring Festivals, Family Fun Night, Annual Holiday trips to Sesame Place, and an annual Parent Conference, where parents attend workshops of their choice. Our Parent Coordinator collaborates with the Parents' Association and also provides ongoing support for all parents.

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:	PS O(8 Shorackappock				
District:	6	DBN #:	06M098	School BEDS Code:	210600010098

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	53	54	53		93.2	93.7	93.7		
Kindergarten	109	118	105						
Grade 1	101	98	116	Student Stability: % of Enrollment					
Grade 2	112	99	97	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	133	112	98		92.7	90.5			
Grade 4	107	132	98						
Grade 5	0	0	126	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		100.0	97.2	97.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	10	0		
Grade 12	0	0	0						
Ungraded			4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	618	613	697		25	32	42		
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	32	33	34						
No. in Collaborative Team Teaching (CTT) Classes	6	12	17	Principal Suspensions	24	15	6		
Number all others	26	26	25	Superintendent Suspensions	15	12	4		

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	0	0	0
# in Trans. Bilingual Classes	138	174	91	Early College HS Participants	0	0	0
# in Dual Lang. Programs	45	82	92				
# receiving ESL services only	133	143	171	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	12	48	(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	51	54	57
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	17	17	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	11
	0	0	11				
				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	100.0	100.0	100
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	84.3	77.8	94
Black or African American	1.6	1.6	1.9	Percent more than five years teaching anywhere	80.3	77.8	94
Hispanic or Latino	97.6	96.2	94.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	1.0	1.4	Percent Masters Degree or higher	90.0	89.0	96
White	0.5	1.0	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.5	82.2	
Multi-racial							
Male	52.3	49.9	50.1				
Female	47.7	50.1	49.9				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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:	X	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
Student Groups							
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	X	√	-				
Limited English Proficient	X	√					
Economically Disadvantaged	√sh	√					
Student groups making AYP in each subject	3	5	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 – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	48.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	4.8	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	4.8	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	34.8	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
<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?
-

P.S. 98 has been identified as a School In Need of Improvement in the focused category of ELA. Our English Language Learners and Special Education subgroups were identified for not meeting AYP. Our school highlights and celebrates our accomplishments but is also aware of our areas of growth.

Significant Aids and Accomplishments

- Effective systems and structures for gathering and analyzing data to better understand the learning needs of students are in place.
- Whole school goals are clearly and effectively shared with all stakeholders to focus the community on school improvement and to direct classroom planning.
- Data is used strategically to make key decisions in budgeting, staffing, and scheduling for school improvement purposes.
- Teachers meet regularly to use data to identify strengths and weaknesses in content areas and adjust how they group students for instructional purposes.
- The school is using data to provide differentiated professional development to improve teaching and learning.
- The principal and assistant principal effectively observe teachers in their classrooms and provide feedback to improve instruction.
- High expectations are effectively and clearly communicated to students and their parents.
- Committees will be created to address issues pertaining to identified areas of need (ie. CCSS Alignment Committee, Bilingual Committee). These committees meet regularly.
- The learning environment throughout the building is safe and orderly. Teachers have a good rapport with students. There is mutual respect between students as well as between students and teachers.
- There is evidence of a print-rich environment – word walls and student/teacher generated posters.
- There is evidence of a consistent process for formal and informal observations.
- The process established for professional growth is evidenced by the autonomy given to the school's instructional teams, which allows teachers to collaborate on pedagogy and content.
- The school exhibits a positive learning environment. There is an atmosphere of mutual respect, and students are well behaved.
- There is evidence of school-wide collaborative teacher teams (professional learning communities) and of a uniform grading policy.
- The school provides extended day activities that are utilized by students.

- Organizational structures to support students are in place. There is strong evidence of outreach to community based organizations (CBO) for student enrichment and support.
- There is evidence of safety nets for students and families.
- Scheduling and programming are firmly in place.
- There is strong evidence of home-to-school partnerships.
- There is evidence of regular team planning meetings.
- Classroom libraries are well stocked and appropriately leveled.

Challenges or Barriers

The findings of a comprehensive needs assessment, which included both formal and informal sources, resulted in the identification of several priorities for improving student performance. Our school is working towards improving the following:

- Developing consistency in the way teachers utilize data to set targets and measure achievement to determine progress at regular intervals.
- Providing written feedback on assignments to students to ensure that parents and students understand what needs to be improved.
- Providing all teachers with opportunities to visit other classrooms to see what good teaching and learning look like when instruction is effectively differentiated.
- Continuing to improve communication between administrative staff, teachers, students, and parents.
- Continuing to implement effective strategies to address the large number of students lacking foundational skills in both reading and mathematics.
- Continuing to improve instruction for special education students by increasing opportunities for inclusion into the general education program.
- Continuing to provide intensive professional development for teachers (in general education) in specialized strategies to meet the needs of special populations.
- Continuing to implement effective strategies for meeting the needs of our ELL population.
- Providing continuous training for teachers in the Gifted and Talented program.
- Providing more enrichment opportunities for to the general school population.
- Continuing to provide targeted intensive reading and math instruction in afterschool programs for identified students.
- Providing additional training and support to Bilingual classes (Both T.B. and D.L.)
- Analyzing data to determine the skills that should be taught through differentiated instruction.
- Consistently using formative and summative assessments to modify instructional programs for identified subgroups.
- Engaging in school-wide communication and discussion of root cause analysis and interpretation of related data is very limited.
- Aligning the curriculum, instruction and assessments with the State Learning Standards and Performance Indicators.
- Creating curriculum maps which align to the CCSS.
- Incorporating challenging tasks and activities which require higher order thinking skills as related to the NYS Learning Standards.
- Ensuring differentiation in classroom instruction.
- Implementing a consistent plan-assess-adjust cycle, resulting in a clear process for the development of the school's Comprehensive Educational Plan (CEP).
- Creating a needs-based, results-driven resource allocation, especially in the area of technology.
- Developing a comprehensive differentiated professional development plan that meets the needs of all teachers, and is informed by data analysis and teacher observations.
- Focusing extensively on professional development for ESL teachers.

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 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 presumably be aligned to the school's annual goals described in this section.

Goal #1

To provide effective literacy instruction that will improve students' reading comprehension skills in English and Native Language (Spanish) for students in Dual Language and Transitional Bilingual programs.

- By June 2011, all students in grades K-5 will improve their reading levels. In grades K-2 students will improve at least four proficiency levels in Fountas and Pinnell; in grades 3-5 students will improve at least two proficiency levels in Fountas and Pinnell as measured by the DRA (Development Reading Assessment), EDL (Evaluación del Desarrollo de la Lectura), or ECLAS-2.
- By June 2011, 85% of the students in grades 4 and 5 will demonstrate a minimum of one year's plus progress as measured by the NYS ELA Examination.

Goal #2

To enhance the quality of student writing by:

- By June 2011, 75% of the students' written pieces will meet the Common Core State Standards (CCSS) as measured by our Response to Literature Writing Assessment (WA) rubric.

Goal #3

To build critical thinking skills in math through problem solving.

- By June 2011, 55% of student math portfolio tasks will include extended response questions aligned to grade level performance standards.
- By June 2011, 85% of the students in grades 4 and 5 will demonstrate a minimum of one year's plus progress as measured by the NYS Mathematics Examination.

Goal # 4

To increase the number of students meeting the Science State Standards.

- By June 2011, 70% of students in Grades 1-5 will meet science state standards through the implementation of FOSS Core Curriculum and Hartcourt Science program in both classrooms and science labs as measured by the task performance rubric at the end of each unit.
- Grades 2-5, 70% of students will meet grade standards in the Task Performance Rubric at the end of each Science unit.
- By June 2011, 70% of all 4th grade students will meet grade standards on the NYS science test.

Goal # 5

To increase student proficiency in technology.

- By June 2011, 85% of all 5th Grade students will create and present an exit research project using Technology.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide effective literacy instruction that will improve students’ reading comprehension skills.</p> <ul style="list-style-type: none"> ▪ By June 2011, all students in grades K-5 will improve their reading levels. In grades K-2 students will improve at least four proficiency levels in Fountas and Pinnell; in grades 3-5 students will improve at least two proficiency levels in Fountas and Pinnell as measured by the DRA (Development Reading Assessment), EDL (Evaluacion del Desarrollo de la Lectura), or ECLAS-2. ▪ By June 2011, 85% of the students in grades 4 and 5 will demonstrate a minimum of one year’s plus progress as measured by the NYS ELA Examination.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will have access to instructional resources such as professional texts, children’s books, and technology in order to support instruction in the Professional Development Resource Center. ▪ Teachers will sign for materials borrowed from the resource center so that coaches may collect data as to the needs of the staff. Title I funds will be allocated to purchase professional texts for the Professional Development Resource Center. ▪ A schedule will be planned and funds will be allocated to facilitate planning time for professional development for administrators and teachers to ensure that the standards for planning and instruction are met. ▪ Coaches will create a professional development priority list for the year. ▪ Grade level teachers will meet to analyze student work and identify strategies to improve student performance. ▪ Teachers will participate in grade level meetings to discuss best instructional practices. ▪ Grade facilitators will be part of the instructional team and meet with the cabinet on a monthly basis to determine the professional development needs for their grades. ▪ Teachers will participate in a book study to discuss and develop strategies for effectively teaching writing to the English Language Learner. ▪ A book study will be facilitated by the Assistant Principal. The book <i>An introduction to Bilingual Education by Ofelia Garcia</i> will be the primary resource. ▪ Intravisitations will be scheduled so that teachers may view best instructional practices. ▪ Workshops will be provided for dual language teachers on conventions of the Spanish Language.

	<ul style="list-style-type: none"> ▪ Workshops will be provided for teachers in language features in both English and Spanish. ▪ Professional learning teams will continue to meet twice a month to review data (DRA, EDEL, ECLAS 2), identify an instructional focus, plan assessments, implement instruction, analyze results and share results with colleagues. ▪ An America's Choice consultant, experienced in literacy instruction, will provide support for teachers through group planning, lesson demonstration, and individual coaching. ▪ Coaches will develop binders with best practices and samples of student work in ELA and Math. ▪ Administrators will conduct frequent walkthroughs of classrooms and provide feedback to staff members. ▪ Teachers will participate in a best practice fair.
<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>Staffing: Principal, Assistant Principal, Literacy Coach, classroom teachers, and AIS reading teachers. Resources: Guided and Shared reading materials, professional literature, Literacy Units of study and Common Core Standards. Funding Sources: Tax Levy Fair Student Funding, Title I SWP, Title III, IDEA, TitleII * possible book donations through Donorschoose.com</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"> ▪ DRA, EDEL, ECLAS-2 assessments, will be utilized three times a year to monitor improvement in reading levels according to Fountas and Pinnell. ▪ America's Choice Monitoring Reading data sheets will be distributed to assess student growth school wide, across grades and in individual classes. ▪ Lesson plans, conferring notes, written by teachers during guided reading will be reviewed periodically to gage differentiation strategies & grouping & student growth. ▪ Samples of running records will be collected to review student progress as they improve their proficiency levels in Fountas and Pinnell.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELA Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance the quality of student writing.</p> <ul style="list-style-type: none"> ▪ By June 2011, 75% of the students’ written pieces will meet the Common Core State Standards (CCSS) as measured by our Response to Literature Writing Assessment (WA) rubric.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ A schedule will be planned and funds (SINI and Fair Student Funding) will be allocated to facilitate planning time for professional development for administrators and teachers to ensure that the standards for planning and instruction are met. ▪ Funds (SINI) will be allocated for after school planning session where staff members will revise our writing units of study to incorporate the CCSS. ▪ Professional Development will be provided to teachers giving them an overview of the CCSS. ▪ Teachers will receive professional development on how to integrate the CCSS within the units of study in writing and develop appropriate teaching points. ▪ Professional development will be provided to support the teachers in implementing the Write Program. The Write Program will support students in Grades 3-5 in conventions of writing. ▪ Teachers and literacy coach will attend workshops provided by CFN. ▪ Teachers will participate in the Performance Assessment Pilot to create performance based assessments, align writing to CCSS, and support teachers in implementing quality writing instruction. ▪ The sequence of the units of study will be revised taking into account the developmental stages of grades K-2 and the NYS assessment in grades 3-5. ▪ Teachers will participate in a book study to discuss and develop strategies for effectively teaching writing to English Language Learners. Strategies learned will be shared with all teachers throughout the school to benefit struggling writers. <u>When English Language Learners Write</u> by Katherine Davies Samway will be used. ▪ The literacy coach and teachers will refine writing rubrics in order to assess student writing and address all ELA CCSS for their grade. ▪ The literacy coach will develop a writing assessment after determining the expectations for writing a response to literature piece using the CCSS. ▪ A concrete focus will be developed for each argument piece (response to literature) written in

	<p>every grade to establish that the text type is grade appropriate.</p> <ul style="list-style-type: none"> ▪ Professional development will be provided on how to assess students' writing by using the revised Writing Assessment (WA). ▪ Teachers will be supported in the implementation of the WA by being familiarized with the assessment across grade levels. This will provide them with an understanding of how the WA is scaffolded vertically. ▪ Teachers will participate in grade meetings to discuss best instructional practices in writing. ▪ Writing Assessment (WA) will be administered three times a year, data collected and analyzed. ▪ Administer, collect and review data from the WA. ▪ Collect exemplars of student work that meet appropriate standard level 1, 2, 3 or 4, in the WA across grades K-5. ▪ Teachers will analyze students' writing pieces during meetings to ensure that there is evidence of student proficiency in each genre. ▪ Teachers and members of the administrative staff are engaged in regular professional development to develop strategies and techniques to improve student writing. ▪ Teachers will analyze their students' results for each genre of writing to determine overall class improvement in writing. ▪ Intervisitations will be scheduled so that teachers may view best practices in teaching writing. ▪ Students will display their writing in different genres during literacy celebrations. ▪ Administrators will conduct frequent walkthroughs of classrooms and provide feedback to staff members. ▪ Administrators and support staff from the CFN Network will provide feedback regarding the effectiveness of instruction and the expectations for writing ▪ An America's Choice consultant, experienced in content area writing will provide support for teachers through group planning, lesson demonstration, individual coaching and intervisitations. ▪ Bilingual and dual language classes will produce written pieces in both English and Spanish. ▪ Students will maintain portfolios of their writing. ▪ Portfolios will be maintained for both languages, English and Spanish, in dual language and bilingual classes.
<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>Staffing: Principal, Assistant Principal, Literacy Coach, classroom teachers, and AIS reading teachers. Resources: Literacy Units of Study, Common Core Standards, professional literature, data summery sheets, and diagnostic writing assessments. Funding Sources: Tax Levy Fair Student Funding, Title I SWP, IDEA, Title II * possible book donations through Donorschoose.com</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"> ▪ Writing Assessment will be administered three times a year to monitor improvement in writing. ▪ Writing Assessment checklist will provide evidence of students' growth in writing. ▪ Student portfolios will contain written pieces in all genres that will demonstrate student growth in writing. ▪ Rubrics that are aligned to CCSS will be used to assess students written pieces. ▪ Writing assessment results will be used to access student growth schoolwide, across grades

	and in individual classes three times a year.
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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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To build critical thinking skills in math through problem solving.</p> <ul style="list-style-type: none"> • By June 2011, 55% of student math portfolio tasks will include extended response questions aligned to grade level performance standards. • By June 2011, 85% of the students in grades 4 and 5 will demonstrate a minimum of one year’s plus progress as measured by the NYS Mathematics Examination.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will engage in group planning utilizing the Common Core State Standards (CCSS) and students’ performance results from the NYS. ▪ Align the CCSS in Math to the Everyday Math curriculum to assess whether all content strands are addressed. ▪ Standardized Assessment and the Predictive Assessments results will be analyzed to address the areas of need for our students. ▪ Teachers will engage in professional development to strengthen their understanding of the Common Core State Standards. ▪ The math coach will facilitate meetings so that teachers can analyze extended response questions, and results. ▪ Professional development will be provided to provide teachers with an overview of the Problem Solving Process. ▪ P.D will be provided in analyzing checklist for unit tests and re-teaching skills were skills were not met.

	<ul style="list-style-type: none"> ▪ The math coach will provide professional development in using the scoring rubric to score extended response questions. ▪ Teachers will be provided professional development sessions via the CFN and the math coach. ▪ Students will use manipulatives to explain word problems. ▪ Students will be explicit in explaining their thinking in solving math problems. ▪ The students will be able to analyze their own thinking when responding to math questions. ▪ Game Night will be planned so that parents have an opportunity to understand the purpose of math games. ▪ Provide workshops for parents on using ARIS to analyze data. ▪ Parents will receive math manipulatives and will participate in workshops to learn how to utilize manipulations at home with their children. ▪ Create a system to communicate student progress to parents. ▪ Buckle Down Math by Options Publishing will be purchased with Title III funds for the Title III After School program.
<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>Staffing: Principal, Assistant Principal, Math Coach, and classroom teachers. Resources: Everyday Math curriculum, Options, Buckle Down Math, and America's Choice Math Navigator Funding Sources: Tax Levy Fair Student Funding, Title I SWP, Title III</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"> ▪ Recording sheets and unit checklists will provide evidence of how teachers are tracking students' performance. ▪ Math portfolios will include students' open ended responses that assess critical thinking using standards' based rubrics and include teacher's descriptive feedback.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students meeting the Science state standards.</p> <ul style="list-style-type: none"> ▪ By June 2011, 70% of students in Grades 1-5 will meet science state standards through the implementation of FOSS Core Curriculum and Hartcourt Science program in both classrooms and science labs as measured by the task performance rubric an the end of each unit. ▪ Grades 2-5, 70% of students will meet grade standards in the Task Performance Rubric at the end of each Science unit. ▪ By June 2011, 70% of all 4th grade students will meet grade standards on the NYS science test.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ All classes will implement the Foss Science Core curriculum and the Hartcourt Science program. ▪ Science content will be integrated, where possible, into the Balanced Literacy Block. ▪ Maintain Science Lab and Science Cluster teacher. ▪ Inform parents of the units of study through a Parent Letter to be sent prior to the beginning of each unit. ▪ Unit Assessments will be administered at the end of each unit by the classroom teachers (grades K,1 ,and 2) and the Science cluster teacher (grades 2,3, and 4). ▪ Inquiry based assessments will be administered in the Science Lab. ▪ Assessment data will be used to group students. ▪ Science cluster will maintain data binders and communicate with classroom teachers. ▪ Students will be encouraged to use Independent Research Method (IIM) to engage in individual and group science research projects. ▪ Smart Board technology will be incorporated into the science lab.

<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>Staffing: Principal, Assistant Principal, Literacy Coach, Math Coach, Science Cluster and classroom teachers. Resources: FOSS Core Curriculum and Scott Foresman Science Program Funding Source: Tax Levy Fair Student Funding, Title I SWP, NYSTL funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth in science content and process as measured by formal and informal assessments, science fair, and research projects.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student proficiency in technology.</p> <ul style="list-style-type: none"> ▪ By June 2011, 85% of all 5th Grade students will create and present an exit research project using Technology.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Students in grades K-2 will experience age appropriate instruction in keyboarding via <i>Type To Learn Junior</i> (Academic Version) by Scholastic. ▪ All classes grade 3-5 will have access to a computer (classroom or computer lab) to publish their final work of the unit of study for ELA, Science, social studies, or math. ▪ Technology will be integrated in research for Math, Science Social Studies or ELA research paper using the Internet or other educational software where possible. ▪ Maintain the computer lab and purchase website subscriptions to educational websites and software that will help the students bridge the digital divide. ▪ Teachers will participate in training in the use of the laptops so that they can use the laptop-cart in their classrooms.

	<ul style="list-style-type: none"> ▪ The use of laptops will be implemented in the classrooms so that the students and the teacher will be able to complete their papers. ▪ Smart Boards will be purchased for upper grades ▪ Professional development will be provided to teachers in the use of Smart Boards.
<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>Staffing: Principal, Assistant Principal, Technology Cluster and classroom teachers. Resources: Funding Source: Tax Levy Fair Student Funding, Title I SWP, NYSTL funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ The use of kid friendly educational websites will be used to produce documents, such as powerpoint presentations, do research to write reports using guided questions. ▪ The use of online quizzes will be used to assess student growth and understanding of the use of technology and their application of it.

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	4	0	0	0
2	0	0	N/A	N/A	3	0	0	0
3	15	0	N/A	N/A	8	0	0	0
4	35	0	N/A	N/A	6	0	0	0
5	37	0	N/A	N/A	6	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Certified reading teachers provide support to students functioning well below grade level. They use a push-in model during the Balanced Literacy Block and a pull-out model of small groups of students during other parts of the day.</p> <p>Small group work is focused on scaffolding tasks to meet the needs of children having difficulty with grade level work.</p> <p>The AIS Program focuses on targeting students who work in a small group setting. Guided reading is implemented during this time. Reading comprehension strategies, vocabulary development, and grammar are the main focus during these instructional periods. Time is allotted so students engage in class discussions that pertain to their reading and support the genre being used in their current class.</p> <p>The AIS team uses a variety of programs to support the small group instruction model. Some of these programs are:</p> <p>The WILSON reading program is used to develop basic decoding and writing skills. Vocabulary and fluency are also components of the program.</p> <p>The VOYAGER Program focuses on reading, comprehension, vocabulary development, word study and fluency.</p> <p>The WRITE! Program is used as a supplemental tool to reinforce writing mechanics and further develop knowledge of grammar, editing skills, and evaluation of students' written work.</p>
Mathematics:	
Science:	

Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	The School Psychologist does not provide at risk services at the present time.
At-risk Services Provided by the Social Worker:	Social work services will include counseling for students at risk of academic failure as needed. Social Workers will provide consultation services to parents, including referral to outside agencies.
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.

**Shorackappock Elementary School
512 West 212 Street
New York N.Y. 10034
212.927.7870**

Ms. Maritza A. Rodríguez

Principal

Ms. Dafne Sánchez-Aldama

Assistant Principal

Language Allocation Policy for Dual Language Programs

Our language allocation policy is as follows:

1. Kindergarten, first, and second grades will follow a 50-50, alternate-day model.

- Instruction will be delivered in L1 on day 1.
- Instruction will be delivered in L2 on day 2.

2. Third, Fourth and Fifth grade will follow a 50-50 model, on alternate weeks.

Week 1

- Instruction will be delivered in L1 in the mornings
- Instruction will be delivered in L2 in the afternoons

Week 2

- Instruction will be delivered in L2 in the mornings.
- Instruction will be delivered in L1 in the afternoons.

3. Classrooms will be color coded as follows:

- Black for English
- Red for Spanish

- III. Teachers will post a sign on their doors to announce to visitors and students the language of the day.
- IV. Libraries will be separate and clearly labeled.
- V. Students will publish in both languages.
- VI. Students will be assessed in both languages in reading, writing, and math.
- VII. Bulletin Board will reflect work done in both languages.

Language Allocation Policy for Transitional Bilingual Programs

Our language allocation policy for Transitional Bilingual classes is as follows:

1. Literacy instruction: English Language Arts using ESL methodologies/Spanish Language Arts.
2. Social Studies and Science: English/Spanish alternating days (RIGOR will be used on English days for new arrivals and Beginners)
3. Math: Spanish

									Extended
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Day
	8:00-8:45	8:45-9:30	9:30-10:15	10:16-11:01 <i>(10:16-11:06)</i>	11:07-11:52 <i>(11:08-11:58)</i>	11:58-12:43 <i>(11:59-12:49)</i>	12:50-1:35	1:35-2:20	2:20-3:10
Monday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	Spanish	
Tuesday	English	English	English	English		English	English	English	
Wednesday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	Spanish	
Thursday	English	English	English	English		English	English	English	
Friday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	Spanish	

									Extended
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Day
	8:00-8:45	8:45-9:30	9:30-10:15	10:16-11:01 (10:16-11:06)	11:07-11:52 (11:08-11:58)	11:58-12:43 (11:59-12:49)	12:50-1:35	1:35-2:20	2:20-3:10
Monday	English	English	English	English		Spanish	Spanish	Spanish	
Tuesday	English	English	English	English		Spanish	Spanish	Spanish	
Wednesday	English	English	English	English		Spanish	Spanish	Spanish	
Thursday	English	English	English	English		Spanish	Spanish	Spanish	
Friday	English	English	English	English		Spanish	Spanish	Spanish	

Sample Schedule for Transitional Bilingual classes grades 3-5
 Grades 3-5 Alternating Weeks AM/PM (Monday of the following week would begin with Spanish)

									Extended
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Day
	8:00-8:45	8:45-9:30	9:30-10:15	10:16-11:01 <i>(10:16-11:06)</i>	11:07-11:52 <i>(11:08-11:58)</i>	11:58-12:43 <i>(11:59-12:49)</i>	12:50-1:35	1:35-2:20	2:20-3:10
Monday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	English	
Tuesday	English	English	English	English		Spanish	Spanish	English	
Wednesday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	English	
Thursday	English	English	English	English		Spanish	Spanish	English	

Friday	Spanish	Spanish	Spanish	Spanish		Spanish	Spanish	English	
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CR Part 154 (A6) 2009-2010 Program Description

School District: 6 Type of Program: Bilingual ESL Both

School Building: Shorackappock Elementary School/P.S. 98 No. LEP Students Served 2010-11: 301

Name of Principal: **Maritza A. Rodriguez** Principal's Signature: _____

2009-10 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION

(Not to exceed two pages)

I: Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

Shorackappock Elementary School/P.S. 98 is a Pre-K- 5 public school that serves the families zoned for our school from District 6. PS 98 has a large population of English Language Learners and will offer the following bilingual programs in the fall of 2009:

- **Eight (8) dual language classes** in grades K, 1, 2, 3, & 4. All self contained.
 - 7 in general education: 2 in Grade K; 2 in Grade 1, 2 in Grade 2 and 1 in Grade 3.
 - 1 in G&T: 1 grade 4
- **Four (4) transitional bilingual classes**, two in grade 4 and one in grade 5.
 - 3 in general education
 - One of these are in Special Education 12:1:1
- **Nineteen (19) Monolingual classes** where free standing ESL is received by ELLs.
 - In **General Education** there are:
 - 3 classes in Kindergarten
 - 3 classes in Grade 1
 - 4classes in Grade 2
 - 4 classes in grade 3
 - 3 in Grade 4
 - 2 in Grade 5
- **TWO (2) of the nineteen monolingual classes are in Special Ed 12:1:1**
 - 1 in grades 3/4
 - 1 in grades 4/5
- **Four (4) of the nineteen monolingual classes are CTT**
 - 1 in grade K
 - 1 in grade 1
 - 1 in grade 2
 - 1 in grade 3

Instructional program:

Both transitional and dual language classes will be taught by fully certified bilingual teachers who are responsible for conducting the instruction in both English and Spanish. All transitional bilingual classes are organized heterogeneously to encourage peer interaction and support.

- o Dual language classes will adhere to a 50/50 language allocation policy.
 - § Grades K-1 will alternate languages everyday (one day in Spanish, next day English, Spanish etc. Grades 3-5 will have English and Spanish AM and PM cycles.
- o Transitional Bilingual classes will adhere to the appropriate language allocation of units according to each student's NYSESLAT scores.
 - Balanced literacy, the Readers and Writers Workshop approach, is implemented in grades K-5 where students will be instructed in large and small groups as well as individually. All staff members have received copies of the current units of study in literacy.
- o In grades K-5 bilingual classes, literacy is taught in both English and Spanish as per the class language allocation policy.
- o ELLs in Monolingual classes are served by an ESL licensed teacher that pushes in according to the number of units the individual ELLs require. The literacy program includes a period for skill building in English which will introduce ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context.
 - Instructional strategies depend on the required units according to the NYSESLAT scores. Teachers will facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short time segments; assess informally based on curriculum; build fluency (high frequency words) as well as teach via tactile vocabulary development. Teachers will combine kinesthetic with phonemic awareness; provide for partner reading.
 - All classes follow the Everyday Math series. Math will be taught using problem solving and task analysis strategies. They will implement the to, with, and by teaching strategy. They will use explicit vocabulary building and recurrent informal assessments. Teachers will monitor progress through group and individual unit assessments and portfolios. They will reinforce concepts through games, math journals, open response questions and a variety of tactile strategies.
 - The Foss Core Science (3-5) curriculum and Scott Foresman K-5 Supplemental Science program are used. The Harcourt Social Studies program is used for grades K-3. The Social Studies core curriculum is used in grade 4 & 5. Teachers will facilitate peer tutoring, teach how to pick out the main idea of the text and justify it, use KWL and use visual cues.
 - The following strategies will be used for all subject areas:
 - o Graphic organizers such as semantic mapping, story maps, concept maps,
 - o Cooperative learning, practicing paraphrasing and retelling, relating reading to student experiences, prediction, and visualization of a story (draw a scene, plot, etc.).
 - o Individual conferencing with the teacher, think-alouds used with reading, explicit teaching of text structure, chunking and questioning aloud, daily re-looping of previously learned material, and use of native language support.

II: Parent/community involvement

- Parents will attend Open House in September which will provide them with an overview of the academic year and the expectations for their child's grade. Parents will be informed about the expectations of their child's grade for the academic year. Parents will also attend parent teacher conferences in the fall and spring. These conferences will provide them with the opportunity to meet with teachers to discuss their child's individual needs.
- Parents will serve on the School Leadership Team and the Comprehensive Educational Plan Committee.

III: Project Jump Start: N/A

IV. Staff Development (2010-2011 activities)

- Staff will be part of on-going study groups with the Assistant Principal.
- Professional development will be provided on the following topics: ESL teaching methodologies focusing on language features, analyzing and interpreting data and assessments.
- The Literacy Coach and our Network Support Specialist from our CFN will provide individual professional development to staff on a needs basis throughout the year.

- Teachers in the Gifted and Talented Dual Language program will receive professional development in the Independent Investigative Method (IIM).
- Staff members will engage in a book study to review ideas/teaching methodologies in shared reading that will support reading and language learning.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
 English Language Learners in bilingual programs will receive support from their classroom teachers. Those students in monolingual classrooms will be provided services from licensed ESL teachers. ELLs will be offered an invitation to attend an after school program. All ELLs 1-5 are mandated to attend.

VI: Name/type of native language assessments administered (bilingual programs only):

Using the Fountas and Pinnell Correlation chart, ELLs are expected to make gains in their literacy levels. The assessments that will be used are Accelerated Reader, EDL (Spanish version of DRA), Lab-R and NYSESLAT.

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.

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-2011:

Form TIII – A (1)(a)

Grade Level(s) 2-5

Number of Students to be Served: 120 LEP 120

Number of Teachers 8

Other Staff (Specify) 1 Administrator, 1 Literacy Coach, & 1 Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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., Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing these services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

There will be a Saturday Academy Title III program focusing on both literacy and math. These sessions will be held at PS 98. Our goal is to increase students' academic achievement, particularly in reading/language arts and mathematics. The school will provide assistance such as tutoring, remediation, and/or academic intervention. Major foci will be: curriculum and instruction, assessments, qualified staff, staff training and professional development. There will be an administrator supervising the program. There will be 1 secretary for 4 hrs. per month for 4 months.

The academic schedule will be divided into three periods: Reading, Writing and Math. The program will run for 13 sessions from Saturday, January 15, 2011, to Saturday, May 7, 2011. It will serve 120 second, third, fourth and fifth grade ELL students. The sessions will begin at 8:30 and will end at 12:30. The teachers will be certified in ESL and Bilingual Education. These students will have been in the country for more than 1 year and 1 day. Students will also be selected according to NYSESLAT data (Beginner, Intermediate and Advanced students).

The literacy instruction will prepare them for the **NYSESLAT**. The instruction will address reading, writing, listening and speaking skills which will be aligned to the NYSESLAT test. The purpose of the program is to increase literacy and math achievement.

The instructional materials that will be utilized are:

- The book **Buckle Down New York Mathematics** by Buckle Down Publishing will be used to supplement instruction.
- The supplemental materials will be **Getting Ready for the NYSESLAT** published by Attanasio & Associates, Inc.
- Times for Kids Exploring Writing will supplement the writing program.

- During this program, students will be exposed to different types of graphic organizers in order to expand their writing skills. Teacher modeling and class discussions about graphic organizers will be used to ensure student success in this program. Students will have plenty of opportunities to complete and use graphic organizers for a variety of purposes. Once students are comfortable using them, they will be encouraged to create their own. In addition, students will use graphic organizers to respond to literature by:
 - ✓ Identifying important facts
 - ✓ Organizing information
 - ✓ Identifying problems and solutions
 - ✓ Recognizing character traits and finding illustrative examples
 - ✓ Organizing ideas for pre-writing activities to organize their thoughts

A certified bilingual literacy coach will plan and provide professional development to all instructors of the program; she will also develop the lessons to be used to support instruction. She will work 1.5 hours on the same days the program will take place.

Professional Development Program – This program describes the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Additionally, it explains how the school will use Title III funds to provide professional development to support ELLs. Last but not least, it also describes the target audience.

Teachers and administrators will conduct a needs analysis.

Teachers will plan and lead most of the professional development sessions in collaboration with the administration empowering them to accomplish their jobs more effectively and to grow as professionals. PD will be supported with a book study and pertinent handouts.

Some Professional Development topics may require more than one session depending on the needs of the teachers. PS 98 will focus on topics such as:

- How to use data to drive instruction
- What are the primary issues that we need to tackle that our instruction in the classroom can best meet the needs of ELL Students?
- Interactive Read-Aloud to help students develop oral language, develop listening skills and expand vocabulary
- Shared Reading to teach students language structure and how to make accurate predictions
- Developmental stages in early writing

All of the workshops will integrate innovative strategies and practical guidelines for language and literacy development in multilingual and multicultural settings.

There will be 5 professional development sessions provided by an administrator and the literacy coach. The PD will be offered to the eight teachers currently working in the Title III program.

Description of Parent and Community Participation – Explain how the school will use Title III funds to increase parent and community participation.

Four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops. During this time parents will have the choice to participate on different workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

- Activating Background Knowledge and Making Connections
- Reading Aloud to Your Kids
- Asking Comprehension Questions
- How to use technology to access your child data

Form TIII – A (1)(b)

Title III LEP Program

TEMPLATE - MAY 2010

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<p>8 teachers X 13 days X 5 hrs per day = 520 hrs X \$49.89= <u>25942.80</u></p> <p>1 Literacy coach X 13 days X 2hrs =18 hrs X \$49.89 = <u>\$1297.14</u></p> <p>1 administrator X 13 days X 5hrs =65 X \$52.21/hr = <u>\$ 3393.65</u></p>	<p>Saturday Academy There will be 8 teachers working 5 hours per day for 13 sessions. One hour will be for data analysis and lesson planning.</p> <p>There is one literacy coach working 2 hrs per day for 13 sessions.</p> <p>There is one administrator for 5 hrs per day for 13 sessions</p>
Professional Development	<p><u>1 PD X \$2345,00=2345.00</u></p> <p><u>NYSESLAT PD</u></p>	Teacher Created Materials Publishing Exploring Writing Times for Kids Professional Development

<p>Study Group</p>	<p>8 teachers X 1.5 hrs X 1 session=12 hrs. X 49.89 =<u>\$598.68</u></p> <p><u>Professional Development In House</u> 8 teachers X 5 sessions X1hr. = 40hrs. X \$49.89 =<u>\$1995.60</u></p> <p>8 teachers X 8 sessions X1 .5 hr per day = 96 hrs X \$49.89= <u>4789.44</u></p> <p>1 administrator X 8 sessions X 1.5 hr per day = 12 hrs X \$52.21= <u>\$626.52</u></p>	<p><i>Attanasio and Associates</i></p> <p><i>Professional Development will occur after school</i></p> <p><i>Balancing Reading and Language Learning by Mary Cappellini</i> or <i>When English Language Learners Write by Katharine Davis Samway and Boosting English Acquisition by Alison Porcelli and Cheryl Tyler will be used for the study group</i></p>
<p>Supplies and materials</p>	<p><i>Attanasio and Associates Inc.</i> <u>\$ 3,450.00</u></p> <p><i>Buckle Down</i> <u>\$1,688.61</u></p> <p>Continental press Exploring Writing 7 Kits @ \$516.00= <u>\$3612.00</u></p>	<p>Consumable Books: Getting Ready for the NYSESLAT</p> <p>Consumable Books: <i>Buckle Down Math.</i></p> <p><i>Time For Kids Kit-Exploring Writing</i></p>

	<p>Professional Development Books \$336.42</p> <p>General Supplies- Folders, notebooks, paper, etc...=\$1464.94</p>	<p><i>Balancing Reading and Language Learning by Mary Cappellini</i> <i>or</i> <i>When English Language Learners Write by Katharine Davis Samway and Boosting English Acquisition by Alison Porcelli and Cheryl Tyler will be used for the study group</i></p>
Other Secretary	<p>1 Secretary X 4 hrs a month X 5 months=20hrs X \$30.65/hr. = <u>\$613.00</u></p>	<p>Payroll Secretary There will be 1 secretary for 4hrs. per month for 4 months.</p>
Parental Involvement	<p>1 administrator X 4hrs = 4 hrs X \$ 52.21= <u>\$ 208.84</u></p> <p>4 teachers X 6 hrs=16 hrs X \$ 49.89=<u>\$1197.36</u></p> <p>80 parents X \$10.00 a plate= <u>\$800.00</u> \$ 400 materials for Parents</p>	<p>1 administrator will facilitate an evening parent workshop.</p> <p>Teachers will plan for two hours and will use two more hours to deliver the workshop. During this time parents will have the choice to participate on different workshops on how to help their children become better readers.</p> <p>Dinner during the Parent Conference Night for the ELLs' Parents +materials</p>
TOTAL		

This entire section must be completed for each budget submitted.

SECTION XVII

BUDGET NARRATIVE

School District Six

For Title III

BEDS Code 3106000100098

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
<p><i>Code 15</i> <i>Professional Salaries</i></p>	<p><u>Saturday Academy</u> There will be eight teachers working 5 hours per day for 13 sessions There is one literacy coach working 2 hrs per day for 13 sessions. There is one administrator for 5 hrs per day for 13 sessions</p> <p><u>Payroll Secretary</u> There will be 1 secretary for 4hrs. per month for 5 months.</p> <p><u>Professional development</u> There will be eight teachers attending PD for 5 sessions for 1.5hr There will be eight teachers attending 8 sessions of book study for 1 hr. There will be 1 administrator facilitating 8 sessions of book study for 1.5 hrs. There will be eight teachers attending pd session for 1.5 hrs=12 hrs.</p> <p><u>Parent Involvement</u> 1 administrator will facilitate an evening parent workshop. Teachers will plan for two hours and will use two more hours to deliver the workshop. Total: \$40663.03</p>
<p><i>Code 40</i> <i>Purchased Services</i></p>	<p>Dinner during the Parent Conference Night for the ELLs’ Parents Materials for parents</p> <p>Total:\$1200</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
	<p align="center">Professional Development</p> <p><i>Total: \$2583.00</i></p>
Code 45 Supplies and Materials	<p>Consumable Books: <i>Getting Ready for the NYSESLAT</i> published by Attanasio & Associates, Inc.,</p> <p>Consumable Books: <i>Buckle Down New York Mathematics</i> by Buckle Down Publishing.</p> <p>Professional Development books-<i>Balancing Reading and Language Learning</i> by Mary Cappellini or <i>When English Language Learners Write</i> by Katharine Davis Samway and <i>Boosting English Acquisition</i> by Alison Porcelli and Cheryl Tyler will be used for the study group</p> <p>General Supplies <i>Total: \$ <u>10551.97</u></i></p>

Form TIII – A (I)(a)

**Title III, Part A: Language Instruction for Limited
English Proficient and Immigrant Students
School Year 2010-2011**

Region 10

CSD

School Building

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

TEMPLATE - MAY 2010

Number of Teachers _ 8 _ other Staff (Specify) 1 Literacy Coach, 1 Administrator, 1 Secretary

**School Building Instructional Program/Professional Development Overview
Title III, Part A LEP Program**

Language Instruction Program

P.S. 98, The Shorackappock School, serves a total of 301 ELL students in grades K to 5.

There will be a Saturday Academy Title III program focusing on both literacy and math. These sessions will be held at PS 98. Our goal is to increase students' academic achievement, particularly in reading/language arts and mathematics. The school will provide assistance such as tutoring, remediation, and/or academic intervention. Major foci will be: curriculum and instruction, assessments, qualified staff, staff training and professional development, partnering with parents, leadership and research. There will be an administrator supervising the program. There will be 1 secretary for 4 hrs. per month for 4 months.

The academic schedule will be divided into three periods: Reading, Writing and Math. The program will run for 12 sessions from Saturday, January 15, 2011, to Saturday, May 7, 2011. It will serve 120 second, third, fourth and fifth grade ELL students. The sessions will begin at 8:30 and will end at 12:30. The teachers will be certified in ESL and Bilingual Education. These students will have been in the country for more than 1 year and 1 day. Students will also be selected based on their needs according to NYSESLAT data (Beginner, Intermediate and Advanced students).

Professional Development Program

To insure increased academic rigor and higher order thinking for our ELL students in literacy, teachers will participate in the following professional development:

- How to use data to drive instruction
- What are the primary issues that we need to tackle so that our instruction in the classroom can best meet the needs of ELL Students?
- Interactive Read-Aloud to help students develop oral language, develop listening skills and expand vocabulary
- Shared Reading to teach students language structure and how to make accurate predictions
- Developmental stages in early writing

Form TIII – A (I)(b)

**Title III, Part A: Language Instruction for Limited
English Proficient and Immigrant Students
School Year 2008-2009**

Region 10

CSD

School Building

Title III LEP Program
School Building Budget Summary

Category	Proposed Expenditure
<ul style="list-style-type: none"> • Teachers (8) 	<ul style="list-style-type: none"> • \$34523.88
<ul style="list-style-type: none"> • Literacy Coach 	<ul style="list-style-type: none"> • 1297.14
<ul style="list-style-type: none"> • Secretary 	<ul style="list-style-type: none"> • \$613.00
<ul style="list-style-type: none"> • Textbook materials and Consumable 	<ul style="list-style-type: none"> • \$10551.97
<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • \$2345
<ul style="list-style-type: none"> • Parent Involvement 	<ul style="list-style-type: none"> • \$1200
<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • \$4229.01

Form TIII – B (I)

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students School Year 2008-2009

DESCRIPTION OF ASSESSMENT AND ACCOUNTABILITY

LEA:

All English Language Learners will be assessed for placement through the following standardized tests:

1. LAB-R
2. NYSESLAT

Our program will assess students through the following:

- Writing entries
- Portfolio
- Culminating activities
- Tests
- Running Records

DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION

In addition four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops. During this time parents will have the choice to participate in different workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

- Activating Background Knowledge and Making Connections
- Reading Aloud to Your Kids
- Asking Comprehension Questions
- How to use technology to access your child's data

Shorackappock Elementary School
512 West 212 Street
New York N.Y. 10034
212.927.7870

Ms. Maritza A. Rodríguez
Principal

Ms. Dafne Sánchez-Aldama
Assistant Principal

Language Allocation Policy for Dual Language Programs

Our language allocation policy is as follows:

1. Kindergarten, first, and second grades will follow a 50-50, alternate-days model.

- Instruction will be delivered in L1 on day 1.
- Instruction will be delivered in L2 on day 2.

2. Third, Fourth and Fifth grade will follow a 50-50 model, on alternate weeks.

Week 1

- Instruction will be delivered in L1 in the mornings
- Instruction will be delivered in L2 in the afternoons

Week 2

- Instruction will be delivered in L2 in the mornings.
- Instruction will be delivered in L1 in the afternoons.

3. Classrooms will be color coded as follows:

- Black for English
- Red for Spanish

III. Teachers will post a sign on their doors to announce to visitors and students the language of the day.

IV. Libraries will be separate and clearly labeled.

V. Students will publish in both languages.

VI. Students will be assessed in both languages.

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.

School personnel such as Parent Coordinator, teachers, guidance counselors, school secretary and members of the parent association translate all documents, then they are reviewed by the administration.

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.

PS 98 has a large population of English Language Learners; therefore a large majority of the parent community requires support in oral and written communication. Informal data was collected to determine written and oral interpretation needs.

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.

To communicate with the entire school community, all correspondence such as newsletters, parent handbooks, flyers and surveys are translated. Vital Department of Education information such as report cards and promotion in doubt letters are accessed in Spanish from the DOE website.

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.

Interpretation services will be provided in school by the Parent Coordinator, Literacy/Math Coaches, parent volunteers, Principal and Assistant Principal who are fluent in English and Spanish. Many members of the staff are also bilingual, so they can also support monolingual staff members to communicate in Spanish. During formal meetings, a member of the district personnel will provide translations for parents.

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>.
- a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be attached to the Parent Handbook which will be distributed in September.
 - b. A sign the parents' respective languages will be posted in the main office by the security desk.
 - c. The locations of the signs will be stated in the school safety plan. It will also state that no one will be denied access to the school due to language barriers.

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:	\$768,438		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7685		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$38,422	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$76843	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP)

All Title I Schoolwide Program (SWP) schools must complete this appendix.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

The school Parent compact is reviewed annually by the S.L.T. Revisions are made as needed for the following year.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part B: SCHOOL-PARENT COMPACT

School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Public School 98M
512 W. 212 St. New York, N.Y. 10034
Tel: 212.927.7870 Fax: 212.569.1827 Website:

Ms. Maritza A. Rodríguez, Principal

Ms. Dafne Sánchez-Aldama, Assistant Principal

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

As a teacher, I will:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-1 and 60 minutes for grades 2-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

As a student, I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

As a parent/guardian or family member I will:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2, and 30 minutes for grades 3-4).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Parent/Guardian

Teacher

Date

3. Attach a copy of the school's Parent Involvement Policy.

Parent Involvement Policy

Parents and families of students in the school P.S. 98M will be provided with opportunities to participate in school based planning committees, such as the School Leadership Team and Parent's Association. Parent education activities that relate to building strong home\school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, PS 98M will offer:

1. Monthly Parent Workshops to develop knowledge of instructional programs, assessments for city and state standards, Chancellor's Promotional Policy, and Code of Behavior.
2. Notification of dates and time will be by a monthly calendar, newsletter, flyer, E-mail, telephone calls etc.
3. Training of parents to volunteer and assist in classrooms, school library, cafeteria, on trips, main office, etc.
4. Encouraging and training parents to volunteer and assist in classrooms, school library, distribute copies, cafeteria, security, trips, help in the main office.
5. Providing and maintaining a parent room.
6. Participation on the Council of Parents' Association and CEC.
7. Training at Parent's Support Office and DOE training.

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.

School administrators and members of the professional development team will analyze the results of the state examinations. The team will construct an item analysis template to determine which skills and strategies need to be addressed during instruction. All findings will be shared with classroom teachers. In addition, the school will collect data using the student's reading level and writing notebook. Data will be collected from ECLAS, DRA, running records, writing assessments and unit assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. All students receive English Language Arts and math instruction through the workshop model. Students who need additional support receive AIS services and all ELL's are serviced by licensed personnel in a push-in or pull out program. School personnel will participate in the Performance Based Assessment Pilot and create performance assessments based on the CCSS
- b) Use effective methods and instructional strategies that are based on scientifically-based research:
 - a. The extended day 50 minutes will be used to service students who performed on levels 1 and 2 on standardized exams. In grades K-3, emphasis will be placed on students who are reading below reading level according to the Fountas and Pinnell Leveling system.
 - b. Gifted and Talented classes will be offered to students (monolingual and bilingual) who are ready for a more rigorous curriculum.
 - c. AIS services will be provided in a small group or on an individual basis.
 - d. All ELLs will receive appropriate instruction in their second language.
 - e. Guidance counselors serve students whose academic achievement is negatively impacted by social and emotional concerns.
 - f. In an effort to align CCSS to writing and to build critical think, across grade levels, teachers and administrators are participating in the Performance Based Assessment Pilot (PBA).

3. Instruction by highly qualified staff.

Teachers will be responsible to execute the Balanced Literacy Workshop Model. The Literacy Coach will model and observe standard based instruction in the classroom. Opportunities will be provided for teachers to reflect on their instructional practices.

- 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 common core state standards. PS 98 will provide high quality and ongoing professional development which will align to state and city standards. Ongoing professional development will be provided by our CFN (and pending budget: America's Choice consultants for bilingual education), that will enable teachers to interact and become part of a highly qualified team. The Literacy Coach will provide support for the teachers to create unit lessons in literacy. In addition, teachers will participate in study groups, grade meetings, and intervisitations.

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

The staff has been stable at PS 98. However, teachers will be recruited from Teach for America, and NYC Teaching Fellows. The school will place emphasis on building a relationship with colleges and universities such as Hunter Bank Street. We believe that by fostering a relationship, we'll be able to attain future staff members who are well prepared to teach students.

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

To increase parental involvement, PS 98 will provide numerous opportunities for the parents to become familiar with the school curriculum by offering Family Literacy Night Open Houses. The School Leadership Team will provide workshops to orient parents on independent reading levels and effective read alouds. All parents will be invited to attend school celebrations.

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. The Preschool program will provide an orientation for all P-K and K students and their families in order to make a successful transition. The students will be assessed using the ESI-R. the new PK standards will also be utilized to create short and long term goals for the students.

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. All teachers will be trained in ECLAS and the Developmental Reading Assessment (DRA). Teachers will take running records of their students to determine differentiated instructional practices. State assessments will be analyzed to determine a needs assessment and the data will be shared with all staff members. Our school has committed to using the following data sources this year: DRA/ECLAS-2, Writing Assessment, & math open response questions. We believe that the utilization of these assessments will improve student achievement. The data collected from these resources will be utilized to differentiate instruction, plan professional development and to track student growth.

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. To ensure that all students achieve at high levels, AIS providers will provide services using Fletcher's Place, Words Their Way, and Wilson. In addition to the extended day, 50 minutes will be used to provide small group instruction in literacy and math.

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, adult education, vocational and technical education, and job training. Character Education will be provided by guidance counselors in the school. Guidance counselors, as well as teachers, will receive assertive discipline training to support behavior expectations. Other prevention programs are being reviewed in order to align them to the needs of the school.

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	✓			768,434.00	✓	17,19, 21, 22, 24
Title I, Part A (ARRA)	Federal	✓			0	NA	
Title II, Part A	Federal	✓			50,945.00	✓	17,19
Title III, Part A	Federal	✓			54,760.00	✓	21
Title IV	Federal	✓			0	NA	
IDEA	Federal	✓			246,066.00	✓	17,19
Tax Levy	Local	✓			3,085,348.00	✓	17, 19, 21, 22, 24

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

*This is addressed in action plans as indicated in the pages above.

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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*This is addressed in action plans as indicated in the pages above.

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;

* This is addressed in action plans as indicated in the pages above.

4. Coordinate with and support the regular educational program;

* This is addressed in action plans as indicated in the pages above.

5. Provide instruction by highly qualified teachers;

*This is addressed in action plans as indicated in the pages above.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*This is addressed in action plans as indicated in the pages above.

7. Provide strategies to increase parental involvement; and

*This is addressed in pages 55-57.

8. Coordinate and integrate Federal, State and local services and programs.

*This is addressed in action plans as indicated in the pages above.

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: Focused

SURR³ Phase/Group (If applicable): _____

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

P.S. 98 has been identified as a School In Need of Improvement in the focused category of ELA. Our English Language Learners and Special Education subgroups were identified for not meeting AYP.

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 2010-11 school year, please include the findings from that process in your response for this section.

Addressed in page 14.

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.

Addressed in the action plans.

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.
Addressed in the action plans.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
New teachers will receive a mentor in house. They will meet twice a week to engage in professional development, lesson planning, and assessments.

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.
A meeting will be held to inform the parents of our status.

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.)

Two

2. Please describe the services you are planning to provide to the STH population.
Students are provided with metro cards. Guidance personnel and family workers offer assistance and referrals as needed.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 098 Shorac Kappock					
District:	6	DBN:	06M098	School		310600010098

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	54	53	54		93.2	93.7	93.7
Kindergarten	118	105	114				
Grade 1	98	116	107	Student Stability - % of Enrollment:			
Grade 2	99	97	106	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	112	98	101		92.7	90.5	90.2
Grade 4	132	98	86				
Grade 5	0	126	97	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		100.0	97.9	97.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	110	95
Grade 12	0	0	0				
Ungraded	0	4	3	Recent Immigrants - Total Number:			
Total	613	697	668	(As of October 31)	2007-08	2008-09	2009-10
					25	32	42

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	34	28	Principal Suspensions	24	15	6
# in Collaborative Team Teaching (CTT) Classes	12	17	22	Superintendent Suspensions	15	12	4
Number all others	26	25	33				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	174	91	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	82	92	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	143	171	TBD				
# ELLs with IEPs	12	48	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	51	54	57
				Number of Administrators and Other Professionals	17	17	9
				Number of Educational Paraprofessionals	0	0	11

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	98.1
				% more than 2 years teaching in this school	84.3	77.8	80.7
				% more than 5 years teaching anywhere	80.4	77.8	87.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	89.0	94.7
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	77.5	82.2	98.7
Black or African American	1.6	1.9	2.4				
Hispanic or Latino	96.2	94.8	93.3				
Asian or Native Hawaiian/Other Pacific	1.0	1.4	1.5				
White	1.0	1.4	2.1				
Male	49.9	50.1	50.3				
Female	50.1	49.9	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,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1				v	
	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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v	-				
Limited English Proficient	X	v					
Economically Disadvantaged	vsh	v					
Student groups making	3	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 601	District 06	School Number 098	School Name Shorackappock
Principal Maritza Rodriguez		Assistant Principal Dafne Sanchez-Aldama	
Coach Wanda Hall, Math Coach		Coach	
Teacher/Subject Area Linda Tabano, ESL Teacher		Guidance Counselor	
Teacher/Subject Area Berkis Salcedo, ESL Teacher		Parent	
Teacher/Subject Area Ella Tikhon, ESL Teacher		Parent Coordinator	
Related Service Provider		Other	
Network Leader Lawrence Block		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers		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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	668	Total Number of ELLs	291	ELLs as Share of Total Student Population (%)	43.56%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL Identification Process

In September, one of the ESL teachers, the parent coordinator and family workers(all fluent in Spanish) support the parents during the intake process in completing the Home Language Survey (HLS) form. The HLS form is analyzed by the ESL teachers and the Language Assessment Battery-Revised (LAB-R) and Spanish Lab are administered to all students as needed. The students are tested within 10 days of their admittance to PS 98 and placed appropriately. On an annual basis the New York State English as a Second Language Achievement Test (NYSESLAT) is analyzed to determine student performance and to ensure appropriate placement. Three Parent Orientations are scheduled at the beginning of the school year and three are scheduled at the end of the year. Letters are sent home to parents, phone calls are made from School Messenger and posters are placed on the doors outside of the school to ensure parents are aware of the orientaions. All orientations are facilitated by two or three of our certified ESL teachers and the Parent Coordinator. During these orientations, parents view the video provided by the Department of Education in their native language, which describes the different types of instructional programs offered. Time is given for a question and answer period to allow parents to fully understand the importance of selecting a program that is best suited to meet the needs of their children. Parent Survey and Program Selection Forms are distributed and collected during this Parent Orientation Session. Additional orientation meetings are scheduled throughout the year and the Parent Coordinator contacts those parents who where unable to attend the regualrly scheduled meetings/ and or newly arrived parents to inform them of these additional meetings. When new students arrive throughout the year, the same staff members meet with the new parents to provide them with the appropriate orientation. The entitlement letters are distributed by the ESL teachers and parental choice is honored whenever preference is indicated. Over the past several years our parents have indicated a preference for Dual Language and ESL programs (in that order). We continually analyze these trends so that we can adjust our program offering accordingly.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<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

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	2	1								3
Dual Language <small>(50%:50%)</small>	2	2	2	1	1	0								8
Freestanding ESL														
Self-Contained	1	0	0	0	0	0								1
Push-In	18	18	18	18	18	18								10

															8
Total	21	20	20	19	21	19	0	120							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	291	Newcomers (ELLs receiving service 0-3 years)	239	Special Education	46
SIFE	13	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	11	5	14	0	8	0	0	0	48
Dual Language	100	2	3	3	0	0	0	0	0	103
ESL	105	0	22	35	0	8	0	0	0	140
Total	239	13	30	52	0	16	0	0	0	291

Number of ELLs in a TBE program who are in alternate placement: 5

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				8	13	27								48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	8	13	27	0	48						

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																

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	23	23	34	13	26	16	16	8	4	14									103	74
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		4																	0	4
TOTAL	23	27	34	13	26	16	16	8	4	14	0	103	78							

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>65</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>1</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>77</u>
	Other: <u>0</u>

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	23	18	24	28	24	18								135
Chinese				1										1
Russian														0
Bengali	1		3											4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	24	18	27	29	24	18	0	140						

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.

1.
 a) During Balanced Literacy, our three ESL teachers are pushing in two periods each. This amounts to six periods a day in total to support our ELL population during the Readers and Writers Workshop. At this point, students are part of their classroom environment with the advantage of ESL support from the ESL teachers. The ESL teachers pull out the rest of the time to give extra language support to the beginning and intermediate students. This time allows for small group work and individualized instruction in reading, writing, and content areas where applicable. All Bilingual classes alternate English and Spanish instruction following the same literacy model. We are currently revising our Literacy program and our rubrics so that they are aligned to the CCSS. Our literacy model includes: Mini-lessons, independent, shared, and guided reading, read-alouds, word study, independent and interactive writing.

b) Our school primarily organizes its classes based on the heterogeneous program model. Our philosophy relies on children being able to learn from each other and promote one another's academic growth. We have CTT classes in K-3, next year we will add a grade 4 CTT class. We offer Self-contained Special Education classes (2 monolingual and 1 bilingual). In addition we offer Gifted and Talented classes for grades 2-5.

2. In the beginning of the school year, after the completion of the Lab-R tests, the ESL teachers sit down with administrators to design schedules. Great care is taken to ensure that student groups are set up to allow for the number of required instructional minutes. Beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes per week. Since our school incorporates mostly a push-in model we have been able to satisfy this requirement. The Bilingual classes' schedules are set up to guarantee that the required minutes for ESL instruction are fulfilled. All schedules are arranged to ensure that the mandated number of units of Native Language Arts instruction per week as outlined in CR Part 154, in both TBE and DL programs, are met.

3. Grades 3-5 uses The Foss Core Science curriculum and grades K-2 use the Harcourt School Publishers, New York City Edition. In addition, science glossaries are provided to ELLs in grade 4, which are also used during the administration of the NYS Science Test. A Science Cluster teacher provides additional science instruction, including lab work, for grades K-5. The Houghton Mifflin Harcourt Social Studies program is used for grades K-5. Social Studies glossaries are provided to ELLs in grade 5 which are also used during the administration of the NYS Social Studies Test.

In all content areas scaffolding techniques are used to build academic vocabulary and comprehension. Content area teachers align their work with the curriculum in each grade. They consult regularly with classroom teachers in order to give additional support to the students. In response to identified students' needs, our content area teachers are currently working in their PLTs to develop approaches that emphasize use of descriptive language. The teachers will assess the success of their approach in order to determine next steps. They will share their results with classroom teachers. The aim is to improve overall student writing.

4.

a) SIFE students are offered extra academic support from AIS personnel in Reading. SIFE students are exposed to Read Alouds from a variety of genres in order to develop listening skills and expand vocabulary. Language structures are developed by engaging students in Shared Reading. Teachers are using interactive writing and explicit instruction to support students with their writing skills. In addition they are invited to attend our Extended Day Program, our Saturday Academy, as well as any after school programs, including SES programs offered.

b) For our ELL students who have been in US schools three years or less, we will continue to focus on moving Level 2 ELL students to Levels 3 and 4, as well as moving our Beginner and Intermediate ELL students to Advanced and Proficient Levels. Our ELL students who have scored a Level 1 or 2 will receive intensive literacy development through a coordinated effort from support personnel (ESL, AIS in Reading, Special Education Teacher Support Services (SETSS) and classroom teachers during regular school hours. These students are encouraged to stay for extended day where extra support is given in reading and writing. Targeted students will receive additional support through after-school programs. There will be a Title III Saturday Academy, focusing on both literacy and math. Our goal has been to increase student academic achievement, particularly in Reading/Language Arts and Mathematics. This program will be offered to ELL students who have been in the country for at least 1 year and 1 day.

c) The needs of ELLs with four to six years of service will be addressed in several ways. During the Reader's Workshop, students will be provided with guided and shared reading instruction, in order to develop fluency and comprehension. Accountable Talk will be utilized to develop their language skills. Students will be encouraged to participate in the Title III After School Program where they will engage in Book Clubs and use the Accelerated Reading Program in order to build each language modality. Teachers will focus on the four language modalities with a concentration on vocabulary development. Teachers will introduce new concepts by discussing vocabulary words key to that concept. Another strategy will be Guided Interaction. With this method teachers structure lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text. These students will also participate in the Title III After School Program.

d) Not applicable.

e) For ELLs identified as having special needs, ESL teachers collaborate with classroom teachers by pushing in during Balanced Literacy periods for students identified as Intermediate and Advanced. ESL teachers review IEP goals so that they can address students' needs while incorporating ESL techniques. Students identified as Beginners are pulled out in small groups. Multisensory techniques are used in this setting to address beginning language skills. When possible students with special needs are mainstreamed and combined with students from the general population. Some ELL students also receive SETSS where specific instruction in early reading and phonic skills (Wilson Program) reinforce English language skills.

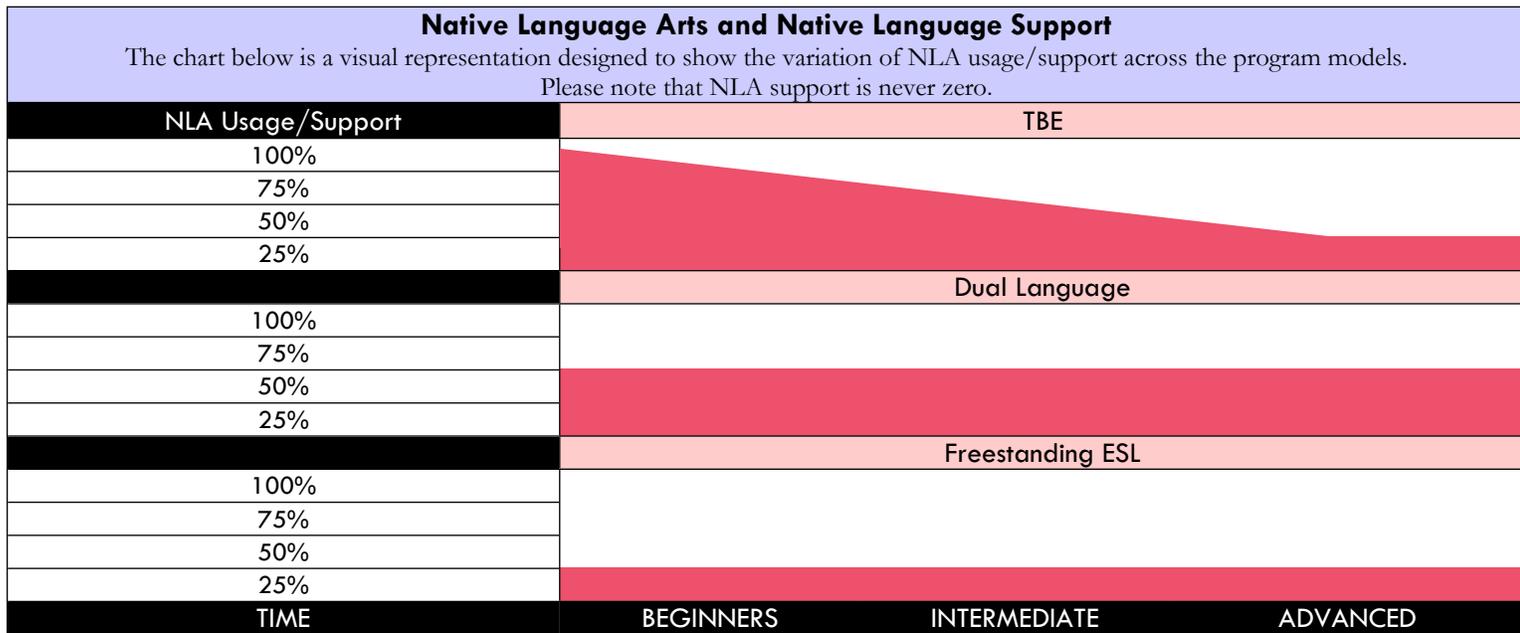
All students, including our ELLs, follow the same standard based rigorous curriculum. Where appropriate students receive content area instruction in their native language. Support staff is utilized to meet students needs. All students are encouraged to participate in our Extended Day program, Saturday Academy, and SES programs. We have purchased the RosettaStone Language program to support our ELLs. Our teachers have already received training in how to use the program. Each classroom has a computer and internet access. The library has a research center with several computers. This affords students opportunities to work on research papers with the librarian. The school also has a lap-top cart which teachers can bring into their classrooms.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

5. • Both transitional and dual language classes will be taught by fully certified bilingual teachers who are responsible for conducting the instruction in both English and Spanish. All transitional bilingual classes are organized heterogeneously to encourage peer interaction and support.

- o Dual language classes will adhere to a 50/50 language allocation policy. Grades

§ K-will alternate languages everyday (one day in Spanish, next day English, Spanish etc. Grades 3-5 will have English and Spanish AM and PM cycles.

- o Transitional Bilingual classes will adhere to the appropriate language allocation of units according to each student's NYSESLAT scores.
 - Balanced literacy, the Readers and Writers Workshop approach, is implemented in grades K-5 where students will be instructed in large and small groups as well as individually. All staff members have received copies of the current units of study in literacy.
- o In grades K-5 bilingual classes, literacy is taught in both English and Spanish as per the class language allocation policy.
- o Ells in Monolingual classes are served by an ESL licensed teacher that pushes in according to the number of units the individual ELLs require. The literacy program includes a period for skill building in English which will introduce ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context.
 - Instructional strategies depend on the required units according to the NYSESLAT scores. Teachers will facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short time segments; assess informally based on curriculum; do fluency building (high frequency words) as well as teach via tactile vocabulary development. Teachers will combine kinesthetic with phonemic awareness; provide for partner reading.
 - All classes follow the Everyday Math series. Math will be taught using problem solving and task analysis strategies. They will implement the to, with, and by teaching strategy. They will use explicit vocabulary building and recurrent informal assessments. Teachers will monitor progress through group and individual unit assessments and portfolios. They will reinforce concepts through games, math journals, and a variety of tactile strategies.
 - The Foss Core Science (3-5) curriculum and Scott Foresman K-4 Supplemental Science program are used. The Harcourt Social Studies program is used for grades K-3. The Social Studies core curriculum is used in grade 4 & 5. Teachers will facilitate peer tutoring, teach how to pick out the main idea of the text and justify it, use KWL and use visual cues.
 - The following strategies will be used for all subject areas:
 - o Graphic organizers such as semantic mapping, story maps, concept maps,
 - o Cooperative learning, practicing paraphrasing and retelling, relating reading to student experiences, prediction, and visualization of a story (draw a scene, plot, etc.).
 - o Individual conferencing with the teacher, think-alouds used with reading, explicit teaching of text structure, chunking and questioning aloud, daily re-looping of previously learned material, and use of native language support.

Classroom teachers continue to support transitional students by continuing to scaffold for them. Students are also paired up with students whose reading and writing skills in English are strong. If funding allows, we plan to hire another ESL teacher to help support students who have reached proficiency on the NYSESLAT.

We will offer a Title III After School Program for our ELLs.

In Freestanding ESL classes native language (Spanish) is supported through the use of dictionaries, glossaries and Spanish libraries.

14. N/A

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)?

Please see description of our programs in section B.

D. Professional Development and Support for School Staff

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

1. Professional development is being provided on a continual basis on the following topics (based on Professional Development Teacher survey and identified needs): Personnel will include Bilingual teachers, Dual Language teachers, Comon Branch teachers, ESL teachers, and school administrators.

- Identifying language features in text to support ELLs.
- Integrating language features into the units of study and aligning it to the CCSS.
- Professional development will be conducted by a consultant (Cristian Solorza) from America's Choice on language features.
- Assessing and analyzing students' writing to develop standard-based instructional strategies.
- Interpreting data acquired with Baseline Writing Assessment and planning standard-based lessons to meet differentiated needs of ELLs.
- Revising Units of Study aligned to the CCSS and standard-based teaching points.
- Bilingual Committee has been created with teachers from Dual Language, Bilingual, and Freestanding ESL classes. The focus will be on choosing appropriate materials (texts) for the Units of Study, discussions on curriculum needs, and a book study empowering teachers to grow as professionals.
- Shared Reading to teach students language structure and how to make reasonable predictions.
- The Program WRITE! is being utilized by ESL, Bilingual, and Dual Language teachers to support ELLs in the conventions and language features in writing.
- ESL, Bilingual, and Dual Language teachers received staff development on how to utilize WRITE! with their students.
- ESL teachers attend workshops throughout the year. On October 21, 2010, two ESL teachers attended a meeting dedicated to the LAP report. We anticipate attending several meetings throughout the year that will focus on instruction.

2. For additional information please refer to Title 111, CR Part 154, pages 33- 38 of our CEP.

- Staff will be part of on-going study groups with the Assistant Principal.
- Professional development will be provided on the following topics: ESL teaching methodologies focusing on language features, analyzing and interpreting data and assessments.
- The Literacy Coach and our Network Support Specialist from our CFN will provide individual professional development to staff on a needs basis throughout the year.

3. All our staff is provided with more than 7.5 hours of ELL Training during Professional Development (see #1 above for additional information).

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?

Our parents are currently involved in many different programs, such as

- GED Adults Program which services 25 adult parents;
 - an ESL class which services 20 parents six hours per week;
 - a ten-week nutrition program which promotes healthy eating habits and instructional cooking methods for parents and children;
 - a ten-week program entitled the Art of Parenting (offered in English and Spanish);
 - a literacy program designed for parents to teach them how to improve their children's reading and writing skills at home.
- Parent Coordinator led workshops for parents
 -Annual ELL Conference
- Our school partners with Cornell University who sponsors the nutrition program. We also partner with Inwood Community Services, as well as Washington Heights Coalition. We will also partner with Wellness in the Schools next year.

The needs of parents are assessed using a survey which allows parents to specify areas in which they need help.

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)	20	4	2	3	4	3								36
Intermediate(I)	1			1										2
Advanced (A)	20													20
Total	41	4	2	4	4	3	0	0	0	0	0	0	0	58

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		11	5	5	2	5							
	I		12	2	7	2	5							
	A		8	31	11	14	14							
	P		15	13	11	19	13							
READING/ WRITING	B		22	7	8	7	10							
	I		22	15	15	11	22							
	A		4	13	9	21	9							
	P		1	9	1	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	40	22	2	94
4	22	39	25	0	86
5	28	48	29	7	112
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	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	7	22	16	24	15	9	5	2	100
4	2	7	12	38	9	13	15	0	96
5	4	17	22	24	27	17	11	1	123
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	0	12	7	13	21	15	16	0	84
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

LAB-R and NYSELAT results also demonstrate that children move quickly from Beginner to Intermediate level, but often stay at this level for several years. Analysis of data reveals that students' performance on the writing strand and reading comprehension strand of the NYSELAT negatively affect their overall score. With more intensive work in the area of reading comprehension with an emphasis on vocabulary development, and written expression, expectations are that the students will move more quickly from an Intermediate level to Advanced.

In addition, ongoing professional development (Professional Learning Teams) will assist teachers in reviewing both monolingual and dual language reading programs and help identify curriculum materials that support the Dual Language program as well as General Education classes. With more intensive work in the area of reading comprehension and written expression expectations are that the students will move more quickly from an Intermediate level to Advanced.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		