



YORKVILLE COMMUNITY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02 M 151_
ADDRESS: 323 EAST 91ST STREET NEW YORK, NY 10128
TELEPHONE: (212) 534-1627
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 151 **SCHOOL NAME:** Yorkville Community School

SCHOOL ADDRESS: 323 East 91st Street New York, NY 10128

SCHOOL TELEPHONE: (212) 534-1627 **FAX:** (212) 534-1702

SCHOOL CONTACT PERSON: Samantha Kaplan **EMAIL ADDRESS:** Skaplan18@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kimberly Givner

PRINCIPAL: Samantha Kaplan

UFT CHAPTER LEADER: Kimberly Givner

PARENTS' ASSOCIATION PRESIDENT: Caroline Hall / Lori Levin

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Samantha Kaplan	*Principal or Designee	
Kimberly Givner	*UFT Chapter Chairperson or Designee	
Caroline Hall	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joann Wasti	Member/Teacher	
Rachel Joseph	Member/ Teacher	
Emily Lerman	Member/ Teacher	
Jackie Filler	Member/Parent	
Sue Fosmoen	Member/ Parent	
Gwen Rawlings	Member/ Parent	
Maria Mischel	Member/ Parent	

(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.

Yorkville Community School is a new neighborhood elementary school on Manhattan's Upper East Side. We are opened our doors this year with four kindergarten classes, and added four first grade classes this year, along with a 12:1:1 K class. Eventually we will grow to become a K-5 school. Our neighborhood school is a collaborative community of active thinkers who are preparing leaders of the 21st century. Our commitment to a child-centered, engaging education ensures that every student is encouraged to achieve high academic standards, meet and exceed their own personal goals and realize social success. We achieve this goal by providing our diverse student body with the strategies to take responsibility for their learning by continuously engaging them in rigorous and creative learning experiences. Our students sustain a sense of curiosity that that is met by incorporating the community into our school to provide authentic learning experiences. We share a belief that each member of the community brings a unique set of talents and skills and this belief is celebrated by providing all children the opportunity to excel by applying best practices in teaching, skillful planning, and providing a supportive and challenging inquiry based curriculum. Our students will emerge from our school active learners and positive members of the community.

Our school is located in a neighborhood that is rich with cultural institutions, parks, historic landmarks, family run businesses and community based organizations. The school has developed relationships with these organizations and community businesses in order to meet the needs of our students. Each unit of study has integrated these neighborhood sites providing our students with authentic learning experiences, in and outside the classroom.

Every Community Based Organization that we have partnered with offers professional development to our staff in order to develop a collaborative learning community. We have partnered with Arts Connection to provide year-long weekly Music and Movement classes and culminating performances for our families. Our partnership with the 92nd St Y offers our students and introduction to music from around the world, through workshops in the classroom and a concert series. Our partnership with the Asphalt Green provides a physical education program to our students both inside our school facility and at the Asphalt Green athletic complex. Our partnership with the NYC Parks and Recreation Department allows us the opportunity to beautify and maintain Ruppert Park, our community park. NYC Chess provides our students with weekly chess instruction.

Our units of study are enriched by the partnerships we have established. Our students are active observers, scientists, writers, architects, and artists.

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:	Yorkville Community School				
District:	2	DBN #:	02M151	School BEDS Code:	310200010151

DEMOGRAPHICS										
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:					Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K					0	0	77			
Kindergarten			77							
Grade 1	Student Stability: % of Enrollment									
Grade 2					(As of June 30)	2007-08	2008-09	2009-10		
Grade 3								89.3		
Grade 4	Poverty Rate: % of Enrollment									
Grade 5					(As of October 31)	2007-08	2008-09	2009-10		
Grade 6								13.9		
Grade 7	Students in Temporary Housing: Total Number									
Grade 8					(As of June 30)	2007-08	2008-09	2009-10		
Grade 9								0		
Grade 10	Recent Immigrants: Total Number									
Grade 11					(As of October 31)	2007-08	2008-09	2009-10		
Grade 12								0		
Ungraded	Special Education Enrollment:									
Total	2007-08	2008-09	2009-10	Suspensions: (OSYD Reporting) – Total Number						
				(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes				Principal Suspensions				0		
No. in Collaborative Team Teaching (CTT) Classes			6	Superintendent Suspensions				0		
Number all others			3							
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			
# in Trans. Bilingual Classes			0	Early College HS Participants			
# in Dual Lang. Programs			0				
# receiving ESL services only			15	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			2	(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			6
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			2
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			100%
American Indian or Alaska Native			3%	Percent more than two years teaching in this school			NA
Black or African American			13%	Percent more than five years teaching anywhere			NA
Hispanic or Latino			20%				
Asian or Native Hawaiian/Other Pacific Isl.			11%	Percent Masters Degree or higher			100%
White			52%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%
Multi-racial			1%				
Male			64%				
Female			36%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		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?
-

2009-2010 was the inaugural year for Yorkville Community School. As a new school, we began the year with no student data. All assessments were created and done after school began, and on students as they enrolled. The data collected informed instruction. Our school focused on developing a curriculum that is challenging and appropriate for students. As we add grades we need to continue To develop curricula for 1st and 2nd grade that supports our school vision of providing students with a child-centered comprehensive education that will develop them into academic, creative, and socially aware leaders of the 21st century. Teachers will produce a reading and writing curriculum by June 2010. They will accomplish this through weekly collaborative planning meetings, individual staff development/demo and debriefs followed by planning as needed in cycles, and by using our Academic Enrichment Plan and Data Analysis to design/modify curriculum.

E-Class and teacher's college (TCRWP) were the measurements used for student reading assessment. Our goal was to have students improve by three reading levels over the course of the school year. The majority of students surpassed that goal. Eighty percent of students moved at least three levels. The greatest level of growth seen was eleven reading levels, and the lowest was one. Teachers observed that students who did not meet their reading goals required oral language development.

English language learners had difficulty moving reading levels. Students who did not attend school for the entire year also did not move levels. In the coming year we will focus on bringing our English language learners to grade level benchmarks.

Teachers met daily to reflect on student data collected, and to write curriculum that would challenge students, and bring them to the next level. Teachers have continued professional development, both internally and with our Aussie staff developers. The TCWRP will be the uniformed assessment to monitor student growth in reading and writing, for the 2010-2011 school year. All teachers are trained on the implementation of the periodic assessment systems using TCRWP. Bi-Monthly administration and data collection of TCRWP and the use Assessment Pro enables teachers to observe trends cross classes and grades.

The Development of our schools AEP/Academic Enrichment Plan is a system in which teachers review data in collected across the curriculum, Based on benchmarks that have been established using TC, Fountas and Pinnell, TERC, and the Common Core Standards, the staff:

- Discuss trends across class

- Discuss common areas of need
- Discuss areas of strength
- Discuss whole class implications
- Identify intervention group
- Plan next steps= strategy lessons, logistics of support
- Build our an extensive classrooms libraries to support literacy development

For the 2010 – 2011 school year, enrollment has increase from 77 to 175 students. There is be a significant increase in the number of students with individualized education plans, 34% of students have special needs),with the addition of the 12:1:1 class. There will be a need for additional teaching staff, paraprofessionals and related service providers to meet the needs of these students. AEP, ESL, Art, Science, SEL programs will need to be integrated into daily school schedule. We will deepen the home-school connection by providing purposeful workshops that allow parents to delve into our curriculum as well as strategies to support children at home. We will provide outreach to Parents via newsletters, Parent coordinator updates meetings and designing programs based on needs assessment. Professional developments with CBO teachers and school staff will be offered to deepen understanding of content and social development. We will provide parent workshops conducted by school staff and specialists, including:

- Math Investigations
- Literacy with Staff Developer and Teachers
- Social Emotional Learning with Guidance Counselor
- Information on special education means and how we meet the needs of our students
- Science and Social Studies Discovery
- Reading support including ESL strategies
- Parents as Arts Partners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Build upon the strong professional learning communities that currently exist in order to deepen the analysis and focus on the link between teacher practice and student achievement.</p> <ul style="list-style-type: none"> • By June, 75% of my general education kindergarten students will have moved at least three reading levels, as determined by the Teachers College Reading and Writing Assessment Program • By June, 75% of my kindergarten students with Individualized Educational Plans will have moved at least two reading levels, as determined by the Teachers College Reading and Writing Assessment Program • By June, 75% of my kindergarten students classified as ELL’s, will have moved at least two reading levels, as determined by the Teachers College Reading and Writing Assessment Program • By June, 75% of my general education first grade students will meet reading level standards, as determined by the Teachers College Reading and Writing Assessment Program • By June, 75% of my first grade students with Individualized Educational Plans will read at a Level G, as determined by the Teachers College Reading and Writing Assessment Program • By June, 75% of my kindergarten students, classified as ELL’s, will read at a level G, as determined by the Teachers College Reading and Writing Assessment Program
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Development of the Academic Enrichment Program. AEP- A multi-tiered program that will provide small group instruction to struggling students and accelerated students. We will deepen collaborative inquiry to encourage teacher teams to work with target students who have a common instructional need. Teacher team will meet regularly to discuss teachers’ quantitative and qualitative assessment outcomes. Student work and TCRWP assessments will be reviewed every 4- 6 weeks to find trends and highlight students who are struggling to meet standards and students who are exceeding standards. The team will analyze the common need of a group of students.</p> <p><u>Tier 1 Intervention-</u> 6 weeks of teacher driven intervention. Classroom teacher works with small group/targeted students, while another teacher pushes in and works with entire class. After 6 weeks student data is reviewed. If a student is not making till not progressing, they enter Tier 2.</p> <p><u>Tier 2 Intervention</u> 6 weeks of pulled out small group intervention (intervention provided by push-in teacher)</p> <ul style="list-style-type: none"> -student is placed in a group based on similar needs -teacher documents all intervention/strategies taking place

	<ul style="list-style-type: none"> -suggested ideas: Reading Recovery strategies, Reading Rescue strategies, basic phonics skills, etc, -teacher assesses student level at beginning of period and then after 6 weeks <p>If after 6 weeks of pulled out small group intervention, teacher files referral</p> <p><u>Tier 3 Intervention</u> Student is pulled out/ option of referral for an evaluation.</p> <p>Small group instruction will be provided to these students along with reflecting on our curriculum to ensure we are meeting the needs of all students. Small group instruction provided by teachers as per Professional Activity Periods (Circular 6)Menu of Activities choice:</p> <ul style="list-style-type: none"> -Pushing-in to classrooms to support Academic Enrichment Plan. (Whole class/small group) -Review data: student work, teacher work and assessment data -Monitor student progress and communicate strategy/instructional plans with classroom teacher <p>As the school grows, ensure cross-grade articulation of expected student outcomes by consistently and collectively looking at student work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff Development Per Session SLT Supplies-Classroom Libraries Technology Cluster Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Tier 1 Intervention-</u> 6 weeks of teacher driven intervention. Classroom teacher works with small group/targeted students, while another teacher pushes in and works with entire class. After 6 weeks student data is reviewed. If a student is not making till not progressing, they enter Tier 2.</p> <p><u>Tier 2 Intervention</u> 6 weeks of pulled out small group intervention (intervention provided by push-in teacher)</p> <ul style="list-style-type: none"> -student is placed in a group based on similar needs -teacher documents all intervention/strategies taking place -suggested ideas: Reading Recovery strategies, Reading Rescue strategies, basic phonics skills, etc, -teacher assesses student level at beginning of period and then after 6 weeks

	<p>If after 6 weeks of pulled out small group intervention, pull-out/ referral option</p> <p><u>Tier 3 Intervention</u> Student is referred for an evaluation.</p> <p>TCRWP Administration Due Dates October 15th Data Meetings: Week of Oct 18th</p> <p>December 3rd Data Meetings: Week of Dec 6th</p> <p>February 4th Data Meetings: Week of Feb 7th</p> <p>April 1st Data Meetings: Week of April 4th</p> <p>June 3rd Data Meetings: Week of June 6th</p>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide all students with emotional, behavioral and social supports to ensure success and enhance their school experience. There will be 25% fewer classroom/school-based incidents and referrals</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Drawing from a few curriculums, our Guidance Counselor will continue to teach weekly lessons in each classroom. These lessons will focus on our student’s social and emotional development. The guidance counselor will provide professional development, twice a month, during extended day to our staff to turn key the curriculum. Students participate in small group at-risk counseling based on Academic Enrichment Program and qualitative assessments. Response to Intervention Meetings are documented and curriculum focus is shared with families to support parent involvement and consistency. Parent Workshops will be offered.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Full time Guidance Counselor Per Session Parent Coordinator Supplies SLT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Tier 1 Intervention-</u> 6 weeks of teacher driven intervention. Classroom teacher works with small group/targeted students, while another teacher pushes in and works with entire class. After 6 weeks student data is reviewed. If a student is not making till not progressing, they enter Tier 2.</p> <p><u>Tier 2 Intervention</u> 6 weeks of pulled out small group intervention (intervention provided by push-in teacher)</p> <ul style="list-style-type: none"> -student is placed in a group based on similar needs -teacher documents all intervention/strategies taking place -suggested ideas: Reading Recovery strategies, Reading Rescue strategies, basic phonics skills, etc, -teacher assesses student level at beginning of period and then after 6 weeks <p>If after 6 weeks of pulled out small group intervention, pull out/referral option</p>

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Create opportunities for parents to become more involved in child's education</p> <ul style="list-style-type: none"> • Outreach to Parents via monthly newsletters, Parent coordinator updates meetings and designing programs based on needs assessment • Professional developments with CBO teachers and school staff to deepen understanding of content • Survey school community in May regarding the interest level and effectiveness of partnerships and enrichment. • A 10% increase on the of the Learning Environment Survey categories/responses
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Preparing and organizing more workshops, both academic and informational. Provide opportunities for parents to come to the school for special events and academic celebrations. Parent Coordinator will attend professional development meetings to support the community as well as parents. Parent coordinator and administration will work closely with the PTA. Guidance Counselor will provide workshops regarding social emotional learning, parent's as supports, understanding child development. Surveys throughout the year to understand parent need for information or support.</p> <p>Application for PAAP- Parents as Arts Partner grant</p> <p>The goal of our proposed PAAP Extension Program is to enhance our sense of community and appreciation for the arts through the development of a puppet theater, with a story line that will embrace the attributes of our community. In partnership with our 92Y teaching artist, the program will include extensive parental involvement and a variety of interaction with our children in an array of arts activities.</p> <p>PAAP with 92nd St Y</p> <p>Parents and teachers will have the opportunity to participate based on their interests and talents; script writing, performing, music or design. The children will be included in creating the physical aspects of the puppet theater performance; including puppet making, set design, program development, sign creation, etc. The children will also be invited to inform the script with their own ideas about our community based on what they have learned through their classroom curriculum. In this way we will create a highly collaborative environment that will give parents an opportunity to work with their children in a creative way, as we bring our story and sense of community to life through the characters and visual scenes we design and create. The multiple workshops will also alleviate the potential overcrowding, while still including the entire school population.</p> <p>The culminating event will be a puppet show performance by the YCS parent body during a family social gathering. It will be an interactive event with an opportunity for the children to ask questions about the story, contribute their observations and discuss the things that they learned about their community.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Enrichment Costs/ Budgeted</p> <p>Funding from community Politicians- CASA Grant from Jessica Lappin</p> <p>Asphalt Green 2/3 covered by Dan Garodnick</p> <p>Parent Coordinator</p> <p>Per Session</p> <p>PAAP</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Survey school community in January and May regarding the interest level and effectiveness of partnerships and enrichment.</p>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To Provide opportunities for academic enrichment. To develop a curricula for 1st and 2nd grade that supports our school vision of providing students with a child-centered comprehensive education that will develop them into academic, creative, and socially aware leaders of the 21st century.</p> <ul style="list-style-type: none"> • Provide a full time , in school , visual arts program • Partnering with community based organizations to provide physical education • Partnering with community based organizations to provide music education • Partnering with community based organizations to provide chess education <p>Teachers will produce a reading and writing curriculum by June 2011.</p> <ul style="list-style-type: none"> • By December 2010, four units of study will be drafted. • By June 2011, final drafts will be completed.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will actively engage in various enrichment programs, in addition to classroom studies. Students will be knowledgeable about and make use of materials and resources available for participation in the arts and enrichment programs. Students will develop an understanding of the personal and cultural forces that effect an artist. Integrate arts, music and movement into all aspects of the curriculum. Teacher partners from collaborating programs will work with staff to develop understanding of the process and programs and turn-key programs to support teacher ability in the classroom. Teachers will gain a deeper understanding of student interests and development by providing students with multiple entries into learning. Community based organizations will provide enrichment opportunities. Workshops and performances will be held for families.</p> <p>Asphalt Green- Physical education Program Monday-Friday (one session a week/per class)</p> <p>Asphalt Green will be providing our school with our Physical Education Partnership (PEP) program. The program increases physical activity, promotes positive social behavior, and builds a foundation of sports-specific skills.</p> <p>Classes will walk to Asphalt Green to engage in outdoor activity, throughout the school year. On inclement weather days, classes will be held in our Main Hall.</p>
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	<p><u>Arts Connection: Music and Movement / Thursday-Friday</u> Arts Connection will be providing in-school residencies in music and movement through collaboration between classroom teachers and teaching artists.</p> <p><u>NYC Chess: 12 Week Session/Wednesday Fall- First Grade</u> NYC Chess will provide in school chess lessons and strategy building to our first grade students, once a week, for 10 months. Kindergarten students/ Spring term.</p> <p><u>92nd St Y: Musical Introduction Series: (November - May)</u> 12 In-School Instructional Sessions/ 4 Professional Concerts at the 92nd St Y The Musical Introduction Series will introduce our students to the music of many cultures in and out of the classroom. Collaboration between Y teaching artists and YCS staff.</p> <p>AUSSIE Literacy staff developer,(1x30 weeks) – Meets weekly with each teachers during prep to plan, spends 1 period weekly in each classroom modeling lesson, observing, and working with students Weekly collaborative planning meetings Individual coach/demo and debrief followed by planning as needed in cycles Study group using the book, <u>What Writers Need</u>, by Ralph Fletcher and <u>Understanding By Design</u>, by Grant Wiggins Use of Academic Enrichment Plan and Data Analysis to design/modify curriculum</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Enrichment Costs –Set aside in school budget Funding from community Politicians-CASA/Jessica Lappin Asphalt Green- Dan Garodnick Chess- PTA Parent Coordinator Per Session Coaching Logs Teacher Meeting Agendas/ Minutes</p>

	Curriculum Maps
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Provide parent workshops conducted by school staff and specialists, including:</p> <ul style="list-style-type: none"> -Arts Connection - NYC Chess - 92nd St Y - Parents as Arts Partners <p>Outreach to Parents via monthly newsletters, Parent coordinator updates meetings and designing programs based on needs assessment</p> <p>Survey school community in January and May regarding the interest level and effectiveness of partnerships and enrichment.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	12	N/A	N/A	10	0	0	0
1	17	8	N/A	N/A	6	0	0	0
2			N/A	N/A				
3			N/A	N/A				
4								
5								
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><u>Tier 1 Intervention-</u> 6 weeks of teacher driven intervention. Classroom teacher works with small group/targeted students, while another teacher pushes in and works with entire class. After 6 weeks student data is reviewed. If a student is not making till not progressing, they enter Tier 2.</p> <p><u>Tier 2 Intervention</u> 6 weeks of pulled out small group intervention (intervention provided by push-in teacher) -student is placed in a group based on similar needs -teacher documents all intervention/strategies taking place -suggested ideas: Reading Recovery strategies, Reading Rescue strategies, basic phonics skills, etc, -teacher assesses student level at beginning of period and then after 6 weeks</p> <p>If after 6 weeks of pulled out small group intervention, teacher files referral</p> <p><u>Tier 3 Intervention</u> Student is pulled out/ option of referral for an evaluation.</p>
Mathematics:	<p><u>Tier 1 Intervention-</u> 6 weeks of teacher driven intervention. Classroom teacher works with small group/targeted students, while another teacher pushes in and works with entire class. After 6 weeks student data is reviewed. If a student is not making till not progressing, they enter Tier 2.</p> <p><u>Tier 2 Intervention</u> 6 weeks of pulled out small group intervention (intervention provided by push-in teacher) -student is placed in a group based on similar needs -teacher documents all intervention/strategies taking place -suggested ideas: Reading Recovery strategies, Reading Rescue strategies, basic phonics skills, etc, -teacher assesses student level at beginning of period and then after 6 weeks</p> <p>If after 6 weeks of pulled out small group intervention, teacher files referral</p>

	<p><u>Tier 3 Intervention</u> Student is pulled out/ option of referral for an evaluation.</p>
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	<p>Small groups meet with guidance for 6 weeks to develop social and emotional skills Groups are formed according to needs- both behavior and academic Small group work during recess to address bullying and positive interaction</p>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

All families filled out a Home Language Survey upon Registration

Families of students targeted as needing ESL services were offered translation and interpretation options

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.
Families of students targeted as needing ESL services were offered translation and interpretation options. No families requested services.

Part B: Strategies and Activities

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

There are no students in temporary housing attending our school.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Purchase of supplies for the students and reading materials

Provide at-risk support for students before school and during the school day.

In cases where students are in need of material assistance for school supplies, these are provided discreetly.

Counseling services

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.

N/A

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:	Yorkville Community School						
District:	2	DBN:	02M151	School		310200010151	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				NR
Kindergarten		72	94				
Grade 1		0	82				
Grade 2		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3		0	0				92.0
Grade 4		0	0				
Grade 5		0	0	Poverty Rate - % of Enrollment:			
Grade 6		0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7		0	0			39.0	25.0
Grade 8		0	0				
Grade 9		0	0	Students in Temporary Housing - Total Number:			
Grade 10		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11		0	0				1
Grade 12		0	0				
Ungraded		0	1	Recent Immigrants - Total Number:			
Total		72	177	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
							4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	4	Principal Suspensions			0
# in Collaborative Team Teaching (CTT) Classes		6	13	Superintendent Suspensions			0
Number all others		2	8				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		11	TBD
# ELLs with IEPs		1	TBD
Number of Teachers			7
Number of Administrators and Other Professionals			3
Number of Educational Paraprofessionals			3

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	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			85.7
American Indian or Alaska Native		2.8	3.4	% core classes taught by "highly qualified" teachers			91.7
Black or African American		15.3	18.6				
Hispanic or Latino		19.4	24.9				
Asian or Native Hawaiian/Other Pacific		9.7	11.3				
White		45.8	40.1				
Male		63.9	57.6				
Female		36.1	42.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 1	District 02	School Number 151	School Name Yorkville Community
Principal Samantha Kaplan		Assistant Principal N/A	
Coach		Coach	
Teacher/Subject Area Marta Zagare/ESL		Guidance Counselor Kimberly Givner	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Lori Mcdermott	
Related Service Provider Elissa Soule		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	175	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	10.86%
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Part II: ELL Identification Process

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

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

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

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

In our school when parents come to register a child and they indicate it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

V If the child is truly a new admit; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

V After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.

V Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into an after school program for SIFE, as well as receive academic intervention services throughout the day.

V Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Ø Parent coordinator (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents if needed..

Ø At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Ø Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compared to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year. Beginning of next school year all students that took NYSESLAT receive entitelment or non entitelment letter based on their results. Letters are send home with students explaining results and further actions.

V The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. No names or selection are disclosed.

V As soon as the school has enough requests to offer a particular program, parents are notified that a new program now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' requests. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	13												19
Total	6	13	0	0	0	0	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	19		0							19
Total	19	0	0	0	0	0	0	0	0	19

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

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		5												5
Chinese														0
Russian	1													1
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	7												12
TOTAL	6	13	0	19										

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.

The organization model consists of a push-in and pull-out model. Students are clustered by proficiency levels (LAB-R and NYSESLAT scores). Where more than one proficiency level per group is necessary, Beginners will be grouped with Low Intermediate students and High Intermediates will be grouped with Advanced students. Beginner and Intermediate students will receive 360 minutes of ESL instruction per week, while Advanced students will attend ESL classes for 180 minutes per week. Our plan focuses on reinforced content area instruction where students receive academic intervention/support in growing as an English Language Learner. In addition, these students are targeted for Academic Intervention in a reading/math pull out small group instruction. All teachers are trained in ESL methodologies to support ELL growth.

Various instructional methods are use to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffolded for the individual student and their proficiency ability. All lessons provide students with social and academic language

development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Teachers also incorporate various components of the SIOP model during instruction. Teachers provide students with English instruction that is just a little above their comprehension. Teachers are aware that for newcomers speaking a new language can cause anxiety which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible.

Content areas are addressed by making teachers aware of the necessary modifications for ELLs as well as training teachers to use ESL approaches. Teachers use these strategies to differentiate instruction for ELLs. ELLs are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by-side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

PS 151 currently has no SIFE students. However, PS 151's plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies.

The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers are receiving the ELL mandated services. Instruction is scaffolded and differentiated by all teachers to meet their academic needs.

The plan for long term ELLs is to use various assessments from all teachers as well as the ESL teacher to identify areas of weakness and plan instruction based on academic area of need with increased academic rigor.

Ells with special needs are provided with additional modifications specific to their IEP and identified needs. Teacher and Special Ed teachers meet regularly to discuss and implement ESL strategies to help students accelerate their learning.

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

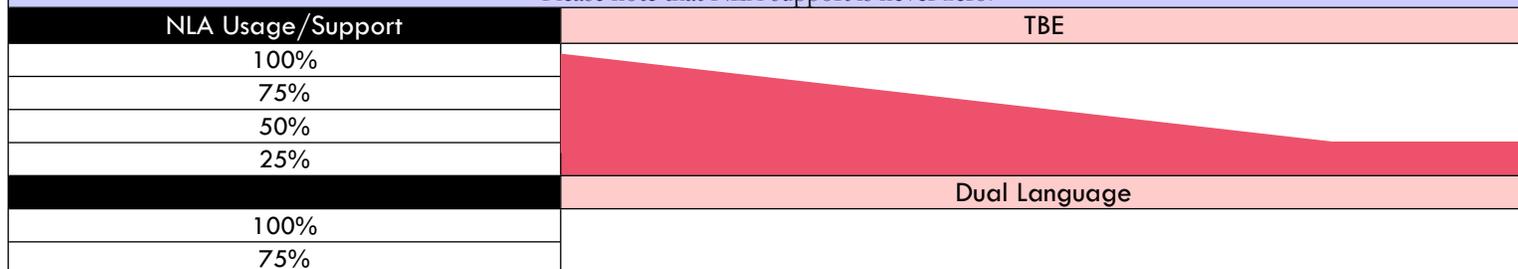
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc.

Classroom teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library.

Flexible grouping is consistently used. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Concept of print, phonemic awareness and decoding is provided to students in small groups.

We use guided groups using comprehension, fluency and vocabulary and phonemic awareness. Concept of print, phonemic awareness and

decoding is provided to students in small groups and one to one. Implementation of research based strategies that support all learners, including students struggling with math concepts. Teachers identify students not making progress and falling behind by using assessments and conferencing.

Teachers teach reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Providing additional drill and practice in reading fluency for students with limited decoding skills. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Comprehension skills are matched to the students reading levels. Concept of print, phonemic awareness and decoding is provided to students in small groups.

Readers and Writers Workshop model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners.

At all levels, the ESL teachers utilize a variety of methods to reinforce concept; phonics flash cards, electronic dictionary, maps, computers, DVDs and listening centers all to increase vocabulary. Phonics, basic skills and content is taught through Readers and Writers Workshop. The monolingual teacher uses the mini-lesson for Reader's Workshop with scaffolding techniques and frontloading vocabulary. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. Teachers plan specifically for language within the structure of the Balanced Literacy mini-lesson provides for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. It reinforces listening/speaking skills, reading skills and writing via the student book with authentic literature, utilizing authentic literature that provides a balance of fiction and non-fiction.

Currently there is Freestanding ESL program in the school based on parent survey choices. No programs will be discontinued hence there is no need for that.

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)?

N/A

D. Professional Development and Support for School Staff

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

We will continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, consultant and Network feedback. We will continue to use the information gathered from the goals and objectives collected from the teachers in the fall, as well as the one-to-one conferences held with individual teachers' mid-year and end of the year, to plan staff development. We will continue the process of assessing our staff development through cabinet meetings, discussions with Aussie consultants, teacher feedback, conducting walkthroughs, learning walks, and taking an in depth look at student work on a regular basis. The outcomes of the aforementioned will determine next steps in the planning of staff development that focuses on lesson planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instruction, concept development within the content areas, creating academic rigor in the thinking curriculum, using the CCSS, and the teachers' perception of moving from sub-standard work to standard meeting work.

PS 151 plans to have a number of professional development in the Spring on how to develop language and content goals during planning, and explored strategies for: building background knowledge, developing content vocabulary, differentiating instruction to accommodate academic and linguistic differences; promoting interaction among students, scaffolding content and tasks in ways appropriate to the linguistic levels of the students providing comprehensible input during instruction, and assessing learning through two languages.

In addition, our CFN Network will provide some staff development for monolingual teachers who worked with the ELLs but did not have as much experience or training as bilingual and/or ESL teachers. This work will be ongoing this year and will be applied towards our mandated

7.5 Jose P. hours.

This year the ESL Teacher will continue to receive training at the CFN Network Level, on working with ELLs. They will use the knowledge acquired to support teachers with the instruction of ELLs, turnkey for other teachers and plan professional development.

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?

Beginning of the year:

- Family information session in August
- Continue to establish Parents Association Executive Board and support elections and new members.
- Family curriculum night
- Social event to build community
- Disseminate school calendar, what to expect in Kindergarten, and Family Handbook to entire community

During the year:

- Monthly parent/guardian meeting with general PA and Executive Board as per bylaws.
 - Monthly newsletter informing parents of Curriculum being covered by grade
 - Workshop conducted by school Guidance Counselor
 - School-wide activities and parent outreach/invitations to participate in student presentations and performances
- Semi-monthly family Friday events that focus on parents/guardians as learning partners.

In addition, we will provide parent workshops conducted by school staff and specialists, including:

- Math Investigations
- Literacy with Staff Developer and Teachers
- Social Emotional Learning with Guidance Counselor
- Information on special education means and how we meet the needs of our students
- Science and Social Studies Discovery
- Reading support including ESL strategies
- Parents as Arts Partners

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	3												6
Intermediate(I)	1	8												9
Advanced (A)	2	2												4
Total	6	13	0	0	0	0	0	0	0	0	0	0	0	19

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

SPEAKING	I	0												
	A	6												
	P	4												
READING/ WRITING	B	2												
	I	8												
	A	0												
	P	0												

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

NYSESLAT modality analysis shows students made a great deal of growth in listening and speaking while in reading and writing modality their gains were not as high as expected. The review of this data helped us make necessary changes in our instructional practices such as shifting our focus to developing reading and writing strategies, that would help students to become more independent readers and writers.

E-Class and teacher's college (TCRWP) were the measurements used for student reading assessment. Our goal was to have students improve by three reading levels over the course of the school year. The majority of students surpassed that goal. Eighty percent of students moved at least three levels. The greatest level of growth seen was eleven reading levels, and the lowest was one. Teachers observed that students who did not meet their reading goals required oral language development. English language learners had difficulty moving reading levels. Students who did not attend school for the entire year also did not move levels. In the coming year we will focus on bringing our English language learners to grade level benchmarks. Teachers met daily to reflect on student data collected, and to write curriculum that would challenge students, and bring them to the next level. Teachers have continued professional development, both internally and with our Aussie staff developers. The TCWRP will be the uniformed assessment to monitor student growth in reading and writing, for the 2010-2011 school year. All teachers are trained on the implementation of the periodic assessment systems using TCRWP. Bi-Monthly administration and data collection of TCRWP and the use Assessment Pro enables teachers to observe trends cross classes and grades. Teacher sssessment shows that Beginner ELLs are performing below grade level in content areas, however, Intermediate and Advanced ELLs are performing at grade level. Closer alignment of ESL instruction with classroom curricula can be accomplished through continuous communication and coordination between the ESL Teacher and classroom teachers.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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