



P.S. 185 JOHN M. LANGSTON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 185 JOHN M. LANGSTON
ADDRESS: 20 WEST 112 STREET
TELEPHONE: 212-534-7490
FAX: 212-831-8613

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300010185 **SCHOOL NAME:** P.S. 185 John M. Langston

SCHOOL ADDRESS: 20 WEST 112 STREET, MANHATTAN, NY, 10026

SCHOOL TELEPHONE: 212-534-7490 **FAX:** 212-831-8613

SCHOOL CONTACT PERSON: JANE MURPHY **EMAIL ADDRESS** JMurphy32@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rene Nichols

PRINCIPAL: JANE MURPHY

UFT CHAPTER LEADER: Dierdre Jenkins

PARENTS' ASSOCIATION PRESIDENT: Talisha Woods

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** CFN 410

NETWORK LEADER: ALTAGRAC SANTANA/Wladimir Pierre

SUPERINTENDENT: Sara Carvajal (IA)

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
JANE MURPHY	Principal	
Renee Nicholls	Chairperson SLT / UFT Member	
Veronica McCuthen	UFT Member	
Hana Pardon	UFT Member	
Deirdre Jenkins	UFT Member	
Taleshia Woods	Title I Representative	
Latanya Robinson	PTA President	
Lillie Edmondson	Parent	
Jaqueline Lopez	Parent	
Karen Shields	Parent	

* 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.

□

At John Mercer Langston, we proudly serve 251 bright and eager young learners in grade Pre-K -2. Our mission is to provide all students with a strong foundation in literacy, mathematics, problem solving, science, social studies, and technology, as well as productive habits of mind that will enable them to sustain a lifetime of learning.

This year, our school has been awarded a magnet grant that will enable us to intensify our work with technology in early childhood. We will approach this through a partnership with Dr. Marina Bers of Tufts University, the author of BLOCKS TO ROBOTS. Throughout the next years and beyond we will unify our curricula and instructional approach through a discovery and design theme. Using Lego building materials, Mindspring robotics and other technology integration, students will harness the power of play to learn. The 'discovery based' instructional design cycle includes five steps: ASK, IMAGINE, PLAN CREATE, IMPROVE, which are applied to teaching and learning in all subject areas. At our school, the *learning to learn* and the actual content are equally emphasized.

We'll support learning in all subject areas with technology including SMART boards, regular use of the lap tops on a portable cart, document cameras, flip cameras and our media center with centrally located technology resources.

We collect 'snap shot' data on our learners to compile formal profiles of progress with tools including Early Childhood Assessment of Mathematics and the Teachers College Reading Progress Assessment. Student daily work is assessed collaboratively by teacher teams that meet weekly. Parents receive five progress reports throughout the year, and are updated with curriculum newsletters quarterly.

Parents, Guardians and family members participate in weekly learning opportunities including ESL, Spanish and English language learning classes and curriculum workshops offered by the parent coordinator.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 185 John M. Langston								
District:		3	DBN #:		03M185	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" 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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		52	29	36			TBD	TBD	TBD	
Kindergarten		78	60	52						
Grade 1		102	86	73	Student Stability - % of Enrollment:					
Grade 2		73	89	76	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			90	88.57	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			72	76.4	86.6	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			1	24	TBD	
Grade 12		0	0	0						
Ungraded		1	0	2	Recent Immigrants - Total Number:					
Total		306	264	239	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	2	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	8	Principal Suspensions		10	8	TBD	
# in Collaborative Team Teaching (CTT) Classes		25	16	15	Superintendent Suspensions		1	7	TBD	
Number all others		9	10	16						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	12	0						

# in Dual Lang. Programs	14	12	15	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	32	25	14	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	7	Number of Teachers	31	30	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	7	TBD
				Number of Educational Paraprofessionals	3	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	80.6	76.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	74.2	76.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	90	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87	91.7	TBD
Black or African American	67.3	67.4	65.7				
Hispanic or Latino	28.8	27.3	31				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.5	1.3				
White	2.6	1.1	0				
Multi-racial							
Male	54.9	51.5	52.7				
Female	45.1	48.5	47.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target	
	ELA	Math	Science	ELA	Math	Grad. Rate		
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 AYP in each subject	3	1						
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				W
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals				√
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals				√
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals				√
Additional Credit				Quality Statement 5: Monitor and Revise				√
Key: AYP Status				Key: Quality Review Score				
√ = Made AYP				Δ = Underdeveloped				
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding				
* = 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								

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

□

PS 185 John Mercer Langston is a school in good standing. As an early childhood school, we depend on a variety of measures to gauge our progress and plan for continued success.

Collaborative assessment of student work is the foundation for the work we do in planning and evaluating learning. Over the past year, the school has streamlined systems for collecting student work and using it to document and support successes and challenges with both our standards-based curriculum and the abiding interests and proclivities of each child. Student work workfolders are shared with parents and guardians at regular intervals and are used by teachers to assess progress of individual children in conjunction with other formative data sources such as unit checklists, running records, conference notes and student-goals tracking sheets.

Data such as these and more structured assessments including TCRWP periodic reading assessments, E-PAL, E-CAM and in-house mathematics assessments are used to identify trends, successes and challenges in teaching and learning and to monitor and adjust instructional programs and curricula. NYSESLAT, ELA and Math State Assessment Data for 3rd Graders, Quality Review, Learning Environment Survey, as well as Network supported Instructional Rounds, in-house learning walks and informal surveys enable us to gather and respond to bigger picture data overall outcomes.

Data: Quantitative

Reading:

First Grade: We were able to collect 'change over time' data on 68 first grade students.

Level 1 to Level 1 23

Level 1 to Level 2 5

Level 1 to Level 3 6

Level 1 to Level 4 2

TOTAL 36

Level 2 to Level 2 1

Level 2 to Level 3 7

Level 2 to Level 4 8

MARCH 2011

Level 2 to Level 1 1
TOTAL 16

Level 3 to Level 3 6
Level 3 to Level 4 4
TOTAL 10

Level 4 to Level 4 5

No Change Data 9
Total Negative Change 1
Total "One Year's Growth or Greater" 44

We were able to collect 'change over time' data on 64 second graders.

Level 1 to Level 1 10
Level 1 to Level 2 6
Level 1 to Level 3 0
Level 1 to Level 4 0
TOTAL 16

Level 2 to Level 2 4
Level 2 to Level 3 1
Level 2 to Level 4 0
Level 2 to Level 1 0
TOTAL 5

Level 3 to Level 3 28
Level 3 to Level 4 0
Level 3 to Level 2 6
TOTAL 34

Level 4 to Level 4 1
Level 4 to Level 3 7
Level 4 to Level 2 1
TOTAL 9

No Change Data 3
Total Negative Change 14
Total "One Year's Growth or Greater" 40

Data on Mathematics include the following:

June 2010 "number sense and operations" assessment:

Grade 1: 89% of students performing on grade level

Grade 2: 68% of students performing on grade level

Data and Analysis for NYSESLAT:

State tests results for students who were in third grade last year at PS 208, (most of whom attended PS 185 in 2008-2009) show a similar trend.

Attendance Data:

Data: Qualitative:

Highlights of the Quality Review findings, also administered by the Santana Network, include further work to use data we collect to differentiate, the need to intensify specific supports for sub-groups (including students performing at level 1 and enabling teachers to spend more time collaboratively assessing student work in order to target instruction.

100% of teachers and 63% of Parents and Guardians responded to the the Learning

100% of teachers and 63% of parents responded to the Learning Environment Survey.

Teacher responses indicate a need to provide teachers with more timely and relevant feedback on professional performance, establishing clearer expectations and increasing engagement for students.

Informal Teacher Survey: 75% of teachers said they felt what they do well was visible in the community. 86% of teacher said their students benefited from weekly common planning periods and 87% said that working with a professional learning goal helped them to focus on student achievement. 87% said that monthly lab-sites improved the quality of their teaching.

Instructional Rounds: In January 2010, the Santana Support Network conducted an Instructional Round in our school focused on student engagement in mathematics. Results included inquiries into levels of student engagement and instructional strategies for real life applications for math learning, particularly Number Sense and Operations.

Analysis:

Much of the data, particularly reading and writing illuminates the need for more intense, structured support for students significantly behind in skills and understandings for their grade. This is an overall trend in the school, also appearing in our school wide incidents reports and anecdotal and attendance data.

Addressing academic areas first, in the 2009 – 2010 school year our extended day program for students achieving at level 1 was based on Response to Intervention methods such as small group instruction organized into 8 week cycles with explicit progress monitoring and reporting. However, only 42% of the students enrolled in extended day attended regularly. We have changed our extended day program to an afternoon timeslot to increase attendance. Additionally, we were able to structure Small Group Instruction (SGI) periods for reading in which special service providers clustered in specific grades at specific times in order to minimize instructional interruptions for pull out AIS services and to most efficiently provide targeted interventions for groups of learners across a grade. We will continue to hone this system this year for reading. Teachers will also departmentalize for the skill- intensive Foundations Phonics program in the coming year based on assessed levels of students. Students assessed at level 1 and low level 2 will two additional progress assessment and reporting periods this year, bringing the total to five.

Writing was assessed through E-PAL in Grade 2, E-PAL simulations in grade 1 and through student performance assessment throughout the school. Data collected indicate that conventions in general and spelling and vocabulary in particular were averaging below grade expectations. Our plans to address this deficit include the institution of school-wide explicit vocabulary instruction, vertical alignment of spelling strategies and goals, and the dedication of several monthly lab-site professional development sessions with our literacy consultant to develop teacher skills and understandings related to teaching conventions.

Overall, analysis of the data indicate that our greatest need in the coming year is in supporting students who perform significantly below grade standards in reading. Students performing at level 2 in September tended to move on (17 out of 21 students moved up from level 2), but a preponderance (33 out of 52) of ‘Level 1’ students remained at that level in June.

This year, second grade will be adopting several mathematics instruction strategies successfully implemented by first grade teachers last year, including supplemental instruction at key points in the Everyday Math (EM) curriculum. The school will also be further aligning assessment for pre-K – 2 by adopting the E-CAM mathematics assessment program in all grades. Based on the data, teachers our school community have begun to and will continue to involve students in goal setting in mathematics based on chapters in EM, use student

performance data to differentiate math instruction and preview learning objectives for each math lesson with students.

Professional moral in the building tends to be high, but specific issues in communication of expectation and performance feedback will be addressed through more frequent informal conversations with teachers and written informal 'class notes' after classroom visits.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> 80% of Grade 1 and Grade 2 students who performed at Level 1 "far below standards" on TCRWP reading assessments in June 2010 will perform at Level 2 "approaching standards" or 'Level 3 proficient' levels in June 2011.	<input type="checkbox"/> Literacy
<input type="checkbox"/> 85% of Students who performed at Levels 3 and 4 on the Grade 1 Number Sense and Operations Final Assessment June 2010 will maintain or surpass commensurate scores on the Grade 2 Number Sense and Operations Final Assessment in June 2011.	<input type="checkbox"/> Mathematics: Number Sense and Operations
<input type="checkbox"/> By June 2011, all teachers will demonstrate use of formative data to plan and implement differentiated instruction based on content, process and product for literacy and math and process and product in social studies and science and arts, as evidenced by meeting agendas/outcome notes, student progress tracking sheets/learning goals/unit assessment checklists and administrative formal and informal observations/learning walk notes.	<input type="checkbox"/> Differentiated Instruction
<input type="checkbox"/> By June 2011, PS 185 will increase communication with parents through use of technology, including school and classroom blogs and a school website designed to afford parent greater access to school and DoE information.	<input type="checkbox"/> Parent Involvement: Communication
<input type="checkbox"/> By June 2011, all students at Early Childhood Design and Discovery Magnet School will receive instruction in the magnet theme (building, robotics and engineering) for at least five periods per week.	<input type="checkbox"/> Magnet School Goal

SECTION VI: ACTION PLAN

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

Subject Area

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> 80% of Grade 1 and Grade 2 students who performed at Level 1 "far below standards" on TCRWP reading assessments in June 2010 will perform at Level 2 "approaching standards" or 'Level 3 proficient' levels in June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Action/ Strategies/ Activities:</p> <p style="padding-left: 40px;">Assign AIS periods to cluster teacher.</p> <p style="padding-left: 40px;">Assess all students in subgroup- September. Plan for intervention based on results. Set learning goals. Share assessment results and learning goals with parents/guardians. and AIS Reading teacher will push in and pull out daily with students in this designated subgroup</p> <p style="padding-left: 40px;">Progress Monitoring at monthly Data Meetings with principal and bi-weekly Child Study Team.</p> <p style="padding-left: 40px;">Parent Progress Reports sent home at 8 week intervals</p> <p style="padding-left: 40px;">Establish targets groups in extended day. <input type="checkbox"/></p> <p>Target Population: First and second grade students who performed at "Level I" on TCRWP</p>

	<p>assessment in June 2010</p> <p>Responsible Staff Members: Cluster teacher with AIS assignment, Principal, Child Study Team, Instructional Cabinet</p> <p>Implementation Timeline: September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> STAFFING: Cluster teacher with AIS assignment SCHEDULE: Reversion to 7 period days to enable Cluster teacher schedule to accommodate AIS instead of cover additional preparation periods. Members of child study team have scheduled meetings for every other Thursday. PROFESSIONAL DEVELOPMENT: PD scheduled for 1) Writing and using intervention plans/ Using questioning to elicit higher order thinking skills 2) inquiry work around sub-group performance 3) Using formative assessment to plan instruction AIS teacher funded with Title I Literacy consultant for professional development Funded by Title I</p> <p><input type="checkbox"/></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><input type="checkbox"/> 8 week Interim benchmarks will be set for each student .</p> <p>Instructional Cabinet will monitor systems for efficacy and revise as needed- Check points in October, February and April.</p>

Subject Area
(where relevant) :

Mathematics: Numbers and
Operations

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 85% of Students who performed at Levels 3 and 4 on the Grade 1 Number Sense and Operations Final Assessment June 2010 will maintain or surpass commensurate scores on the Grade 2 Number Sense and Operations Final Assessment in June 2011.</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><input type="checkbox"/> Work with teachers in second grade in a team meeting to identify students in each class who scored in the range of 3 and 4 on the math assessment in June of 2010. <input type="checkbox"/></p> <p>Plan and deliver professional development for teachers re: Numbers and operations as they appear in the standards and in the curriculum (EM)</p> <p>Professional Development for teachers in E-CAM Math assessment.</p> <p>Assessment points for students: October, December, March, May</p> <p>Teacher observations focused on Mathematics</p> <p>Teacher PD on CCSS Math Practice #3</p> <p>Check in points for progress at teacher common planning periods</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff Developer for Mathematics funded with Title I (HQ Teachers) Principal's schedule accomodates professional development for teachers Network Support for Lesson Study
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> October- Assesement -E-CAM Administrative Formal Lesson Observations in Math - December - February. Study Groups on Differentiation for Math - December - February Lesson Study: February- March Professional Development in Math (with Trainer: Aussie) March February- Assessment - E-CAM March- Assesemnt- Curriculum based May- Assesement - E-CAM Instructional Cabinet will monitor and revise system September, March and May

Subject Area
 (where relevant) :

Differentiation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, all teachers will demonstrate use of formative data to plan and implement differentiated instruction based on content, process and product for literacy and math and process and product in social studies and science and arts, as evidenced by meeting agendas/outcome notes, student progress tracking sheets/learning goals/unit assessment checklists and administrative formal and informal observations/learning walk notes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Action/ Strategies/ Activities:</p> <p>Classroom teachers will meet monthly in grade teams to collaboratively assess and plan instruction.</p> <p>ata meetings with the principal will be used to review data including conference notes, progress tracking sheets, unit assessments and differentiated learning in unit plans.</p> <p>Teachers will identify learning goals (with input from students) for groups and individual students for units of study.</p> <p>Monthly Lab sites will include professional development in collaborative assessment and lesson modeling for differentiating instruction in reading, writing, speaking and listening.</p> <p>Teacher teams will utilize inquiry process to identify, target instruction and share outcomes for subgroups of students</p>

	<p>Target Population: Classroom teachers in grades Pre K - 2</p> <p>Responsible Staff Members: Principal and staff developer (external), Data Specialist, classroom teachers</p> <p>Implementation Timeline: September 20, 2010 – June 10, 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Title I funds Literacy Consultant</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><input type="checkbox"/> Learning Walks for differentiation scheduled for November, January, March and May to monitor and revise and provide feedback to teachers and students.</p> <p>Monthly Data Meeting Outcome Agendas/outcome notes</p> <p>Lab Site agendas, outcome notes</p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, PS 185 will increase communication with parents through use of technology, including school and classroom blogs and a school website designed to afford parent greater access to school and DoE information.</p>
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Action Plan

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

□

Action/ Strategies/ Activities:

Web site will be updated with pictures and current information monthly beginning in February

Monthly calendars will be posted on Website with dates for events and

Curriculum News letters will be posted on Website

School Messenger/ bulletin board will continue to update parents re: attendance and lateness and parent/guardian participation rates

Parent Orientation in September will include:

“Save the Date” Calendar for events through the year

Standards for Parent Involvement and introduction of incentives

Curriculum Maps for the year for literacy and math

Advertise “open access” to media center for parents during the month of the School Environment Survey

Target Population: All Parents and Guardians

Staff Responsible: Parent Coordinator, Attendance Coordinator, Principal

Implementation Timeline: September 2010 – June 2011

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> School Messenger- Title I AARA</p> <p>Food and incentives for events - TL</p> <p>Tech Support from CFN 410</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><input type="checkbox"/> Monitor Website for blog updates and postings: Monthly</p> <p>SLT will monitor and revise progress through surveys, website reviews, and parent focus groups at intervals (November, February, and May)</p>

**Subject Area
(where relevant) :**

School Magnet Goal

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, all students at Early Childhood Design and Discovery Magnet School will receive instruction in the magnet theme (building, robotics and engineering) for at least five periods per week.</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><input type="checkbox"/> Establish Partnership with Tufts University for Robotics program (October): Principal</p> <p>Train staff to use robotics and other curricular approaches (Math, Science, ELA, Engineering) to plan and impliment integrated units of study. (October - May) Consultants, Partner Organizations, Principal</p> <p>Purchase materials, Professional Development, Curriculum Supports (February - May) Principal</p>

	<p>Write integrated units of study and implement: Staff, Principal</p> <p>Administrative supports in the form of walk- throughs and classroom observation for teacher feedback: March - June: Principal and Assisstant Principal</p> <p>Collaborative assessment of student work based on CCSS April - June: all staff</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Funded by Magnet Grant</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><input type="checkbox"/> Professional Development Agendas and outcomes</p> <p>Curricular units of study (March)</p> <p>Teacher observation notes</p> <p>Student work samples</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	69	69	N/A	N/A	5			
1	56	56	N/A	N/A	6			
2	63	63	N/A	N/A	7			
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:

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <p>The AIS providers in ELA utilize:</p> <p>Fundations in small groups during the extended-day program and whole class during the regular school day.</p> <p>Words Their Way in small groups during the extended-day program and whole class during the regular school day.</p> <p>A daily push-in/pull-out program for at-risk students in small groups to develop phonemic awareness, phonics, reading comprehension, vocabulary and fluency.</p> <p>E.S.L. strategies to develop the acquisition of English for English Language Learners in small groups during extended-day and a push-in/pull-out model during the regular school day.</p> <p>RTI strategies in 8 week cycles for reading.</p>
Mathematics:	<input type="checkbox"/> <p>AIS in Mathematics is provided to students as a Tier I and Tier III intervention. Students are supported by the classroom teacher using differentiated instruction. At-risk students are provided extra support through small group instruction and hands-on activities.</p>
Science:	<input type="checkbox"/>
Social Studies:	<input type="checkbox"/>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor provides support for students in crisis or those who demonstrate chronic social emotional challenges. The counselor also provides proactive support to students for identifying feelings, making good choices and coping with stress in the classroom and on the playground. Additionally, support services are provided to parents and students from CBOs.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-2

Number of Students to be Served:

LEP 33

Non-LEP 6

Number of Teachers 3

Other Staff (Specify) AIS and SETSS

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.

□

P.S. 185 has 33 English Language Learners students participating in one of the following program model. There is one second grade dual language class and one first grade general education class servicing English language learners. The language of instruction is English and Spanish through the content areas of social studies and science. The E.S.L. teacher services 20 English language learners in K-2 in a push-in/pull-out model. Title III allocation will be utilized to implement a supplemental after school program to support language development and comprehension skills through the following activities: accountable talk, journal writing, problem solving activities, hands on content area projects aligned to teacher created themes, vocabulary development and math games. The After School Supplemental Program will be a 12-week program divided in 3 cycles of 4 week duration. NYSESLAT data will be used to support ELLs in the each cycle. Cycle 1 will focus on specific challenges in reading and writing. Student strengths in listening and speaking will be used to scaffold on weaknesses in reading and writing as shown in the NYSESLAT scores. During Cycle 2, the focus will be integration of technology using software for LEP students. Cycle 3 will focus on test taking preparation for NYSESLAT. In addition, the proposed after school program will help students become more independent with each component of the workshop model so that they are ready to hold discussion groups with very little teacher coaching by the end of the second grade.

Teachers will monitor good discussion and questioning techniques. Good discussion and reflective thinking strategies will be modeled and practiced with students. Approximately 30 children in level I and level II of the NYSESLAT and LAB-R will be targeted for the after school program.

Students will be serviced by state certified ESL/Bilingual teachers.

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.

□

In order to align our Title III program to our core curriculum, all teachers of ELLs, will attend a series of professional development to be facilitated by our program supervisor and ESL teacher. Such meetings will be held during our regular scheduled Town Halls meetings and will of no cost to our Title III budget.

Nov. 2010- Foundations

Dec. 2010- ESL Strategies for ELLs

Feb.2011- Academic Interventions for ELLs

April 2011- NYSESLAT

June 2011- Promotional Criteria for ELLs.

Professional Development meetings will also be conducted during grade conferences with our certified ESL/Bilingual teachers to work with our administration to study differentiation for ELLs in the general education classroom. Further our network support ESL Administrator will facilitate workshops for ESL department and general education teachers to enhance best practices for ELLs, enhance lesson planning with ELLs in mind and assist our non-ESL teachers understand the academic and social needs of our ESL students.

A differentiated professional development will be conducted during weekly grades conferences with the 3 teachers servicing ELLs to study these topics with administration

Section III. Title III Budget

—

School: 185
BEDS Code: 310300010185

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	10,000	<input type="checkbox"/> After school program for 2010-2011 will be offer for 12 weeks in 3 cycles of four weeks duration to support ELLs in reading and writing.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> 0
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4300.	<input type="checkbox"/> <input type="checkbox"/> We will purchase netbooks for ELL students. We will purchase French Language books for French Native speakers. We will purchase dictionaries.

		We will purchase books.
Educational Software (Object Code 199)	200.00	<input type="checkbox"/> We will purchase vocabulary development software.
Travel	0	<input type="checkbox"/> 0
Other	500	<input type="checkbox"/> We will purchase snacks and books for parents to help prepare for NYSESLAT.
TOTAL	5000	

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.

-
- The Home Language Identification Survey (HLIS) will be reviewed by

Parent Coordinator to identify the language of translation and interpretation needs for non-English speaking parents. The Parent-Coordinator will work with the

DOE Translation and Interpretation Unit to translate letters, documents, calendars and newsletters. The Parent Coordinator will translate all meetings in the school

into spanish and will arrange oral translation through DOE Translation and

Interpretation Unit. A vendor will be contracted to translate all letters , documents, calendars and newsletter into French when needed.

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.

-
- 26% of our parents speak spanish only, 14% of the population represents

African countries. This information is reported in the school annual report

and at SLT Meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will contract a vendor for French Translation only. Parents will be informed prior to PTA and Parent-Teacher-Conferences for assistance in translation services. Letters, calendars, newsletter and other documents will be send to DOE Translation and Interpretation Unit. Parent Coordinator will translate into spanish at all parent meetings.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Letters will be translated by DOE Translation and Interpretation Unit. Parent Coordinator will arrange a conference call according to language. Parent Coordinator provides translation for spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A vendor will be contracted for French translation if needed. The Parent Coordinator will provide support to all families. Parent volunteers are also utilized if necessary for our French speaking families.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	154,139	60,876	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,542		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,707	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15,414	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

I. **General Expectations:**

The school’s Parental Involvement Policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. The purpose this school’s Parental Involvement Policy is to:

- Remain consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA)
- To provide a description of how the school and parents work cooperatively to provide for the successful education of the children of P.S 185.
- Ensure that the school is in compliance with the Title I, Part A, Parental Involvement requirements by providing opportunities for the participation of all parents.
- Provide opportunities for all parents to be involved with the decision making process.
- Increase their understanding of their right to support their child’s education by being involved in the educational process;
- Increase the role of the home in enriching education and improving student achievement.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on

the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□
I. **Description of How School Will Implement Required Parental Involvement Policy Components :**

To increase parent involvement, P.S 185 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESE:

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council.
- Maintain Parent Coordinator to serve as liaisons between the school and community.
- The school will provide monthly publications such as the monthly calendar and listings of Parent workshops and notices. Information is given to parents in English and Spanish.

The Parent Involvement Policy will focus on Tier I parent activities to further increase parent involvement such as Monthly “Children At Work” event which provides opportunities for parents to spend time inside the classroom.

- Family Fun Night
- ESL Class, workshops and Parent breakfast.
- Parent Cookshop

P.S. 185 will further encourage school-level parental involvement by:

- Holding an annual Parent Curriculum Night
- Hosting events/activities during Open School Week
- Establishing a lending library
- Encouraging more parents to become trained school volunteers through Learning Leaders

P.S 185 will build the school’s and parental capacity for strong parental involvement to improve student academic achievement, through the following activities:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State’s academic content standards
 - The State’s student academic achievements standards
 - The school will provide material and training to help parents work with their Children to improve their children’s academic achievement, such as literacy

training, and using technology, as appropriate, to foster parental involvement

In carrying out the Title 1 Part A Parental involvement requirement to the extent practicable, the school will provide opportunities for the participation of parents with limited English Proficiency, parents with disabilities and parents of migratory children.

Required School-Parent Compact Provisions

School Responsibilities:

P.S. 185 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement.
The school is providing balanced literacy program, Researched- based science program through Scott Foresman, Everyday Math Program, and extended day instruction with an emphasis on reading and writing.
2. Hold parent-teacher conferences.
3. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities such as the "Children At Work" monthly event.
4. Involve parents in the planning, review, and improvement of the school's Parental Involvement Policy.
5. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs.
6. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
7. Provide information to parents of participating children in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
8. Provide to each parent an individual student report about the performance of their child.
9. Provide each parent timely notice when their child has been assigned or has been taught for four (4) consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
10. To work collaboratively with colleagues to enhance the learning experience of each child, maximizing the opportunity to meet the performance standards in all curriculum areas.
11. To communicate with parents via: Parent-teacher conferences, reports on child's academic progress, PA meetings, letters and phone calls.
12. To work to strengthen the partnership between school, home and community.

Parent Responsibilities:

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

- Attend workshops and trainings provided to assist with learning strategies
- Assist /children with schoolwork. Read for 15 to 30 minutes per day to Prek –Kindergarten – First grades, listen to Grades 2 read for 15 to 30 minutes per day.
- To monitor child's attendance at school, class work and homework.
- In addition, ensure that child meets health requirements (i.e. immunizations).
- Attend parent-teacher conferences and other functions and appointments as they relate to child's academic progress.
- Reply to all letters, messages and telephone calls from school.
- Speak to my child on a daily basis about hi/her day at school.
- Ensure that child is prepared for the school day's work (homework completed, pencils, notebook, etc.)
- To resolve all conflicts/discrepancies in a respectful manner.
- To ensure that my child comes to school dressed in uniform
- To ensure that my child does not bring to school: jewelry, toys, candy or other items that may distract learning.

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.

Roughly 30% of third graders who articulated from PS 185 in 2009 who were tested in January 2010 achieved scores in the proficient range. For a more detailed review of needs please see the Needs Assessment Section of this document.

2. Schoolwide reform strategies that:

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

Tier I Academic Intervention Service (AIS) is provided directly in the classroom within small groups, based on what the child needs. Differentiated instructional techniques are used with specific strategy modifications. Technology -based intervention programs may be utilized within this tier.

Tier II- Intervention requires a pre -and- post screening. Push-in and/or pull-out model; above and beyond the core curriculum. Students receive systematic assessment-driven instruction individually or in small targeted groups.

Tier III Students must be referred for a comprehensive multidisciplinary evaluation. Identification of a specific learning disability will result in the development of an individualized educational plan for the student. The student will then receive Special Education Services.

Professional Development Teachers receive monthly professional development in the balanced

Work with Common Core Standards

Curriculum Newsletters and Unified Curriculum (inquiry work and common planning)

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.

Students participate in extended day for additional tutoring.

Teachers implement differentiated instructional strategies.

- o Help provide an enriched and accelerated curriculum.

Training for the of Common Core Standards

Monthly LabSites include Professional Development sessions for teachers in balanced literacy.

- o Meet the educational needs of historically underserved populations.

PS 185 will continue to provide a variety of programs that will meet the needs of all children in the following ways:

- Collaborative Team Teaching
- ESL
- SETTS
- Assessment data to determine individualized student goals and differentiated instruction.
- Afternoon Extended Day Tutoring Program
- The counselor will provide at-risk counseling services for groups of students in need of social and emotional support.

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.

Class Reviews and The Academic Intervention Services Committees will review students on a weekly/monthly basis to insure that no child is left unnoticed. Children will be referred to services as needed with follow-up meetings with parents if required. Support staff pushes into the classrooms for small group instruction as well as pulls students from the classroom.

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

The Instructional Cabinet Team members and SLT will assist the administration and coordinators in monitoring all programs and report during the weekly/monthly committee meetings.

3. Instruction by highly qualified staff.

All teachers at PS 185 are highly qualified for the school year 2010-2011

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.

Teachers and administrators participate in a range of professional development.

The Principal meets monthly with a consultant who provides ongoing coaching and experienced perspective. Administrators attend full day Professional Development sessions offered by CFN 410 (our Network) each month. Teachers participate in monthly lab-sites

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

Candidates that are considered for hire are pre-screened through the Department of education. All positions are posted on the DOE Teacher Finder.

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

We offer parents a variety of ways to become involved in school, including:

*family fun night- evening parental involvement

*Children At Work -classroom based events

*Learning Leaders -Parents participate in training and volunteer in the school.

*Parent Class Leaders

*Curriculum Classes for Parents receive workshops on Literacy

*ESL, Spanish and English Classes for Parents

*Technology classes for Parents

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The parent Coordinator and the administration will continue to put into action a recruitment plan to early childhood programs. Flyers, invitations to events will be launched to inform and attract parents to the school. Schoolwide tours will be conducted throughout the year.

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.

Teachers meet on a consistent basis to analyze and interpret data. Dialogue takes place about the effectiveness of the instructional program and next steps to improve student achievement. Teachers are included in all assessment decisions.

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.

□ P.S 185 will continue to provide a variety of programs that will meet the needs of all children. P.S 185 will implement Collaborative Team Teaching, ESL and SETTS. An afternoon Extended Day tutoring program will continue to meet the specific needs of children in need of improvement in reading, writing and math. Classes such as piano and dance, will tap on the special interest of our student population. The counselor will continue to provide at-risk counseling services for groups of students in need of social and emotional support.

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.

□ The instructional Cabinet Team members and SLT will assist the administration and coordinators in monitoring all programs and report during the weekly/monthly committee meetings.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			129,476	True	Pages 16, 21
Title I, Part A (ARRA)	Federal	Yes			60,267	True	Pages 19, 21
Title II	Federal	Yes			35,973	True	
IDEA	Federal	Yes			79,599	True	

Tax Levy	Local	Yes			1,214,880	True	Pages 15, 17
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¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

□

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB: (Not Applicable)

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 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:

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.)
10

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

The RADR reports are viewed monthly by the attendance team and Guidance Counselor to screen for students who are currently residing in temporary housing.

Students residing in temporary housing will receive additional support in order to insure continuity of services and academic and social engagement including:

- 1) Students residing in temporary housing will attend social support play groups with the guidance counselor once each week.
- 2) Parents will be provided with metro cards to transport students to and from school each day as needed.

- 3) School uniforms and other school supplies will be provided for students as needed.
- 4) The parent coordinator has open hours for supporting parents who encounter challenges such as temporary housing each day. Outreach is made each week by family worker or parent coordinator to inform parents in temporary housing of special school events workshops and services.
- 5) Referrals to the Children's Aid Society, an onsite mental health organization will be provided as needed.
- 6) Academic and social progress is monitored by the Child Study Team at bi-monthly meetings.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M185_020311-172256.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 03	School Number 185	School Name John Mercer Langston
Principal Jane Murphy		Assistant Principal Nicole Settles	
Coach type here		Coach type here	
Teacher/Subject Area Yaira Jimenez, First Grade		Guidance Counselor Michelle Guerin	
Teacher/Subject Area Wilman Alba-Dual-Second Grade		Parent Tyleisha Woods	
Teacher/Subject Area Marilyn Tortoledo, ESL		Parent Coordinator Monika Vargas	
Related Service Provider Carolyn Lambert, SETSS		Other type here	
Network Leader Altagracia Santana		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	251	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	13.15%
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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.

Paste response to questions 1-6 here

Parents complete the HLIS and an informal interview is conducted by the ESL teacher or trained pedagogue to determine if a child is an ELL. All newcomers are assessed using the LAB-R, interviewed in english and in native language to determine entitlement. Entitled students are immediately placed in DL program, First Grade (ESL Content Area) or ESL according to Parents Choice. Parent orientations are offered throughout the school year for newcomers and information is given in their language. The three programs are explained to the parents. In addition, a video is shown in which the three programs are explained in their native language. During the parent orientation, parents are assisted with the parent survey and program selection form. We also offer information to parents that may be interested in Transitional Bilingual Programs. Transitional Bilingual Program in not an option at P.S. 185. The Parent Coordinator and E.S.L. teacher meet with the parents and guide them through the process of Parent Program Choice. If the program selection letter is not returned, a letters and phone call is made to the parents explaining the importance of returning the letter in order for their child to continue in their program choice. Entitlement and continuation letters are also sent to the parents. Most Spanish speaking parents select the Dual Language program and speakers of other languages select the ESL program. The programs are aligned with parent requests. In addition, P.S. 185 offers a beginning ESL program which focuses on helping parents of newcomers with functional English language. All steps of ELL identification is perfomed within 10 days. The NYSESLAT is administered to all ELL's during the assessment period. The speaking modality is administered individually and the listening, reading writing modalities are administered in small groups. Students are prepared for the NYSESLAT during using NYSESLAT preparation materials.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0											0
Dual Language <small>(50%:50%)</small>	0	0	5											5
Freestanding ESL														
Self-Contained	0	6	0											6
Push-In	11	8	3											22
Total	11	14	8	0	0	0	0	0	0	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	32	Special Education
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	1									1
ESL	2									2
Total	3	0	0	0	0	0	0	0	0	3

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													

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	
	EL L	EP	EL L	EP																
Spanish					4	4													4	4
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French					1	0													1	0
Other																			0	0
TOTAL	0	0	0	0	5	4	0	5	4											

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 1 Number of third language speakers: 0

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	9	9	7											25
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian	1													1
French	1	3	1											5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	13	8	0	32									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Program for ELLs and Scheduling

There are three programs available for ELLs at P.S. 185. One Second Grade Dual Language, one First Grade Self-Contained E.S.L. and an E.S.L. Program servicing the ELL's in the mainstream classes. Equity Model of two languages (English/Spanish) in Dual Language will continue to be implemented. The native language and English will be used consistently to teach core academic content areas. ESL, ELA, and NLA instruction will include literature and content-based instruction which is aligned to NYS learning standards in compliance with CR part 154 regulations. ELLs will be engaged in an academic rigorous curriculum using the Principles of Learning and Standard based activities. Students in DL/ESL will have ongoing assessments in the academic content areas using teacher made test, program assessments, portfolios, conferring and students' work. English Proficient students are assessed in Spanish using informal assessments, Portfolio

Folders and conferring. Presently, the school has no data available for K-2 English Proficient (E.P.) students in the Dual Language Program. P.S. 185 has no Transitional Bilingual Program.

Dual Language

P.S. 185 has a second grade Dual Language program. It provides ESL support through the content areas in Social Studies and Science. It is a developmental, language-enriched program that integrates students who are native speakers in Spanish with native speakers of another language. The first grade class receives ESL support through the content areas in Social Studies and Science. Students are encouraged to develop and maintain two languages. English Proficient are assessed in Spanish using informal assessments. Portfolio folders, and conferring. Presently, the school has no data for K-2 language proficiency in the target language.

In addition to the above, the following activities are implemented:

- a. Provide daily instructional program by teaching by demonstration/modeling.
- b. Provide Partner Reading and Writing.
- c. Use songs, poetry and movement.
- d. Use a variety of hands-on activities for comprehension and for vocabulary acquisition.
- e. Implement trips

ESL Program

The ESL program for ELLs in monolingual classes is a push-in/pull-out program in which students receive all instruction in English using ESL methodologies for a specific amount of time as determined by the LAB-R and NYSESLAT scores. The model allows for the acquisition of academic material, and native language support with a focus on vocabulary and comprehension. The following activities are implemented in small groups. Content will be made comprehensible using a variety of instructional approaches such as:

- a. Vocabulary and comprehension building through the use of picture cards, big books, picture books, chapter books and process charts.
- b. Role playing, interviews, oral reports and retelling stories to develop oral language and listening skills.
- c. Daily use of routine charts, alphabet chart, and language arts games (i.e. bingo) to develop letter-sound recognition and vocabulary.

Students are grouped by proficiency levels and seen in small groups. Beginning and intermediate students are seen for 360 minutes and advanced students are seen for 180 minutes. A teacher Program Card reflects the mandated number of instructional minutes. This activity is monitored by the principal. There are Spanish books in the ESL and Dual Language classroom to support the Spanish ELL Population.

ELLs receiving services for 4 years receive additional support in small group instruction, AIS and Extended day. ELLs with special needs are presented at the Pupil Personnel Committee. They are also provided with Academic Intervention Services, Extended Day, and attend the After School Supplementary Program.

P.S. 185 is a Prek-2 grade school and does not have SIFE and long term ELLs (over 6years) subgroup of students.

All school wide programs are provided to ELLs and all ELLs reaching proficiency on the NYSESLAT. Recent initiatives include Child Study Group, Town Hall meetings. Lessons are differentiated to meet their individual needs on their instructional level. After school program for 2010-2011 will be offer for 12 weeks in 3 cycles of four weeks duration to support ELLs in reading and writing.

The following instructional materials including technology are used to support ELLs.

- a. Spanish leveled fiction and non-fiction libraries.
- b. Spanish Everyday Mathematic to support newcomers
- c. Implementation of teacher created units developed by teachers.
- d. Hands on daily activities in the Listening and Technology centers.

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

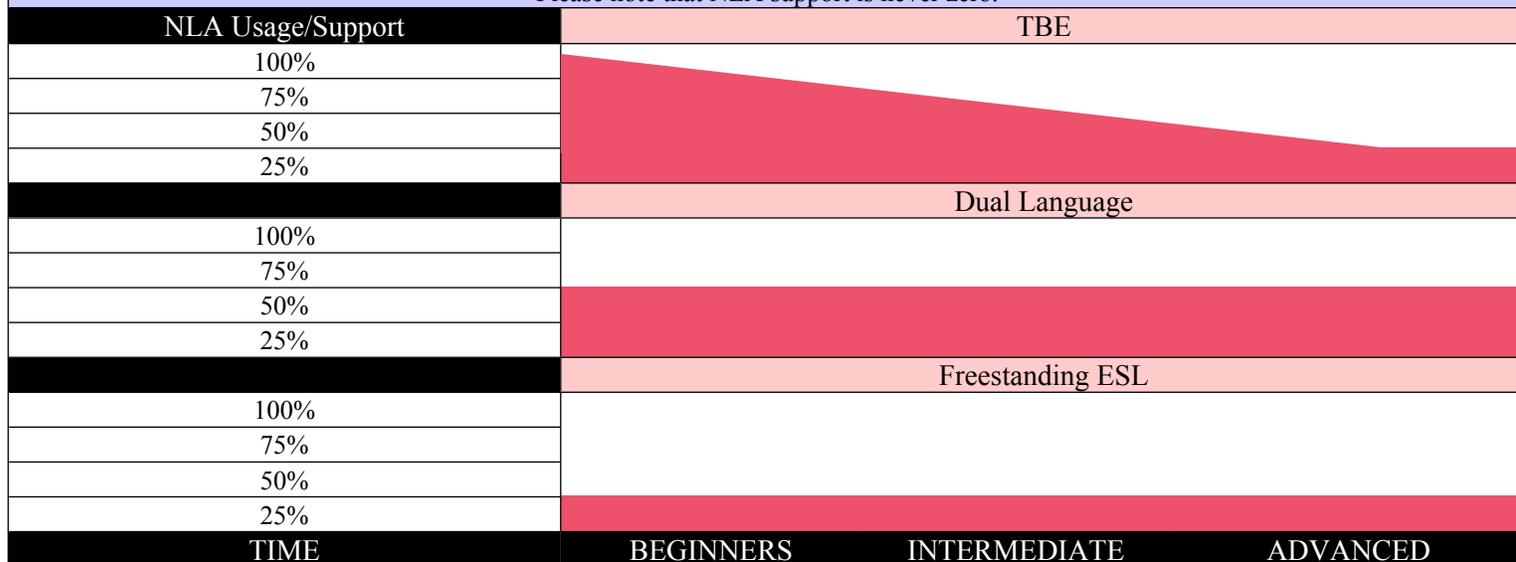
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

PS 185 is Pre-K - 2nd grade and does not test in ELA and Math. ELLs at risk are presented in the SAT committee and recommendations are made to support the needs of the student. The student will receive AIS support, At-Risk SETSS, After School Program or Extended Day. All school wide programs are provided to ELLs. Recent initiatives include Child Study Group and Town Hall meetings.

The following instructional materials including technology are used to support ELLs.

- a. Spanish leveled fiction and non-fiction libraries.
- b. Spanish Everyday Mathematic.
- c. Scott Foreman Science Program provides support for ELLs.
- d. Implementation of teacher created units developed by teachers.
- e. Hands on daily activities in the Listening and Technology centers.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

PS185 has only one second grade dual language.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Staff will attend weekly meetings during common preps to network and turnkey. Professional development will be provided on-site and through DOE workshops for ELL personnel to meet the 7.5 hours on Professional Development days and after school in ESL methodologies and best practices.

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?

Paste response to questions 1-4 here

Parent orientation is offered at the beginning of the school year to inform parents about the different program and resources. In addition, parents are encouraged to volunteer and participate in their child's Dual Language classroom.

Parent letters, newsletter and calendar are sent by Parent Coordinator to NYC Department of Education for translation. Parent Coordinator conducts workshops in Spanish and schedules conference calls for parent meetings in their preferred language.

During parent orientation, parent coordinator distributes parent surveys and offers support to parents in the completion of the parent survey and program selection.

The following activities are available for parents to participate:

- Functional English classes offer to parents every week
- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Weekly workshops
- “Children at Work”-parent classroom observation
- Curriculum Night
- Family Fun Night
- Monthly School Leadership Team Meeting’
- Parent Coordinator provides supports to parents on ARIS
- Museum Trip with parents and children

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)	5	3	1											9
Intermediate(I)	4	10	4											18
Advanced (A)	2	0	3											5
Total	11	13	8	0	0	0	0	0	0	0	0	0	0	32

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

	P		8	3										
READING/ WRITING	B		3	0										
	I		8	2										
	A		0	3										
	P		0	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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

Paste response to questions 1-6 here

ELLs Strengths and Weaknesses:

- a. NYSESLAT data shows that ELLs demonstrate strengths in Speaking and Listening across the grades. Data shows that ELLs demonstrate weakness in Reading and Writing across the grades. This is reflected throughout all the grades, K- 2. The children will be grouped in small groups based on their needs across the four modalities.
- a. NYSESLAT data shows strengths in listening and speaking and weakness in reading:
 - In listening/speaking scores are as follows:
 - 11/19 children scored proficient
 - 5/19 children scored advanced
 - 1/19 children scored beginning
 - In reading/writing scores are as follows:
 - 3/19 children scored advanced
 - 10/19 scored intermediate
 - 3/19 scored beginning

P.S. 185 is a non-standardized testing school. It is a Prek-2 grade school only.

P.S. 185 has made adequate measurable progress in moving 100% of ELLs population one proficiency level as per our 2010 NYSESLAT results. Data shows that ELLs demonstrate weakness in reading and writing. Small Group Instruction Initiative is implemented in which support staff pushes in to support children with special needs in literacy.

P.S.185 is staffed with ELL professionals who demonstrate a strong language proficiency in both English and Spanish. The ELL teachers are certified in their area of instruction. They participate in professional development to stay informed in the latest ELL literacy research with the hope of narrowing the gap between the ELL and English proficient students.

Included below are tables that summarize NYSESLAT and LAB-R in Kindergarten, First Grade and Second Grade by levels, grades and the four modalities (speaking, listening, reading and writing in the Dual Language and E.S.L. Classes).

Analysis of Data

ELLs Strengths and Weaknesses:

- Data shows that ELLs demonstrate strengths in Speaking and Listening across the grades.

- Data shows that ELLs demonstrate weakness in Reading and Writing across the grades.

There are more students in the beginning/intermediate level in the first grade than in Second Grade. It was found that the children scored higher in the listening and speaking strand and lower in reading and writing strand in the NYSESLAT and LAB-R. The children will be grouped in small groups based on their needs across the four modalities. In the NYSESLAT and LAB-R, ELLs scored higher in the speaking and listening strands and scored lower in the reading and the writing strands.

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

NYSESLAT 2010 shows that the ELL population made adequate measurable progress in moving 100% of the ELL one proficiency level. Tier 1 and Tier 2 interventions and supplemental after school will help address weaknesses in reading and writing.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 185 John M. Langston					
District:	3	DBN:	03M185	School		310300010185

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	29	36	53				NR
Kindergarten	60	52	73				
Grade 1	86	73	57	Student Stability - % of Enrollment:			
Grade 2	89	76	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.0	88.6	88.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		72.0	86.6	86.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	24	18
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	264	239	251	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	2

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	8	3	Principal Suspensions	10	8	2
# in Collaborative Team Teaching (CTT) Classes	16	15	14	Superintendent Suspensions	1	7	2
Number all others	10	16	18				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	12	0	TBD	Number of Teachers	31	30	29
# in Dual Lang. Programs	12	15	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	25	14	TBD				
# ELLs with IEPs	2	7	TBD	Number of Educational Paraprofessionals	3	2	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.6	76.7	72.4
				% more than 5 years teaching anywhere	74.2	76.7	79.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	82.8
American Indian or Alaska Native	0.0	0.0	0.8	% core classes taught by "highly qualified" teachers	87.0	91.7	93.8
Black or African American	67.4	65.7	61.0				
Hispanic or Latino	27.3	31.0	35.5				
Asian or Native Hawaiian/Other Pacific	1.5	1.3	1.2				
White	1.1	0.0	1.6				
Male	51.5	52.7	44.6				
Female	48.5	47.3	55.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	20.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	5.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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