



P.S. 187 HUDSON CLIFFS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 187 HUDSON CLIFFS
ADDRESS: 349 CABRINI BOULEVARD
TELEPHONE: 212-927-8218
FAX: 212-795-9119

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600010187 **SCHOOL NAME:** P.S. 187 Hudson Cliffs

SCHOOL ADDRESS: 349 CABRINI BOULEVARD, MANHATTAN, NY, 10040

SCHOOL TELEPHONE: 212-927-8218 **FAX:** 212-795-9119

SCHOOL CONTACT PERSON: Ms. Cynthia Chory **EMAIL ADDRESS:** CChory@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Tory Frye

PRINCIPAL: Ms. Cynthia Chory

UFT CHAPTER LEADER: Ms. Dawn Powell-Douglas

PARENTS' ASSOCIATION PRESIDENT: Dr. Leonissa Ardizzone and Mr. James Goldwasser

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** Network Plus/Cluster 6 Network 1

NETWORK LEADER: LAWRENCE BLOCK/Jose V. De La Cruz

SUPERINTENDENT: MARTHA MADERA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Ms. Cynthia Chory	Principal	Electronic Signature Approved.
Victoria Frye	Parent	Electronic Signature Approved.
Susan Seitner	Parent	Electronic Signature Approved.
Amy Wittner	UFT Member	Electronic Signature Approved.
Tara Robinson	UFT Member	Electronic Signature Approved.
Michael Palmieri	UFT Member	Electronic Signature Approved.
Lambrini Luna	UFT Member	Electronic Signature Approved.
James Goldwasser	Parent	Electronic Signature Approved.
Kathy Brito	Title I Parent Representative	Electronic Signature Approved.
Nilda Marrero	Admin/CSA	Electronic Signature Approved.
Elena Deutsch	Parent	Electronic Signature Approved. Comments: Elena Deutsch approves. Principal override exercised at 9PM on November 1st. Ms. Deutsch unavailable to submit approval.
Iris Schaer	Parent	Electronic Signature Approved.

* 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.

P.S./I.S. 187 Hudson Cliffs School is located in the Washington Heights community of Manhattan. This geographic area has a rich mixture of cultures, races, resources and history. It is an area of varied economic levels. It also has been a "gateway community" to New York City for many decades, incorporating groups of recent immigrants as well as a stable middle class population.

In this 2010-2011 school year, our student body is composed of 784 students, enrolled in Grades Pre-K through Grade 8. The population is comprised of a variety of races and ethnic groups: 58.3% are Hispanic, 31.9% are White, 5.1% are Asian, and 2.8% are Black. Special Education students are 11.6% of the population and English Language Learners (ELLs) are 10.9% of the population. On staff are 2 administrators, 59 Teaching Professionals, 11 Para-Professionals, and 10 Office Staff and Aides.

The mission of the P.S./I.S. 187 community is to enable each student to achieve his/her individual best academically, socially, and personally. The school alone cannot achieve these objectives, so we enlist the full partnership of parents and community to assist the staff in preparing literate, responsible, self-reliant young people who are ready to take advantage of every opportunity that they may encounter. This is the result of a shared vision of high expectations accompanied by high accountability and commitment to hard work. In the spirit of embracing a school culture where staff and families work closely together, in our recent collaboration the School Leadership Team (SLT) has revised the vision statement as follows:

"The Hudson Cliffs School is anchored in tradition while openly embracing our diverse evolving community. We are committed to serving our children by tailoring education for each child. We challenge them academically and artistically; nurture them through creative child centered pedagogy; and provide an innovative stimulating learning environment where they may freely explore and strive for their maximum potential. Collectively we develop ways to instill in our students, from early childhood to early teen, a lifelong love of learning. Through collaboration and community integration we seek to provide a unique learning environment exemplary in its preparation of responsible, independent, and inquisitive students equipped to succeed in the 21st Century."

Students know how to be successful because expectations are clearly articulated, practices are consistently modeled, and everyone in the school community is "on board". P.S./I.S. 187 is truly a community school where every child is noticed, every name is known, and where students return as parents, teachers, and even as a principal.

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. 187 Hudson Cliffs								
District:		6	DBN #:		06M187	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 checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<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		29	33	34			95	95.1	TBD	
Kindergarten		72	87	84						
Grade 1		74	76	87	Student Stability - % of Enrollment:					
Grade 2		83	74	70	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		73	79	86			98.4	98.75	TBD	
Grade 4		80	76	77						
Grade 5		70	78	75	Poverty Rate - % of Enrollment:					
Grade 6		81	84	94	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		98	84	84			61.1	60.4	67.3	
Grade 8		130	98	93						
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			8	12	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		790	769	784	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	11	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	30	31	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		3	0	TBD	
Number all others		22	55	60						
<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	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	101	89	81	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	13	9	25	Number of Teachers	59	56	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	14	TBD
				Number of Educational Paraprofessionals	2	1	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	61	67.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50.8	55.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	77	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	98.1	TBD
Black or African American	1.7	2.1	2.8				
Hispanic or Latino	52.8	60.5	58.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	5.2	5.1				
White	38.9	31.2	31.9				
Multi-racial							
Male	48.9	49.3	48.5				
Female	51.1	50.7	51.5				
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:	Y			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	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	78.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	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?

Between the 2002-03 and 2008-09 school years, we had observed a steady improvement in our students' performance on the New York State ELA and MATH exams, from 51.4% to 78% proficient in ELA, and from 56.4% to 89% in MATH. We were very pleased with this steady progress over the seven year period. However, the scores for 2009-2010 revealed an unexpected downturn:

2009-2010 ELA: 53% of our students meet or exceed proficiency.

2009-2010 MATH: 65% of our students meet or exceed proficiency.

One root cause for this downturn would surely be the state's decision to move the thresholds for Levels 1, 2, 3, and 4 downward, causing many students who have a record of proficiency in previous years to now appear to be at risk. We plan to perform an analysis on the raw scores to determine if any patterns of actual growth might be revealed there.

- continue to align our curriculum both vertically (grade-wise) and horizontally (content-wise) to the CCSS

- continue to align our assessments to the CCSS

This work will be accomplished during our weekly common planning periods.

Based on the internal survey of the parent community conducted in 2009-10, the major areas of concern include enhancing the parent-school communication through the use of technology and offering more parent workshops. They also expressed a concern in the underdevelopment of the Art curriculum.

The school's physical plant, in addition to its safety and security measures, received strong expressions of approval.

BARRIERS (2009-10):

communication amongst the members of the PS/IS 187 community. In addition, we have implemented Professional Learning Teams (PLTs) where teachers work collaboratively to actively participate in inquiry work that is applicable to their classroom instruction.

AIDS

(2010-11):

The General Electric (GE) Grant gave us \$55,000 which will allow us the opportunity to continue our professional development with the AUSSIEs as well as pay for substitute teachers so intervisitations can be implemented. Some money has been assigned for per-session for common planning.

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"/> 100% of our teachers will plan and implement: - 1 tiered lesson per week by November, 2010. - 2 tiered lessons per week by June, 2011. - 1 additional lesson per week evidencing the use of other differentiated instructional strategies investigated by inquiry work. This will begin immediately and continue through the year ending June, 2011. <input type="checkbox"/>	<input type="checkbox"/> To address each student's progress through the implementation of a school-wide differentiation strategy. One of the points of focus of this strategy will be tiering. Implementation of this strategy will be informed by the new Common Core Standards and current New York State Standards, and meet the needs of all students, including the accountability subgroups identified in the Progress Report.
<input type="checkbox"/> 100% of teachers will engage in professional development in order to create a school assessment framework by June, 2011. They will receive professional development on the Common Core State Standards. They will work in grade-level professional learning communities in order to create a consistent framework challenging all students by June, 2011.	<input type="checkbox"/> The teachers will develop a whole school assessment framework in literacy and mathematics, aligned with Common Core, current State Standards and school curriculum. These grade level specific frameworks will guide teachers in implementing school wide and systemic expectations for individual students and inform differentiated instruction methods by June, 2011.
<input type="checkbox"/> 100% of the teachers will be provided with professional development on how to update the school-wide page. All teachers will be provided with critical friends to help enhance the use of technology in their classrooms by June, 2011 so that 75% of classrooms will have embedded technology opportunities at least 4 times a week.	<input type="checkbox"/> To strengthen the use of technology as a teaching tool, as well as a form of home-school communication. On a monthly basis update grade level information regarding curriculum, enrichment activities and opportunities for parent involvement.

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

Across Content Areas I

(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"/> 100% of our teachers will plan and implement:</p> <ul style="list-style-type: none"> - 1 tiered lesson per week by November, 2010. - 2 tiered lessons per week by June, 2011. - 1 additional lesson per week evidencing the use of other differentiated instructional strategies investigated by inquiry work. This will begin immediately and continue through the year ending June, 2011. <input type="checkbox"/>
<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"/> 100% of the teachers will receive professional development on tiering. This professional development will be provided by the AUSSIE consultant, beginning in September, 2010 throughout the school year. We will also arrange in-house intervisitation among colleagues that have been identified as having successfully implemented tiering techniques in their lessons. All grade-level lead teachers will participate in learning walks to identify tiering lessons, and some will participate in out-of-school visits. Observations will be used to monitor teachers' implementation. <input type="checkbox"/> Lessons will be tiered for all students, including English Language Learners (ELLs), Special Education students, at-risk learners, and accelerated students. Learning walks are to be conducted by members of the Professional Development Team, along with staff members. The coaches and administrative intern, as well as the Principal and Assistant Principal will deliver workshops throughout the year. A parent workshop will be offered by the AUSSIE consultant to inform them of our tiering techniques.</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"/> GE Grant, Inquiry Team funds, Title I funds, Title II funds, SWP, Tax Levy.</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"/> Quarterly learning walks, and periodic administrative walkthroughs. Teacher observations: two a year for tenured teachers and three a year for non-tenured.</p>

**Subject Area
(where relevant) :**

Across Content Areas II

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 100% of teachers will engage in professional development in order to create a school assessment framework by June, 2011. They will receive professional development on the Common Core State Standards. They will work in grade-level professional learning communities in order to create a consistent framework challenging all students by 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"/> Elementary school teachers will work collaboratively during weekly common preparation periods by grade to create common assessments in ELA and Math. Middle school teachers will meet weekly by department to create common assessments in ELA and Math, and turn in their logs to the Assistant Principal on a weekly basis. By November, 2010 the teachers will have mapped out their grade-level framework, and by February, 2011 the school-wide assessment framework will be completed. This framework will be reviewed by administration and the professional development team in March, 2011 and posted on the school's website. A parent workshop will be offered by one of the lead teachers.</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"/> GE Grant, Title I funds, Title II funds, SWP, Tax Levy.</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"/> Assessments-at-a-Glance sheets generated by grade/department teacher teams for ELA and Math. The school-wide assessment framework will be compiled by the administrative intern.</p>

Subject Area
(where relevant) :

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 100% of the teachers will be provided with professional development on how to update the school-wide page. All teachers will be provided with critical friends to help enhance the use of technology in their classrooms by June, 2011 so that 75% of classrooms will have embedded technology opportunities at least 4 times a 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"/> In September, 2010 we will designate a school webmaster to maintain school our web site with monthly updates. This webmaster will be responsible for training staff members to upload information to our web site. The webmaster will also provide professional development for teachers to further expand their use of technology within their classrooms. Intervisitation to exemplar classrooms will be conducted. The use of critical friends for teachers who require support in instructional technology will be implemented. The Principal and Assistant Principal will monitor this activity. Parent workshops will be provided to share information about how technology is being used on the classroom.</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"/>GE Grant, Title I funds, Title II funds, SWP, Tax Levy.</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"/>75% of all middle school classrooms (Grades 6-8) will have a SMARTBoard. Photographs of SMARTBoards and laptops being used in the classroom. Lesson plans. Digital lessons such as SMARTBoard Notebook and/or PowerPoint files.</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	4	3	N/A	N/A	3	2	2	
1	4	4	N/A	N/A	5	1	2	
2	3	4	N/A	N/A	3	2	2	
3	6	6	N/A	N/A	3	1	2	
4	7	2	2	2	3	1	1	
5	5	8	3	3	2		2	
6	13	9	4	4	3	1	3	
7	9	8	5	4	3		3	
8	1	4	5	5	7	3	10	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Academic intervention is provided in small groups (8 or less) twice a week after school in 50-minute sessions. In Grades K-3, the Foundations program is used to develop phonemic awareness, phonics, and fluency. In other grades, the type of program/strategy used varies depending on the needs of the students. AIS is also delivered during the day by Reading Specialists who service small groups in each grade during the Literacy block.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Academic intervention is provided in small groups (8 or less) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.</p>
<p>Science:</p>	<p><input type="checkbox"/> Academic intervention is provided in small groups (8 or less) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Academic intervention is provided in small groups (8 or less) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The Guidance Counselor provides small group counseling and individual counseling to address emotional, peer, and family issues that arise and impact the students in the school setting. She gives information regarding resources in the community that are available for further assistance. Where necessary, she provides counseling or referral to outside resources. Services are provided before, during, and after school.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The School Psychologist makes recommendations based on testing (and observation) using psychometric exams for special education services. We also use the services of an outside consultant from New York Presbyterian Hospital for family and individual therapy.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school Social Worker works with both the School Psychologist and Guidance Counselor to provide services as stated above. The Social Worker is also a member of the School Based Support Team to coordinate and monitor the services provided to students.</p>

At-risk Health-related Services:

Not applicable

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 - 8

Number of Students to be Served:

LEP 86

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 0

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. / I.S. 187 currently services a total of 86 English Language Learners (ELLs) during regular school hours. A pull-out model is used to service grades K-4, while both a pull-out and push-in model are used to service grades 5-8. Our ELL students receive small group English as a Second Language (ESL) classes (100% English immersion with native language support as needed). Students also participate in after school clubs centered on subjects and activities other than ESL, but which are infused with ESL methodologies. The purpose of the Title III after school program is to supplement the mandated ESL program described above as follows:

- Program will be delivered by 4 qualified teachers certified in ESL.
- Approximately 50 ELL students will participate in the program, 8 to 9 each in Grades 3 - 8.
- ELLs will receive ESL instruction in small groups of approximately 4-5 students from each grade.

These students will meet with their instructors once a week for twenty weeks, Mondays or Wednesdays, from 3:00 p.m. to 4:30 p.m. The duration of this program is from January, 2011 through May, 2011.

January – mid-March: English Proficiency Practice

Using Continental's "Finish Line for ELLs" materials, this program will help students improve language proficiency in five content areas (conversational language, academic language arts, academic mathematics, academic social studies, and academic science) across the listening, reading, writing, and speaking domains. Each student book provides practice in various question types including multiple choice, written response, and oral response. The proficiency levels of the questions increase within each lesson to promote advancement. In particular, the Writing section of this curriculum is in alignment with our school's SMART Goal, which addresses writing for information and understanding across the content areas.

This program will meet for a total of ten 90-minute sessions, scheduled to meet from 3:00 p.m. to 4:30 p.m. on Mondays or Wednesdays. The duration of this program is ten weeks. There will be four classes with four certified ESL teachers.

Mid-March - May: New York State English as a Second Language Assessment Test (NYSESLAT) and ELA Test Preparation

For grades 3 and 4, we will be using Continental's "Empire State NYSESLAT" study guides. This program will provide clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. The

student books are full-color and contain units for speaking, listening, reading, and writing that are modeled after the actual exam. The last unit focuses on the comprehension skills needed to transition to the New York State ELA test and mirrors the test in presentation, length, and difficulty. Item formats include multiple choice, short written response, extended written response, and oral response.

For Grades 5 - 8, we will continue to use Attanasio's "Getting Ready for the NYSESLAT and Beyond", because we have a surplus of these materials leftover from previous years. In the future we may choose to purchase the aforementioned material by Continental for the upper grades, but not before utilizing consumable materials we already have in-house.

This program will meet for a total of ten 90-minute sessions, scheduled to meet from 3:00 p.m. to 4:30 p.m. on Mondays or Wednesdays. The duration of this program is ten weeks. There will be four classes with four certified ESL 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.

Since our after school program involves ELLs in Grades 3-8, our participating Title III teachers will work with Common Branch and content area teachers to develop a curriculum for the program. The audience will be the 4 ESL teachers, plus one 3rd, 4th, and 5th grade classroom teacher, and one ELA, Science, Math, and Social Studies teacher, totalling 11 teachers. This group will meet for 3 sessions of 1.5 hours each for a cost of \$2,470 (3 sessions x 1.5 hours x 11 teachers x \$49.89) This PD activity will support the After-school Title III supplemental program as well as strengthen the delivery of instruction to ELLs in the day program.

Section III. Title III Budget

School: P.S. / I.S. 187
BEDS Code: 310600010187

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	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
Purchased services - High quality staff and curriculum development contracts	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
Educational Software (Object Code 199)	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
Travel	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
Other	TBD	<input type="checkbox"/> Our Title III budget has not been finalized at this time.
TOTAL	0	

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.

This information is based in the 2009-10 LAP. We are awaiting the formal percentages, but we anticipate similar percentages for the 2010-11 school year.

- As stated in our school's Language Allocation Policy, 88% of our ELL students come from Spanish – speaking households.
- As stated in our school's report card issued by the Department of Education, over 73% of our overall student population is comprised of students of Hispanic origin – a significant statistic as compared to similar schools (26%) and other city schools (37%).

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.

Our major finding, therefore, is that Spanish is a high frequency language in our school community. As in the past, we continue to provide written translations of outgoing school communications in the Spanish language, in addition to English. We have numerous Spanish – English bilingual staff members present in the building to meet oral interpretation needs. The school and parent community is fully aware of the need for Spanish language translations, as the principal's monthly Parent Bulletin and other outgoing notices are always provided in English on one side, and in Spanish on the reverse side.

As for the low – frequency languages spoken in our school community, namely Russian (7%), Chinese (3%), Albanian (1%), and Arabic (1%), we rely on parent and community volunteers to assist in meeting translation needs, wherever and whenever the need arises.

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.

When available, we make use of foreign language translations as provided by the Translation and Interpretation Unit, for critical communications regarding a child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, health and safety, legal and disciplinary matters, special education and related services, transfers and discharges, permission slips, and consent forms. Where such approved translations are not available, outgoing written communications are translated in-house by fully qualified English – Spanish Bilingual staff members. Our school budget has money allocated to pay assigned staff members for their work in this area. In the case of low – frequency languages, we reach out to parent / community volunteers to provide written translations, if and when required.

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.

We have a number of fully qualified English – Spanish bilingual staff members available to provide oral interpretation services, either in person or by telephone, on an ad-hoc basis. In the case of low – frequency languages, we reach out to our parent / community volunteers and arrange a time that is convenient for all parties involved to meet, where and oral interpretation is provided by the parent / community volunteer at that time.

Oral interpreters described above are available on the premises during all designated Parent / Teacher conferences.

Upon request, our region provides us with an electronic translation service, for use in large groups, such as the Parents Association meetings. This service allows meeting attendees to fully participate, by wearing earphones through which a spontaneous oral interpretation is fed. Spontaneous oral interpretations, as with written translations, may be provided by a qualified staff member or a parent / community volunteer. This method also allows participants to ask questions and offer their comments and ideas in their native language, in which case, the translator will spontaneously translate their utterances into English, so that they may be fully understood by all those in attendance.

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>.

- Our School will provide each parent whose (a) primary language is one of the eight covered languages (as defined by the DOE), and (b) requires language assistance services, with written notification of their rights regarding translation and interpretation services, along with instructions on how to obtain such services.
- We will post a sign in each of the covered languages indicating the office / room where a copy of such written notification can be obtained. This sign will be posted in a conspicuous location at or near the primary entrance of the building.

- Our School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$466,206	\$150,740	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,662		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,310	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$46,620	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98.4%

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.

All teachers who did not possess a Masters Degree last year have either completed their program, or are currently enrolled in a program with the expectation of completing their Masters Degree by their expected completion date. Please note that specialty teachers such as Library Media Specialist and Physical Education do not appear on BEDS as highly qualified.

* Federal waiver granted; additional set-asides 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.

Parent Involvement Policy

What is our definition of a good school/parent partnership policy?

A strong partnership between parents and the school is essential. Parental involvement means the participation of parents in a regular, two-way, meaningful communication about student learning and other aspects of a child’s life at school. The school seeks to ensure that parents are informed and actively engaged in their child’s education. Parents are full partners in their child’s learning and are included in decision making and on advisory committees to assist in the education of their child.

How can parents be involved in decision making?

Parents are encouraged to attend and actively participate in monthly PA (Parents’ Association) meetings.

All parents are welcome to observe monthly SLT (School Leadership Team) meetings.

Parents may be asked to join a subcommittee of the PA or the SLT.

Parents can become elected officers of the PA or members of the SLT.

Parent surveys are conducted by both the SLT and the LES (Learning Environment Survey.)

How can parents be informed about their child’s progress in school, and involved in activities that support their child in school?

Parents are invited to pick up a copy of their child’s report card and meet with the teacher at least twice a year. Morning and evening appointments are available.

Parents can contact the child’s teacher to arrange a meeting that will take place in a timely manner.

Orientation sessions are offered in each classroom in September.

Open school week is held in November.

Morning coffee with Principal Chory will be held on a monthly basis.

Parents are invited to school events throughout the year including: music concerts, art festivals, and portfolio celebrations. Workshops are offered by the school on specific curricular and social issues. The ideas for these workshops are generated by the parents and the staff.

There are volunteer opportunities for parents in each child's classroom.

Parents are invited to volunteer as Learning Leaders.

The school distributes a monthly newsletter.

The PA distributes Backpack News each quarter.

The Parent Handbook is distributed each year.

The Parent Coordinator will reach out to parents, organize workshops and serve as a bridge between school administration, teachers and parents.

How can we ensure that there is clear, timely communication between the school and the parent body?

Both the school and the PA maintain a Website.

All parents are encouraged to join the parent list-serve.

The school newsletter will go home with children and will be posted on the school website.

The PA's Backpack news will also go home with children and will be posted on the school website.

All important school announcements are distributed via backpacks and in a timely manner.

The parent handbook has just been revised and will be distributed, then posted on the website.

At least one administrator greets families before school and at dismissal.

The class parent will keep parents informed about class events.

How can we ensure that all parents can fully participate in the school community?

SLT meeting times alternate between mornings, afternoons and evenings.

Childcare is provided at PA meetings.

PA meeting and SLT meeting times will be publically posted on the school bulletin board, the school calendar, the PA website, and the list-serve.

Minutes from PA meetings and SLT meetings will be posted on the school website, and a copy is available in the main office.

Language translation is available at PA and SLT meetings.

Written communications are distributed in both Spanish and English and translation is available in other languages when requested.

How can we regularly evaluate our parental involvement plan?

Parent/guardian attendance at school functions is monitored through attendance sheets.

Parent surveys will gather data.

The SLT will review both the parental involvement plan and the parent compact on an annual basis.

How can we revise the plan?

Feedback is welcome from all parents and staff via SLT representatives, school administration and the PA list-serve.
Revisions will be made after consultation with the SLT.
Revisions will also be based on information gathered from surveys and meetings.
A draft of the document will be approved by the SLT.

How will both the parental involvement policy and the parent compact be distributed to the parent body:
They will be sent home in a written document, in both Spanish and English.
They will be made available at a PA meeting.
They will be posted on both the PA and the school's website.

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.

School-Parent Compact

The school's vision statement is:

“The Hudson Cliffs School is anchored in tradition while openly embracing our diverse evolving community. We are committed to serving our children by tailoring education of each child. We challenge them academically and artistically; nurture them through creative child centered pedagogy; and provide an innovative stimulating learning environment where they may freely explore and strive for their maximum potential. Collectively we develop ways to instill in our students, from early childhood to early teen, a lifelong love of learning. Through collaboration and community integration we seek to provide a unique learning environment exemplary in its preparation of responsible, independent, and inquisitive students equipped to succeed in the 21st century. “

By sharing responsibility and working together in the following ways, the PS/IS 187 community can work together to realize this vision.

The teachers and administration at PS/IS 187 strive to:

- Provide high quality instruction in a supportive learning environment.
- Tailor education for each child, challenging them academically, artistically, and socially.
- Assist children in identifying their own needs and seeking help.
- Inform and involve parents to further the educational goals of the school and the classroom.
- Provide parents with the information they need to be active partners in their children's education. To this end, teachers and administration:
 - Provide parents with two report cards each year.
 - Hold parent teacher conferences twice a year and additional conferences upon request of the teacher or parent.
 - Keep parents informed of changes in the classroom or in their child during the course of the year.
 - Make parents aware of the best way to initiate a conversation with a teacher (i.e. e-mail, a note sent with the child, or a phone call.)
 - Provide parents opportunities to observe their children in school and opportunities to volunteer.
 - Provide information about changes in curriculum or policy.
 - Provide informational workshops throughout the year.
 - Insure access to ARIS.
 - Distribute monthly newsletters.
 - Make sure that parents are informed about school events well in advance, ideally two to three weeks before the event.

The Parents or Guardians of PS/IS 187 children strive to:

- Be active partners in their child's education.
- Participate in decisions relating to their child's education.
- Communicate openly with the teacher about their child's educational needs.
- Share important information about their child which may affect his or her life at school.
- Communicate openly with the teacher about their child's educational needs.
- Encourage good study habits and make sure that homework is completed. Have a conversation with the teacher (or encourage their child to do so) if the homework is too difficult or too easy.
- Follow appropriate channels of communication that the school has established, beginning with speaking to the child's teacher.
- Stay informed by reading notices that their child brings home.
- Attend parent orientations, parent teacher conferences, open school week, workshops, and other events that foster a strong parent/school partnership.
- Monitor their child's attendance and punctuality.

- Be supportive of rules and discipline policy.
- Monitor and promote positive use of their child's extracurricular time.
- Read with our child for the amount of time deemed appropriate for his or her grade level.

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.

Needs Assessment: It was created in collaboration with the SLT and distributed to all parents in February of 2010. The survey was sent out to parents. The survey responses were then collected and tabulated. The results were grouped and prioritized by areas of concern. The summary is herein attached in the School Documents section.

2. Schoolwide reform strategies that:

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

All students in P.S./I.S. 187 are encouraged to meet and exceed the state's level of proficiency in academic achievement. To this end, students are involved in planning to meet their individual needs and assume ownership of their education. This shared planning is especially important in conducting small group sessions (Personalized Learning Instruction) which are programmed before and after regular school sessions.

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.

Instruction at 187 largely follows the Workshop model, consisting of a short teacher led "mini-lesson" of direct instruction, followed by small group and paired learning sessions, and culminating with a shared outcome time. During these workshops, hands-on activities are stressed, and games and technology are utilized to enhance the workshops. These methods help to provide a full educational program for all students. At risk students receive small group counseling and family involvement is encouraged, especially through parent seminars. Parent Volunteers conduct small group, intensive instruction to further encourage parent and community involvement.

One major school-wide reform this year is to incorporate differentiated instructional strategies in our lesson delivery to target groups at various levels, with a focus on students with IEPs, English Language Learners (ELLs) and students who (a) do not meet, (b) are approaching, (c) meet, and (d) exceed the standards.

- o Help provide an enriched and accelerated curriculum.

- In addition to the academic areas, P.S./I.S. 187 has a full sports program. Physical Education classes are taught to encourage self-esteem and establish team spirit. Inter- and Intra-grade team games provide challenging, enjoyable experiences. "Spirit Week" is an event both the staff and students look forward to each year. Good sportmanship is emphasized at all levels and all students are encouraged to participate.

- o Meet the educational needs of historically underserved populations.

□ Roughly 12% of our student population consists of English Language Learners (ELLs) which is an historically underserved population. A number of these ELLs also have Individualized Education Plans (IEPs). We aim to meet the unique educational needs of these groups in the following way:

We have three to five classes within each grade in the elementary and intermediate schools. Each class has a handful of ELLs. While we schedule push-in services wherever feasible, it is often difficult to ensure that each student receives the number of ESL instructional minutes in their current grouping. Therefore, we most often pull the ELLs out of the classes and bring them together for small group instruction in rooms that are designated for ESL, and are equipped with the materials needed for second language instruction. For reading and writing instruction, ESL is generally delivered using the Workshop Model, with ESL strategies infused throughout.

- For Grades K – 4, we have implemented *Rigby's On Our Way to English*. This is a comprehensive program for ELLs that focuses on language, literacy, and content. Based on scientifically proven and effective research, *On Our Way to English* assures that students will learn to read and write as effectively as their English-speaking peers.
- For Grades 5 – 8, we have implemented *Sheltered Instruction*. *Sheltered Instruction* (also referred to as *Sheltered English Instruction*) is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Language objectives are paired with content-area objectives in each lesson.
- Our current funding (based on 2009-10) is derived from the following sources:
 - o One ESL teacher – Title I School-Wide Program Funding
 - o Two and a half additional ESL teachers – Fair Student Funding
 - o After School ELL Programs - Title III Funding (\$15,280)

- 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.

Upon analyzing students' 2009-10 scores on the NYS ELA and MATH exams, at-risk target populations are identified for specific sub-skills within a content area. An inquiry team is then formed to conduct research that addresses the specific needs of each target group, and then develops SMART goals that define how the appropriate change strategies should be implemented to help the targeted students improve in the area of focus. A detailed profile for each targeted student is created, and baseline data is collected prior to the intervention so that we can measure the efficacy of the change strategy.

The change strategies are delivered in a small group setting, usually meeting twice weekly for ninety minutes, in ten-week intervals. Upon completion of the inquiry work, we examine our findings and determine if revisions to the change strategy are required. If the change strategy proves particularly successful for the target population, it is likely to be adopted on a broader basis to help other populations school-wide.

P.S./I.S 187 consistently has a high number of graduates who continue on to excellent high schools and colleges. High school preparation classes offer assistance in testing strategies and preparing for specialized high schools. Students in both the seventh and eighth grades receive guidance and help with selecting high schools and with the application process.

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

3. Instruction by highly qualified staff.

187 engages in selection of more highly qualified staff upon entry. This means that staff selection consists of more highly qualified and, where possible, experienced staff are selected in favor of less experienced new teachers. In order to continue professional growth, the school regularly conducts ongoing staff development sessions. Topics are chosen with staff input so as to best serve the needs of the school.

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.

Professional Development continued using the AUSSIE for Mathematics, Science, Differentiated Instruction, and Instructional Leadership. Teachers of other subjects were encouraged to pursue other options for professional development.

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

187 engages in selection of more highly qualified staff upon entry. This means that staff selection consists of more highly qualified and, where possible, experienced staff are selected in favor of less experienced new teachers. In order to continue professional growth, the school regularly conducts ongoing staff development sessions. Topics are chosen with staff input so as to best serve the needs of the school.

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



Parent Involvement is a key to children's success. We have developed a new website (<http://www.hudsoncliffs.org>). We have created several opportunities for parents to become involved in the evenings. Some examples include workshops for NYS testing and high school information. Community building activities include Pajama Night where parents are shown how to read aloud to their child, movies, County Fair, School-a-Palooza, and Earth Day celebrations. We currently have parents volunteering as Learning Leaders and Book Pals in the classroom.

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.



To help bridge the experience from pre-school to elementary school, we have the following events in place. First, we plan our annual Kindergarten Open House and Orientation. This program allows the parents to visit their child's new school and an opportunity to receive important information and ask questions. At least three enjoyable activities are planned for the children to introduce them to Kindergarten. These activities may include (but are not limited to) an interactive read-aloud on the rug in a cozy Kindergarten classroom, a self-portrait coloring activity with a Kindergarten teacher, and an exciting relay race in the gym with our Physical Education instructor. These activities give both parents and their future Kindergarteners a preview of what a typical day is like in the life of a PS187 Kindergartener. In addition, we offer an annual "Spaghetti Dinner" as a way for future Kindergarteners and their families to meet and begin to get to know each other over a shared meal.

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 have been working during the past three years on collecting and organizing their students' data. As of June of 2010, we have established a minimum standard for the data collection binders and the frequency of formalized assessments as well as a method of sharing the data with the students.

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.

Use of the ECLAS, Acuity Assessments, Teachers' College, Columbia University (TC) Assessments and Fountas and Pinnell assist teachers in identifying long and short term goals for students. Additional assistance is offered to those students who have difficulty mastering proficient or advanced levels of academic achievement. At-risk students are identified through test scores and teacher observation. These children participate in Academic Intervention Periods, and small group tutoring periods are offered during the school day. The groups are conducted by subject specialists.

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.

Our guidance counselor assumes the responsibility for coordinating the delivery of programs to each NCLB/at-risk child. For example, this year we offered workshops for students and parents on "bullying". The guidance counselor has also arranged for support services (internal and external) for students at risk.

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			\$466,206	True	Pages 13,14,15.
Title I, Part A (ARRA)	Federal	Yes			\$150,740	True	Pages 13,14,15.
Title II	Federal	Yes			\$216,901	True	Pages 13,14,15.
Title III	Federal	Yes			\$15,000	True	
IDEA	Federal	Yes			\$61,230	True	
C4E	Federal	Yes			\$88,487	True	
Tax Levy	State	Yes			\$4,220,000	True	Pages 13,14,15.

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.

Not applicable.

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

Not applicable.

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;

Not applicable.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Not applicable.

c. Minimize removing children from the regular classroom during regular school hours;

Not applicable.

4. Coordinate with and support the regular educational program;

Not applicable.

5. Provide instruction by highly qualified teachers;

Not applicable.

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

Not applicable.

7. Provide strategies to increase parental involvement; and

Not applicable.

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

Not applicable.

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.)
3
2. Please describe the services you are planning to provide to the STH population. Our guidance counselor meets with these students and their families to ascertain which additional services, if any, they may need. These services may include, but are not limited to, extended day, enrichment programs, or at-risk counseling. If further outreach is needed, we will contact the Children's Aid Society (CSA) to additional support for the student and family.

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).
Not applicable.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Not applicable.
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_06M187_102910-141856.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	Cluster 6/Network Plus	District	06	School Number	187	School Name	Hudson Cliffs School
Principal	Ms. Cynthia Chory			Assistant Principal	Ms. Nilda Marrero		
Coach	Ms. Francesca Burns			Coach	Ms. Julie McCollough		
Teacher/Subject Area	Ms. Alexandria Jiménez / ESL			Guidance Counselor	Ms. Dawn Powell		
Teacher/Subject Area	Ms. Carmen Baez / ESL			Parent	Ms. Kathy Brito		
Teacher/Subject Area	Ms. Leola Brady-Price / ESL			Parent Coordinator	Ms. Denise Rosa		
Related Service Provider	Ms. Nicole Scariano			Other	Ms. Rose Ellen Neidish / ESL		
Network Leader	Mr. Larry Block			Other			

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	39

C. School Demographics

Total Number of Students in School	794	Total Number of ELLs	84	ELLs as Share of Total Student Population (%)	10.58%
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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.

II. ELL Identification Process

The steps followed for the initial identification of those students who may possibly be ELLs are as follows:

Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, Ms. Baez and/or Ms. Jimenez (trained ESL coordinators) are included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Baez or Ms. Jimenez are summoned to the main office to informally interview and assist the parent in completing the HLIS.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL, and therefore overrides the aforementioned guideline, if we are in doubt we will still test the child to make sure.

Once the HLIS has been reviewed by Ms. Baez/Ms. Jimenez, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The white copy (original) HLIS is stored in the student's cumulative folder, and the yellow copy is stored in the Home Languages Folder, located in Room 261.

Administration of the Language Assessment Battery-Revised (LAB-R).

If the child is determined to be a potential ELL, the Language Assessment Battery-Revised (LAB-R) is administered within the first ten days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services.

Most of our potential ELLs are in grades K- 1, and are administered the LAB-R by our grade K- 1 ESL teacher, Ms. Baez within the first ten days of enrollment. The balance of our potential ELLs in grades 2 - 8 are administered the LAB-R by Ms. Jimenez within the first ten days of enrollment. After administration, the assessments are hand-scored and reviewed.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's score on the LAB-R, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the LAB-R, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place in our elementary school library in mid-September. Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Jimenez in her office, Room 209, at the parent/guardian's earliest convenience.

Attached to the Entitlement Letter is the Parent Survey and Program Selection Form which should be reviewed and brought to the ELL Parent Orientation Session.

The Non-Entitlement Letter, Entitlement Letter, and Parent Program Selection Form are all available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

The original LAB-R assessment is mailed to the designated location for loading into the ATS system, while a copy of the LAB-R answer documents is stored in the ELL Parent Communications Binder, located in Room 209.

New York State English as a Second Language Assessment Test (NYSESLAT)

The New York State English as a Second Language Assessment Test (NYSESLAT) is used to determine if an ELL continues to be entitled to ELL services in the next academic year or not. Those scoring a (B)eginner, (I)ntermediate, or (A)dvanced will continue to be entitled. Those scoring as (P)roficient will no longer be serviced, but will still be supported during their two-year transition into the mainstream.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the Continued Entitlement Letter. This letter informs them that their child's score on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the Non-Entitlement/Transition Letter. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

Both the Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

ELL Parent Orientation Session

A start-of-year ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, although individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening and weekend sessions may be scheduled to accommodate the needs of working ELL parents. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse.

At this orientation ELL parents:

01. receive a walk-through of the Parent Survey and Program Selection Form which was attached to the aforementioned Entitlement Letter,
02. receive the ELL Parent Brochure – "Transitional Bilingual Education Programs: A Guide for Parents" (available in Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Russian, Spanish, and Urdu),
03. view the Orientation DVD for Parents of Newly Enrolled ELLs (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
04. are presented with the highlights of Title III and CR Part 154 funding, so that they are informed of their child's rights and their rights as parents of ELLs,
05. are provided an opportunity to ask questions about available bilingual/ESL services and program models, and
06. are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). We do not make recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), then our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past. Parents who wish to enroll their child in a program that we do not currently offer understand that their child may still attend our school while enrolled in a program we do offer, and that their preference for the currently non-offered program is duly noted and they will be called back in the event of that program being opened in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

The original Parent Survey and Program Selection Form is stored in the student's cumulative folder, and a copy is stored in the ELL Parent Communications Binder, located in Room 209.

Once our new ELLs have been identified, Ms. Jimenez assembles the Entitlement Letters (one copy in English and one copy in the home

language, if available) and the Parent Survey and Program Selection Form (one copy in English and one copy in the home language, if available.) The packet is stapled together with an acknowledgement slip for the parent to sign and return, indicating that the Entitlement Letter was received. Copies of the packets are made and stored in the ELL Parent Communications Binder, located in Room 209. Some students return only the acknowledgment, which is stapled to the corresponding copy of the Entitlement Letter packet that is stored in the Binder. Some students return the entire packet, in which case the originals replace the copied packet stored in the Binder.

For those parents who attend an ELL Parent Orientation Session, the Parent Survey and Program Selection Form is collected at that time. For those parents who did not complete the form, we reach them during dismissal or place a call to the home encouraging them to come in and receive individualized help to complete it, if necessary.

Once an ELL has been identified, they are placed in the appropriate program. Based on parent selections, we currently offer Freestanding ESL. The student will be placed depending on their grade and proficiency level. In this case, the parent/guardian is notified in writing via the Placement Letter, informing them of their child's program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

After reviewing the Parent Survey/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the freestanding ESL model is preferred. Not enough requests for either TBE or DL have accumulated to justify the opening of such a program as this time.

The Freestanding ESL program we offer is fully aligned with parent requests. Our ESL program is also in full compliance with New York State and New York City mandates for providing English Language instruction to ELLs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2	2	2					18
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	48
		Special Education	29

SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	11
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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
Dual Language										0
ESL	48	0	9	25	0	10	11	0	10	84
Total	48	0	9	25	0	10	11	0	10	84

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8

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.

Delivery of instruction takes place using the following organizational models. For grades K-4, we implement the pull-out model of ESL instruction. For grades 5-8, all levels have at least 1 pull-out period. The push-in program for grades 5-8 is more heterogeneous with some grouping based on language and content area needs. The program model for each pull-out ESL class is usually a homogeneous group consisting of one grade with students who fall into one or two adjacent proficiency levels.

Our beginner and intermediate level students are programmed for ESL instruction for two back-to-back periods, each 45 minutes in length. Therefore, each ESL block is 90 minutes long. They are serviced in this way 4-5 days a week, ensuring that their 360 minutes of instruction are fulfilled.

Our advanced level students are programmed for ESL instruction for one period, or 45 minutes. They are serviced in this way 4-5 days a week, ensuring that their 180 minutes of instruction are fulfilled.

In addition, our teacher's contract mandates that we teach an additional 37 ½ minutes in an Extended Day Program for at-risk students. ESL teachers are working with ELLs during this time as well.

The content areas for ELLs are delivered in the following way. In ESL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ESL is usually considered to be a 100% English immersion program, our ESL teachers do provide native language support as needed.

The instructional approaches and methods used to make content comprehensible and to enrich language development include accountable talk, use of language cognates, concept mapping (and other graphic organizers), context-embedded language, differentiated instruction, nonverbal communication, total physical response (TPR), and other strategies in differentiation and scaffolding as they are being acquired via ongoing professional development.

Our plans for differentiating instruction for specific ELL subgroups are as follows:

Students with Interrupted Formal Education (SIFE):

Currently, we have no ELL students with SIFE status. In the event that we were to receive a potential SIFE student, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain it. It will only be administered to students with a home language of Spanish or

Part IV: ELL Programming

SIFE Oral Interview Questionnaire to determine the number and length of interruptions. This questionnaire is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, and Urdu.

When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them.

ELLs in US schools less than three years (Newcomers):

For our newcomers, we use a program called Reading Rods for English Language Learners – Newcomer Themes. This kit offers forty lessons organized around ten themes that are immediately useful to newcomer students. Themes such as school, family, food, and clothing help children acquire important vocabulary for day-to-day communication. Other themes pave the way for content-area learning by introducing concepts such as time, money, transportation, and communities.

For children who are pre-literate, we emphasize oral language and shared writing activities. We let them practice copying text. We combine language instruction with literacy activities such as phonics and word work.

A website that has proved useful is edhelper.com. This site, among other things, contains a section of basic English language themes, such as objects in the classroom, forms of transportation, colors, shapes, etc. Teachers and students can print a picture word wall with reading and writing activities that utilize the vocabulary within each theme.

ELLs (in NYC school between 4 and 6 years):

These students are at risk of becoming Long-Term ELLs. Extra support is provided in test-taking strategies so that they may be more successful on both the ELA, NYSESLAT, Math, Science, and Social Studies exams. Testing Fundamentals by Schoolwide, Inc. has been incorporated in Grades 2-5 to teach comprehension strategies to perform well on the exams and develop their test-taking stamina. Grades 5-8 implements the use of previous state tests and test preparation programs such as Kaplan to reinforce and prepare for academic language in all content area exams.

Long-term ELLs (in NYC school six years or more):

For these students, their continuation in ESL may be more of a literacy deficiency rather than an English language deficiency. While they are no longer state funded, we continue to service them in our core program during the regular school day.

To supplement the core program, LTEs also have access to small group literacy groups in the After School Enrichment program (subject to availability of funds) using a program called Finish Line for ELLs. Continental's "Finish Line for ELLs" program helps students improve language proficiency in five content areas (conversational language, academic language arts, academic mathematics, academic social studies, and academic science) across the listening, reading, writing, and speaking domains. Each student book provides practice in various question types including multiple choice, written response, and oral response. The proficiency levels of the questions increase within each lesson to promote advancement.

ELLs identified as having special needs:

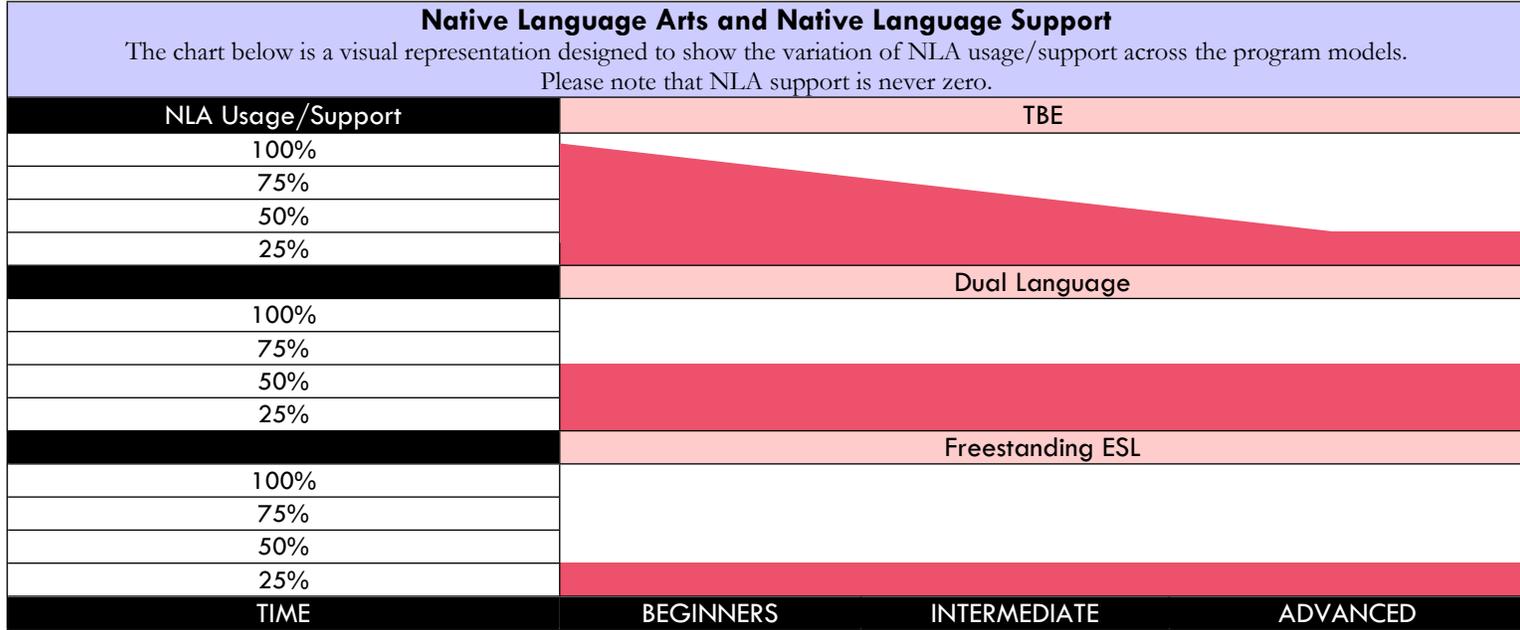
ELLs identified as having IEPs require specialized education, and social and psychological services in order to maximize their full potential. ESL teachers and service providers collaborate to help these students overcome their learning obstacles.

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in the content areas include the implementation of Testing Fundamentals by Schoolwide, Inc. for ELA and Kaplan Test Prep for MATH. The range of services include beginner levels through advanced, to help students (including ELLs) hone their test-taking strategies and improve their test-taking stamina.

Students who reach proficiency in English on the NYSESLAT exam will continue to receive support as needed during their balanced literacy block as well as in content areas, as teachers will continue to infuse ESL teaching methodologies into their lesson delivery. These children will be offered transitional support, when necessary, through the Extended Day program of the After School Enrichment program (subject to availability of funds). Transitional support is also offered through small group instruction within content area classes during push-in sessions.

Improvements that we are considering for the short-term future are smaller group sizes in Grades K & 1. Ms. Brady-Price (ELL teacher in the middle school) pushes in for grades 5-8 in the content areas. We are also implementing more technology in the classrooms by ensuring that every room is equipped with computers, and more than half of the classrooms have SMART Boards installed.

No Programs for ELLs that are currently in place will be discontinued at this time.

ELLs are afforded equal access to all school programs. They participate fully in programs such as Yoga, Technology, Music and Art. Our Afterschool Enrichment Programs (subject to availability of funds) include Ms. Baez's art program, Ms. Neidish's Library program, and the middle school's sports program. All help to foster socialization for ELLs.

Rigby's On Our Way to English has been implemented for grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
- Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
- Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
- Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.
- Systematic phonics lessons provide a strong foundation for building fluency.
- Interactive, multisensory activities engage children's diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resource guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K – 4 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, pair, or group-work activities that address students' varying learning styles.

ELLs in grades 2-4 have accounts to access www.raz-kids.com (subject to availability of funds), an interactive website that allows students to

listen to and record stories at their level and moving at their own pace. Students gain stars with each book read, with which they can “purchase” icons in the raz-rockets gaming area.

A number of websites including funbrain.com, starfall.com, brainpop.com, brainpopesl.com, rainpopjr.com and others offer students an engaging interactive way to practice their English.

In addition to pre-fabricated teaching materials, the ESL teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with AUSSIE professional developers to enhance their differentiated instructional skills through assessment and tiering.

Sheltered Instruction has been implemented in grades 5-8. Sheltered Instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects, (math, science, and social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students’ background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

To prepare students for the annual NYSESLAT exams, we offer a test preparation program called Getting Ready for the NYSESLAT and Beyond. These workbooks help familiarize students with the content and the format of the test. It also has a new component that will help ELLs to transition to the ELA exam as well.

Native language support, particularly for newcomers, is provided whenever possible. Since Spanish is our high-incidence language, our ESL teachers’ Spanish-language ability ranges from functional, to moderate, to natively fluent. For speakers of other languages, there are free websites available to ESL teachers to learn key phrases needed to help a newcomer feel welcome and at home as they begin to acquire English. We may also find another student in the building who comes from a similar language background and pair them up to help ease the transition. We also have utilized free online translation services to help us translate written communications for students and their families.

All forms of resources and support listed above for grades K-8 are age-appropriate and they are based on contemporary research in the field of teaching English to ELLs.

At the beginning of each school year, the Parents Association holds an Orientation Dinner in the cafeteria for new families, including the families of ELLs.

At this time, no language electives are offered to ELLs.

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)?

Not applicable.

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.

Our professional development goals for this year include the differentiation of instruction, focusing on ELLs, students with IEPs, and accelerated students. Six half-day professional development days have been set aside through the 2010-11 school year to work with AUSSIE professional trainers to empower all teachers (not just ESL teachers because all teachers in our building have contact with ELLs) with the tools necessary to differentiate instruction for these three high-need groups.

Being a K-8 school, our grade 5 class serves as a transitional year for elementary school students to make the move to the middle school. While they are housed primarily in one classroom, they are co-located on the same floor with middle school students, and travel to other specialty rooms. They are assigned lockers as are the middle school students, and a foundation of expectations is laid during this critical year. By the time they enter grade 6, they are ready for middle school and know fully what is expected of their behavior both socially and academically.

The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and Bilingual Licenses as per Jose P. will be delivered during six half-day professional development days and the monthly faculty conferences. A broad variety of topics will be covered in ten 45-minute sessions throughout the year, with the hope to differentiate instruction to meet teachers' needs.

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?

Each November we have Open School Week, which is a special time set aside for the parents to visit their child's classroom (this includes parents of ELLs.) An "Open School Week" poster and/or "Welcome" sign will be displayed on or outside each classroom door. Chairs are set aside in the back of the room for visitors. Some classroom teachers will train a host or hostess to quietly greet the parents and guide them to their seats. In addition, teachers may present an attractive guest book so that the host/hostess can have visitors sign in.

Throughout the school year, we host several Literacy Celebrations, Music and Art shows and field trips, all of which require parent attendance and participation to make them successful experiences. Parents feel very welcome to come to our school and volunteer their time in and out of the classrooms. PA meetings provide live translations throughout.

We formally evaluate the needs of our ELL parents via a Needs Assessment Survey (designed in-house and provided in English and Spanish) and the Learning Environment Survey (provided as part of the Progress Report.) In addition, parents are welcome to informally express their needs to the Principal and Parent Coordinator any morning, as they are both on the steps of the front entrance greeting students and their families as they enter the school.

Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed.

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)	7	5	1	1	3	0	1	1	1					20
Intermediate(I)	0	9	2	1	2	3	3	4	4					28
Advanced (A)	3	1	3	2	8	6	9	3	1					36

Total	10	15	6	4	13	9	13	8	6	0	0	0	0	84
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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	0	0	0	1	0	0				
	I		1	0	0	0	0	0	1	0				
	A		6	4	0	0	3	3	1	2				
	P		8	2	3	9	5	7	5	4				
READING/ WRITING	B		6	1	0	0	0	0	1	1				
	I		9	2	1	2	3	4	3	4				
	A		1	1	2	7	5	7	3	1				
	P		0	2	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	8	4	1	14
4	2	5	1	0	8
5	4	2	3	0	9
6	7	2	0	0	9
7	6	2	1	0	9
8	0	4	0	0	4
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	2		6		5		1		14
4		1	5		2	1	0		9
5	2		2		4	1	0		9
6	6		3	1	0		0		10
7	4		5		0		0		9
8	1		2		1		0		4
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	1		3	1	1		9
8					4				4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3		1		4	1			9
8	3		1						4
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)									

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.

The assessment tools our school uses to assess the early literacy skills are ECLAS-2 and Fountas & Pinnell.

- While we are still undergoing the collection of Fall 2010 ECLAS-2 data for our Grade K-2 students, the Spring 2010 ECLAS-2 results from the last academic year are available on ARIS. After reviewing this data for our ELLs, it is evident that their abilities and proficiency levels are mixed in the areas of Phonemic Awareness, Phonics, Reading & Oral Expression, and Listening & Writing. As this is a time in students' lives when they are acquiring literacy skills for the first time, there is evidence that some ELLs are challenged in certain areas, while others prove to be above level. No rigid patterns were seen from the analysis of the ECLAS-2 data that would reveal any particular trends at this time.

- Fountas & Pinnell is used as a tool to determine which level book is appropriate for independent reading and instructional reading for any given child. Most of our Grade K ELLs begin anywhere between Level A-C. As they learn to practice their reading and comprehension strategies, they graduate through the levels. Our early elementary ELLs tend to read at a level that is approximately one grade-level below the grade they are currently in.

- This information helps to inform our school's instructional plan in the following ways: (1) ESL teachers are aware of each child's strengths and weaknesses in the language skills that ECLAS-2 measures and address them appropriately using intervention strategies, (2) Fountas & Pinnell gives ESL teachers an understanding of where the child is in reading and where they need to go next. In addition, the Foundations Program (an early elementary reading and phonics program) is taught in all classrooms Grades K-3. This program has proven successful in our school in providing a consistent way of teaching early elementary literacy skills that progress in sophistication through the early grades.

LAB-R or NYSESLAT Results

Our overall data analysis indicates students are moving towards English proficiency throughout the grades. 23.8% of our students in grades K – 8 are performing at the Beginner level, 33.4% are at Intermediate level, and 42.8% of our students are at an Advanced level of English proficiency. 65% of the Beginner students fall within the very early elementary grades of K - 2.

As we continuously unpack data, we are working toward flexible groupings of ELLs based on their strengths and weaknesses in each of the four language modalities – Listening, Speaking, Reading, and Writing.

Content Area Test Results

A total of 53 ELLs took the 2010 ELA exam in grades 3-8. Of that group, 37.7% scored a Level 1, 43.4% scored a Level 2, 16.9% scored a Level 3, and 2.0% scored a Level 4.

General patterns that can be seen in this data analysis is that roughly eighty percent of our Grade 3-8 ELLs struggled to reach proficiency on the ELA, similar to the previous year.

A total of 55 ELLs took the 2010 MATH exam in grades 3-8. Of that group, 29.1% scored a Level 1, 43.6% scored a Level 2, 25.4% scored a Level 3, and 1.9% scored a Level 4.

General patterns that can be seen in this data analysis is that close to one-third of our Grade 3-8 ELLs were proficient in MATH, while two-thirds continue to struggle. These figures are the reverse of the previous year.

61.5% scored a Level 3, and 7.7% scored a Level 4. General patterns than can be seen in this data analysis is that a solid 70% of our Grade 4 and Grade 8 ELLs were proficient in Science, while the other 30% continue to struggle. This 70% proficiency is a significant improvement over the 50% earned in the previous year.

A total of 13 ELLs took the 2010 SOCIAL STUDIES exam in grades 5 and 8 only. Of that group, 46.1% scored a Level 1, 15.4% scored a Level 2, 38.5% scored a Level 3, and none scored a Level 4. General patterns than can be seen in this data analysis is that roughly 40% of our Grade 5 and Grade 8 ELLs were proficient in Social Studies, while the other 60% continue to struggle.

Because the students receive numerous assessments throughout the year in ELA and MATH (Acuity and Scantron Performance Series), we have opted out of using the optional Periodic ELL Assessments. We believe their performance on the existing ELA assessments, given twice a year and posted on ARIS, give us a clear lens as to what our students need help in. Also, by opting out of the Periodic ELL Assessment, we are afforded three additional days of valuable classroom instruction.

When evaluating the success of our program for ELLs, we look at the NYSESLAT data for specific trends. First, we look at the overall percentages of ELLs who scored at the Beginner, Intermediate, Advanced, and Proficient Levels. Then for each student who either did not improve in their overall level (or slipped down into a lower level), we take note of how many of these students still made gains in any one or more of the modalities of Listening, Speaking, Reading, and Writing, despite their overall performance. We also take into account the number of ELLs who may have IEPs. It is also important to know if a student's overall level may have dropped in part due to the transitioning into a more difficult grade band.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./I.S. 187 Hudson Cliffs					
District:	6	DBN:	06M187	School		310600010187

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	33	34	33		95.0	95.1	94.7
Kindergarten	87	84	81				
Grade 1	76	87	87	Student Stability - % of Enrollment:			
Grade 2	74	70	86	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	79	86	77		98.4	98.8	98.0
Grade 4	76	77	85				
Grade 5	78	75	82	Poverty Rate - % of Enrollment:			
Grade 6	84	94	81	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	84	84	96		61.1	67.3	67.3
Grade 8	98	93	83				
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		8	12	9
Grade 12	0	0	0				
Ungraded	0	0	3	Recent Immigrants - Total Number:			
Total	769	784	794	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	11	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	30	31	24	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	12	Superintendent Suspensions	3	0	0
Number all others	55	60	60				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	59	56	57
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	14	6
# receiving ESL services only	89	81	TBD				
# ELLs with IEPs	9	25	TBD	Number of Educational Paraprofessionals	2	1	8

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	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.0	67.9	91.2
				% more than 5 years teaching anywhere	50.8	55.4	63.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	77.0	86.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.4	98.1	99.0
Black or African American	2.1	2.8	3.7				
Hispanic or Latino	60.5	58.3	56.8				
Asian or Native Hawaiian/Other Pacific	5.2	5.1	5.4				
White	31.2	31.9	33.1				
Male	49.3	48.5	46.7				
Female	50.7	51.5	53.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	57.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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