



NYC
Department of
Education

**Battery Park City School
P.S. /I.S 276**

**2010-2011
School Comprehensive Educational Plan
(CEP)**

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May 2010

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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
Terri Ruyter	*Principal or Designee	
Kristal Aliyas (designee)	*UFT Chapter Chairperson or Designee	
Anu Garg	*PA/PTA President or Designated Co-President	
Haiva Albuliwi	Teacher	
Dawn Schafer	Teacher	
Catherine Mullaney	Teacher	
Liz Tollis	Teacher	
Jung Min Lee	Parent	
Alex Hon	Parent	
Melissa Connor	Parent	
Julie Brown	Parent	
Karen Begleiter	Parent	

* Core (mandatory) SLT members.

SECTION III: School Profile

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS/IS 276, The Battery Park City School, serves families in Lower Manhattan. In our first year (2009-2010), we served 58 kindergarteners. In our second year (2010-2011), we encompass grades Pre-K to 2 and 6. At capacity we will serve over 900 students in grades pre-K to 8.

At PS/IS 276, we work to develop foundational knowledge and skills – reading, writing, mathematics, and critical thinking – to enable each student to engage in intellectual inquiry. We guide students in their exploration of the broader world through direct and meaningful experiences while reinforcing their responsibilities and connections to it. In doing so, we strive to foster students' relationships with their peers, school, communities, and the natural world as we work together to create individual and shared knowledge. We promote the imagination as a crucial skill for conceiving the possible and the impossible, as we pose questions and solve problems. We also support growing bodies and growing minds by instilling healthy life habits including nutrition, physical exercise, and sports. Finally, as we recognize that learning happens both at school and at home, we seek to build strong partnerships with students and their families.

A commitment to environmental sustainability is woven throughout our school and our curriculum. Our building, situated in southern Battery Park City, is one of the first green school buildings in New York City. Students consider how their actions impact the community and the earth. In lower grades this means that children actively recycle, garden, and compost. In the middle grades, students consider larger scientific, engineering, and social consequences through their studies of science and social studies. We use NYS and national standards in specific content areas and national standards for educating for environmental sustainability to shape our curriculum.

Our literacy program includes components such as read aloud, shared reading, guided reading, independent reading, book clubs and writer's workshops. All classrooms from kindergarten through second Grade use the *Investigations in Number, Data and Space* as their core mathematics program. Sixth graders use *Connected Math*. Through inquiries, activities and games, and the use of manipulative materials, our students construct mathematical ideas, explain their thinking and practice skills. Our social studies and science curricula are interdisciplinary, thematic, and problem-based. Students work together in heterogeneous groupings to engage in investigations in science and social studies developing their skills in reading and writing, oral communication and artistic expression.

Our formal academic curriculum is enhanced by a strong arts program (students receive formal instruction in fine art as well as music) each week. We also value physical education. Students have PE every week and have structured recess daily. We also have boys and girls athletic teams that compete each season in the lower Manhattan middle school athletic league.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:				BATTERY PARK CITY SCHOOL			
District:	2	DBN:	02M276	School BEDS Code:	310200010276		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	11			
K	√	4	8	12			
1	5	9	Ungraded				
2	6		10				
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Pre-K	0		TBD				
Kindergarten	0		51				
Grade 1	0		Student Stability - % of Enrollment:				
Grade 2	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>		
Grade 3	0		TBD				
Grade 4	0		0				
Grade 5	0		Poverty Rate - % of Enrollment:				
Grade 6	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>		
Grade 7	0		39.0				
Grade 8	0		0				
Grade 9	0		Students in Temporary Housing - Total Number:				
Grade 10	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>		
Grade 11	0		TBD				
Grade 12	0		0				
Ungraded	0		Recent Immigrants - Total Number:				
Total	51	2007-08	2008-09	2009-10	<i>(As of October 31)</i>		
0							
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			

(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes		0		TBD		Principal Suspensions	
# in Collaborative Team Teaching (CTT) Classes		0		TBD		Superintendent Suspensions	
Number all others				1			
These students are included in the enrollment information above.				Special High School Programs - Total Number:			
2007-08		2008-09		2009-10		(As of October 31)	
0				CTE Program Participants			
0			English Language Learners (ELL) Enrollment: (BESIS Survey)		Early College HS Program Participants		
(As of October 31)		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes		0		Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	2007-08	2008-09	2009-10	(As of October 31)		
# receiving ESL services only	7		TBD		Number of Teachers		

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs		0		TBD		Number of Administrators and Other Professionals	
TBD		These students are included in the General and Special Education enrollment information above.		Number of Educational Paraprofessionals			
Teacher Qualifications:				Overage Students (# entering students overage for grade)			
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
TBD		TBD		% fully licensed & permanently assigned to this school			
TBD				% more than 2 years teaching in this school			
TBD		Ethnicity and Gender - % of Enrollment:		% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	TBD		% Masters Degree or higher	
American Indian or Alaska Native	0.0		TBD		% core classes taught by "highly qualified" teachers		

				(NCLB/SED)
Black or African American				3.9
Hispanic or Latino				3.9
Asian or Native Hawaiian/Other Pacific Isl.				25.5
White				52.9
Male				51.0
Female				49.0
2009-10 TITLE I STATUS				
Title I Schoolwide Program (SWP)				
Title I Targeted Assistance				
Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School (Yes/No)		If yes, area(s) of SURR identification:		
Overall NCLB/Diferentiated Accountability Status (2009-10)		Based on 2008-09 Performance:		
Phase		Category		
In Good Standing (IGS)	Basic	Comprehensive	Focused	
Improvement Year 1				
Improvement Year 2				
Corrective Action (CA) – Year 1				
Corrective Action (CA) – Year 2				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

Section IV: Needs Assessment

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

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

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

Accomplishments:

In our first year and a half as a school, we have established a strong foundation as a school. We take great pride in our academic program as well as the sense of community that is developing. Academically, we have a strong instructional program that builds student skills in literacy, mathematics and critical thinking as well as content knowledge in social studies and science. We work closely with literacy staff developers from LitLife, a national consultancy, to refine and document our literacy curriculum and to continue to build our collection of teaching resources. We also have a part-time math coach on staff who is working with our lower grade teachers to document the curriculum and provide enrichment and remediation as necessary. A strong science program in place at both the elementary and secondary level. Our science program provides students with many opportunities to engage in hands-on labs to explore important concepts and develop habits of mind of scientific inquiry. We are fortunate to have a very talented and dedicated group of teachers. Rich conversations about pedagogy and student learning frame our days as we constantly strive to match instruction to student needs and our own expectations of excellence.

Parents and the larger community have been tremendously supportive of the school in terms of funding everything from books to science equipment to a music program and demonstrating a high participation rate for school related activities. Mostly, the entire school community finds joy in working with and supporting all the children entrusted to us. One area in which this is clearly evident is at our middle school sports events. There is tremendous enthusiasm for all athletes by cheering classmates, teachers and parents (those who are cheering on their own athletes as well as those who are cheering on the team in general) at our sports games and the athletes all enjoy themselves even when they don't win.

REVIEW OF DATA

As a kindergarten-only school for the 2009-2010 school year, our students did not take New York State exams. Instead, data used to monitor student progress included Fountas and Pinnell Benchmark Assessment levels and assessments from *Investigations*. This data was reported to the State Education Department. We track sixth grade testing data through ARIS and through interim assessments given in math and ELA. We also draw upon data from the Learning Environment Survey to understand parent perceptions of our school.

PERFORMANCE TREND: READING

Our students demonstrated considerable growth in reading in the 2009-2010 school year. In January 2010, reading assessments showed that 35% of kindergarteners were reading independently at a level B or higher. (According to Irene Fountas and Gay Su Pinnell, reading at an independent Level B is the benchmark for proficiency at the end of kindergarten.) Mid-May 2010 assessments indicated that 94% of students were achieving this level of proficiency. To ensure that our students continue to grow as readers, we remain committed to working on balancing basic reading skills with the more critical skill of comprehension as this is really the foundation of life long learning. Additional support is provided to students who are achieving below benchmarks through small group intervention work.

PERFORMANCE TREND: MATH

Our students also demonstrated growth in mathematics in the 2009-2010 school year. Through an end of year assessment of student learning, we identified that 96% of students are achieving benchmarks for kindergarten.

PERFORMANCE TREND: COMMUNITY

Based on the annual School Environment survey which 69% of parents completed, 100 % of parents were satisfied with their child's education, 94% were satisfied with their involvement in their child's education, and 89% were satisfied with school to home communications.

AID: PARTNERSHIPS

PS/IS 276 is very fortunate to have a number of strong community partnerships. In the 2009-2010 school year, we worked closely with the Council on the Environment of New York City to develop a gardening program in our kindergarten. We were able to have students plant flower and vegetable beds in City Hall Park and, in collaboration with the Liberty Community Gardens, an additional vegetable garden that families tended over the summer. In our new building, we are continuing to build our environmental program through gardening in collaboration with the Battery Park City Parks Conservancy and are in the process of establishing a partnership with the Battery Conservancy's Urban Garden program.

Our partnership with the Skyscraper Museum and the Museum of Jewish Heritage support the development of our social studies programs in all grades.

We are also drawing upon other institutions in Lower Manhattan such as the Poet's House and the Action Center to End Global Hunger.

Our school also has partnerships with institutions of higher education. We host student teachers from NYU, Pace, and St. John's University. Having student teachers in our classrooms is a way to contribute to the education community and the future education of all children in NYC, as well as providing additional classroom support and professional learning opportunities for our teachers.

We are also working closely with other schools in Lower Manhattan. In the 2010-2011 school year we are able to share our gym with the basketball teams from Millenium High School and Lower Manhattan Community Middle School. We also plan to have students from the High School of Economics and Finance teach Junior Achievement lessons to our students.

Most importantly, our parent body is incredibly supportive of our school. The dedication of our parent body to our school's success is evidenced in our active PTA and School Leadership Team, strong attendance at Curriculum Night in September, Parent/Teacher conferences, and participation in school events such as athletic competitions, community service drives, Family Fridays, school day volunteering, and field trip chaperoning.

Community building is integrated into our curriculum in order to establish a community identity of what it means to be a student at PS/IS276. We created school t-shirts that students wear to special events, broke ground on a community garden, and hold "community gatherings" during which students and faculty gather to sing favorite songs and to share accomplishments and projects.

AID: TEACHERS

The most important asset a school has to offer its students are its teachers. At PS/IS 276 our faculty is stellar. Our teachers bring a range of skills and interests to our school community and are eager to contribute to the learning of all students. 90% of our teachers hold Masters degrees (several of them have more than one Masters and one has a PhD.) Additionally, all teachers are committed to continually refining their practice by engaging in further study in a content area or in teaching pedagogy through formal coursework and in professional inquiry and dialogue with their colleagues. More importantly, our teachers recognize that diversity in learning styles is a natural occurrence when working with children. They are all committed to identifying the unique gifts and challenges our students bring to the classroom and work to differentiate instruction to meet the needs of all learners. Teachers and parents were active members of our hiring committee for the current school year and will continue to play an important role in hiring staff as we continue to grow.

AID: COMMUNICATIONS WITH FAMILIES

During our first year as a school, we faced some unique challenges and began to lay the foundations for strong traditions for family communication through launching several communications initiatives. Monthly newsletters summarize the curriculum and communicate school beliefs and philosophy on learning. Our website for parent communications includes email accounts for teachers and class pages where teachers can post information about the curriculum and upcoming events. We instituted Family Fridays, a monthly time set aside for families to visit classrooms during the school day. In our first year, we held two curriculum evenings to explain aspects of our curricula to parents and two parenting workshops and have a series of parent workshops scheduled for the current year. Additionally, we have established committees that provide parents with the opportunity for meaningful engagement. These committees include hiring, gardening, wellness and environmental education, technology, safety, grant writing, and the SLT. In our first year, a barrier to family communication was the security at Tweed Courthouse that made it difficult for parents to have access to the building. In our new building, parents have easier access to the school and feel a greater connection to it. We are also revising our website so that it provides more accessible information to parents about how they can be involved in sharing the responsibility for the important on-going work for achieving our school's strategic priorities. These lines of communication will help to foster even greater parental involvement and understanding of the school-wide curriculum and traditions.

BARRIER: BEING A NEW SCHOOL

Being a new school is both a blessing and a challenge. We have a great deal of community and family support, a beautiful new building with many resources, and the opportunities to be personally engaged in the creation of a community and curriculum. The challenges associated with being a new school are many. As we add grades each year, we need to buy new textbooks, reading books, and the corresponding materials to support the diverse curricular areas and document everything as we go along. As a new school, we are experiencing rapid growth in our student population each year which impacts budget, hiring, and the development of our community. While we have many resources, we are also playing catch up in procuring teaching materials to support the learners in our school.

Developing Curricula. While teachers draw upon their experience, published programs and state and national standards for our curricula, excellent teaching means that the teachers are crafting the curriculum from these diverse sources to match the learners in our school as they go. The Quality Review indicated the need for improved structures for documenting teaching and learning, for more systematic assessment and for continuation of our work on differentiation to

help meet student needs. Parents and teachers also identified these as areas for continued study and refinement. In addition to the new school curriculum development and documentation work they are engaged in, teachers are simultaneously engaged in diversifying instruction. Like other neighborhood schools in the city, our heterogeneous population includes students with a range of learning abilities and profiles. Focus on differentiation needs to be directed at both the higher and lower ends of the learning spectrum in both math and literacy in ways that balance basic skill acquisition along with the conceptual knowledge needed for the deeper understandings students will need as they continue through the grades. While teachers have experience with balanced literacy approaches that support all our students in reading and writing, they are expressing a need for more tools and strategies that will stretch students at all points of the learning spectrum. We are working with LitLife, a international literacy organization, to analyze and improve our literacy assessment and instruction. We are working with LitLife to develop a three-year plan of action for improving teaching and learning in order to craft a challenging and coherent literacy curriculum for grades K-8. Teachers are also looking for ways to differentiate instruction for all learners in mathematics. They have begun to address this inquiry through collaborative planning and evaluation of student learning with the guidance of our school based math specialist and our network math specialist.

Budgetary constraints. The leap in student population poses a challenge to the school. We grew from 58 students at the end of the 2009-2010 school year to over 300 in the 2010-2011 school year. Lacking historical data on the number of students in each grade in our zone, we have been feeling our way around issues of class size. We are fortunate to have under 25 students in each class in our school. However, small class size has budgetary consequences. Each class needs to have appropriate special classes but we have fewer student dollars contributing to the cost of these staff members. We also need to buy extra curriculum and teaching resources for each class even though we don't receive additional funding to set up new classrooms. While our PTA is financially very supportive of our school's needs, funds raised in the 2009-2010 school year by 50+ families will need to continue to fund programming for a much larger student population until major fund-raisers take place later in the school year. This will be an on-going issue until the PTA has earned enough money to carry forward adequate resources in one year to fund major expenses in the following year. As a non-Title 1 school, we also receive fewer state, city, and federal dollars to support our school's on-going programming needs. And, until our school meets certain thresholds for English Language Learners (ELLs), we will be required to pay for an ELL teacher to provide mandated services to ELL students without receiving dedicated funding for that staff position.

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.

Goal 1: By June 2011, 90% of our K-2 students will be at or above grade level in reading as determined by Fountas and Pinnell Benchmarks. As students go through the grades, reading gets more and more complicated and students are expected to read texts in all content areas. We want to make sure that our students are reading on grade level with rich comprehension so that they can be successful in all academic areas. Once we have historical data, we will add middle school to this goal.

Goal 2: By June 2011, 90% of students K-2 will achieve on grade level in mathematics as determined by curriculum and teacher designed assessments. Achievement in mathematics is an important indicator of success in school and in adult life. We want to make sure that all students are achieving on grade level or above in mathematical content and process.

Goal 3: By June 2011, we will have 80% parent satisfaction regarding communication about curriculum and student learning as measured by the 2011 NYC School Survey. Our goal is maintain our participation rate (69%) from last year given the increase in our school size. Improving and making communication with families more clear and consistent is an important goal for supporting children's learning and fostering a strong school/home connection. This is especially critical as we are a new school establishing a culture of open communication.

Section VI: Action Plan

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

Subject/Area (where relevant):

Annual Goal

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

Action Plan

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

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Literacy

By June 2011, 90% of our K-2 students will be at or above grade level in reading as determined by Fountas and Pinnell

- Grade level teams, with a designated grade team leader, will meet weekly to analyze data and plan curriculum through collaboration and reflective practice.
- Curriculum documentation will include lessons, supports, and resources for diverse learners and special populations.
- LitLife consultant will provide differentiated professional development for 15 days over the course of the year.
- Principal will utilize formal and informal observation on teaching, grade level meetings, and curriculum documentation to provide feedback and to check for understanding.
- Conduct a needs assessment based on teacher expertise, student achievement, and available resources to inform resource allocation.
- Principal will attend a one-week leadership-in-literacy conference with Irene Fountas and Reading Recovery trainers.
- One hour lunch with one day a week give back (SBO).
- Professional learning opportunities through LitLife consultant and teacher teams, teacher leaders (funded through PTA)
- Providing subs for teachers to engage in PD (per diem subs).
- Providing professional texts to support teacher learning (general funds).
- Provide appropriate student resources to support learning based on needs assessment (general funds and PTA).

- Principal will attend leadership in literacy conference.

Indicators of Interim Progress and/or Accomplishment

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

Teachers will collect base line data on reading in September, January and May. This data will be collated on a spreadsheet and will be collected in student portfolios.

This data will measure student progress and will be used to plan for grouping and instruction and will be evident in weekly grade team meeting notes, record keeping systems, and individual student conference notes.

Subject/Area (where relevant):

Math

Annual Goal

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

By June 2011, 90% of students K-2 will achieve on grade level in mathematics as determined by curriculum and teacher designed assessments.

Action Plan

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

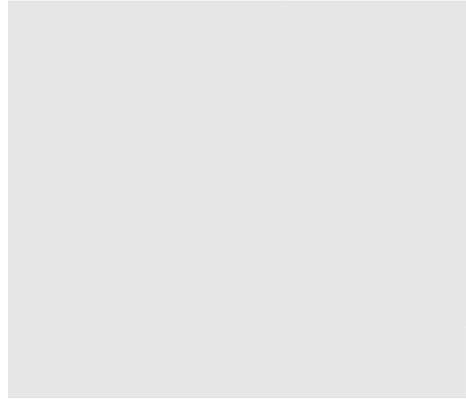
- Grade level teams will meet regularly with the math coach to analyze data and plan curriculum through collaboration and reflective practice.
- Curriculum documentation will include lessons, supports, and resources for diverse learners and special populations (differentiated instruction).
- Math coach will provide differentiated professional development to K-2 teachers.
- Principal will utilize formal and informal observation on teaching, grade level meetings, and curriculum documentation to provide feedback and to check for understanding.
- Conduct a needs assessment based on teacher expertise, student achievement, and available resources to inform resource allocation.
- Study assessments and their results to plan for enrichment of mathematics curriculum for those students who are ready and remediation for students who need additional support.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support

- Teachers have voted to approve a one hour lunch with one day a week give back (SBO) for planning and professional learning in order to support student learning.
- Professional learning opportunities with math coach (schedule will allow for one day a week of coaching),

the actions/strategies/ activities described in this action plan.

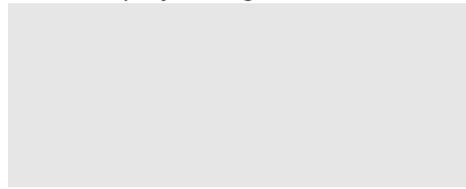


teacher teams and teacher leaders (CCSS funding, Inquiry team funding).

- Provide subs for teachers to engage in PD (per diem subs).
- Provide professional texts to support teacher learning as needed (general funds).
- Provide appropriate student resources to support learning based on needs assessment. These curriculum and instruction resources will be added to throughout the year. (PTA and general funds).

Indicators of Interim Progress and/or Accomplishment

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



- Teachers will collect base line data on mathematics in January and May. This data will be collated on a spreadsheet.
- This data will measure student progress and will be used to plan for grouping and instruction and will be evident in weekly grade team meeting notes, record keeping systems, and individual student conference notes.
- Agenda from professional meetings.
- Resource library bibliography as an appendix in our math curriculum binders.

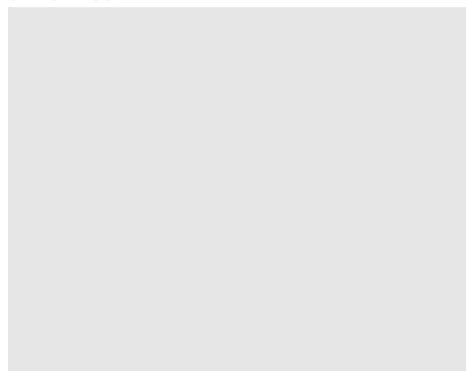
Subject/Area (where relevant):

Annual Goal

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

Action Plan

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



Parent Communication

By June 2011, we will have 80% parent satisfaction regarding communication about curriculum and student learning as measured by the 2011 NYC School Survey.

- Teachers will update class webpages regularly with curriculum updates, calendar, celebrations of student work, and ways parents can support their children.
- Continue Family Fridays for Pre-K through 2nd grade where parents are invited into the classroom to learn about what students are studying with their children.
- Begin the year with classroom drop-off so that parents of children in Pre-K through 2nd grade learn about the school, feel comfortable entering the building, and see teachers regularly.
- Hold regular middle school meetings for parents of 6th graders to establish a forum to discuss curriculum issues of interest to parents and reinforce school communication with parents.
- Plan curriculum events and workshops for parents that explain the curriculum at each grade level and how the curriculum spirals through the grades with a parent

feedback/evaluation forms at the end (curriculum night, math, literacy, and one other based on parental interest).

- Issue school newsletters highlighting a variety units and subjects across grades.
- Establish school distribution list.
- Attach Google Analytics to our website (free)
- Offer child care for workshops (PTA)
- Provide teacher training on how to effectively create class webpages (per session and through e-chalk as included in work contract, schedule into faculty meetings).
- Provide teachers time and resources to plan for curriculum sharing events (per session and coverage to present).
- Attendance at curriculum events and workshops as evidenced by sign in sheets
- Parent evaluations of curriculum events on brief, standardized surveys
- Google Analytics data.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

Appendix 1: Academic Intervention Services (AIS) Summary Form

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	3	0	N/A	N/A	3	0	0	0
2	2	0	N/A	N/A	2	0	0	0
3	n/a	n/a	N/A	N/A				
4	n/a	n/a						
5	n/a	n/a						
6	6	4	2	2	2	0	0	2
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students are working with intervention service providers in reading and writing one on one and in small groups. Additionally, the ELL teacher works with students who receive or have received ELL services recently to support vocabulary acquisition, reading strategies, and writing skills. Both the SETSS teacher and the ELL teacher use the Fountas and Pinnell Leveled Literacy Intervention program with students during the school day. We also had a reading teacher intern working with a small group of students who struggle in reading. She followed Structured Language Therapy intervention techniques.
Mathematics:	SETTS teacher and ELL teacher work with targeted students in mathematics one on one and in small groups. They use modified instructional materials and scaffold language and concepts through small group instruction during the school day.
Science:	ELL and Special Education support specialists provided additional support in Science for sixth graders identified as being at risk in this subject area during the school day.
Social Studies:	ELL and Special Education support specialists provided additional support in Science for sixth graders identified as being at risk in this subject area during the school day.
At-risk Services Provided by the Guidance Counselor:	Guidance counselor is working with students who are at risk through counseling and friendship groups. Additional support is provided to all students through the Second Step curriculum.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	We have a full time nurse on staff who has trained teachers in using epi-pens, participates on the PPT, and works with students with on-going health related issues.

Appendix 2: Program Delivery For English Language Learners (ELLs)

NCLB/SED requirement for all schools

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

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

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

- x There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) k-2 and 6 Number of Students to be Served: 15 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

PS 276 only offers a Free Standing ESL program for its 14 English Language Learners. There are no SIFE students. There is one Special Education student with an IEP. This student is also a long-term ELL. There are no 4-6 year ELLs in our school. Students in the ESL program come from the following linguistic backgrounds: Spanish, Portuguese, German, Korean, Russian, Japanese, Serbian, and Mandarin. The ESL teacher, who has her master's in ELL from NYU and 6 years experience, works 6 periods a day with ESL students using a combination of push-in/co-teaching and pull-out models.

All new students to our school complete the HLIS and the parents are interviewed in English and in their native language if needed. The ELL teacher interviews the family and conducts testing. New students who qualify are given the LAB-R within 10 days of their first attendance. This information is used to determine if the student qualifies for ELL support services and, if so, the frequency of support. New families are invited for a small group or one on one information session about program options with translators present as needed. Paper copies of entitlement letters and Parent Survey and Program Selection forms in English and home language are sent home with children. The ELL teacher follows up with parents to make sure all important documents are promptly returned to school.

Programming and Scheduling Information

The ESL teacher and classroom teacher co-teach within the workshop model which provides maximum support and flexibility for all children. All students participate in whole class, small group, and individualized instruction. Grouping is both heterogeneous and homogeneous according to proficiency level or the strategy/skill being taught. One pull-out class is also taught by the ESL teacher in order to fulfill the mandated number of minutes of instruction for Beginner and Intermediate ELLs in grades K-2. All ELLs receive the mandated number of minutes of instruction as required by CR Part 154. Beginner and intermediate ELLs receive 360 minutes of instruction per week through a combination of push-in and pull-out periods, while advanced students receive a minimum of 180 minutes per week of push-in instruction. Native language support is provided within the push-in/pull-out periods through books, materials, translation, and partner work.

We are using the same best practices for all children inclusive of ELLs in all content areas. Use of a push-in model ensures that students receive linguistic support in a variety of content areas, including literacy, math, science and social studies. The ESL teacher pushes-in to literacy and math periods on the lower grades and pushes-in to ELA, science, social studies, and math in sixth grade. The ESL teacher provides materials and supports for the classroom teachers to use throughout the units in all content areas. Content areas are also integrated so that all classes support literacy, math, science, and social science concepts. Content area instruction is delivered in English with appropriate native language supports. We use a hands-on, inquiry-based approach to learning across all content areas with appropriate instructional supports for language learners. Scaffolds for ELLs include:

- ÿ Clear oral language models for students
- ÿ Realia
- ÿ Visual supports that remain consistent throughout the school community (ex. Picture world walls)
- ÿ Technology (Smartboards, photos, videos)
- ÿ Total Physical Response
- ÿ Dramatization

- ÿ Gestures
- ÿ Music
- ÿ Language games and speaking practice
- ÿ Clear modeling by the teacher and other students.
- ÿ Materials in the students' native languages
- ÿ Explicit vocabulary and grammar instruction
- ÿ Student interaction and various groupings
- ÿ Integration of all language skills (reading, writing, speaking, and listening)

Student participation in center time and group work gives ELLs the opportunity for peer interaction and social language development. Beginner and Intermediate ELLs also receive pull-out ESL instruction which specifically targets their linguistic needs. Pull-outs are conducted in small groups of 4-6 students and focus on small group work and individualized instruction.

We have 14 students who are considered Newcomers; they have been in school in the US for less than three years. As appropriate, we are transitioning students into standard grade-level assessments with the necessary scaffolds and modifications. The ESL teacher works closely with classroom and content teachers to scaffold lessons and provide supports to ensure understanding for ELLs. The one newcomer who will take the state exams this year meets with the ESL teacher on a regular basis for vocabulary support, language instruction and homework help.

We have one student who is a Long-Term ELL. That student is in a CTT class as specified by the IEP. The ESL teacher and special education teacher are collaborating with the general education teachers to provide that student and other students in that class with extra strategy and skill instruction as well as language support. That student is also offered the opportunity to meet with the ESL teacher for extra instruction and language support either before or after school or during lunch. This student is also receiving one-on-one instruction with the special education teacher three times a week to address issues of organization, comprehension, and processing strategies.

Our one ELL who has taken state exams in Math, ELA and Social Studies is receiving one-on-one instruction from the ESL teacher and the special ed teacher. Interventions for this student include: glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, extra time on exams, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for this student. All instruction is in English.

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classrooms teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs.

By using a push-in model, the ESL teacher also is able to provide on-going support for those students who speak a language other than English at home but who have reached proficiency on the NYSESLAT. We will continue to provide this transitional support for all students to insure that they are successful in school. One way we will be able to do this long term is by creating classes that have ELL learners and those who have reached proficiency in the same class. Since we do not have an extremely high number of these students, we can follow this policy without weighting the class heavily towards ELL learners. Since we are a new school, we continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. Next year, we plan to concentrate the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher. We are continuing to improve our co-

planning and co-teaching strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.

As a new school, at this point, we do not know of any ELL programs that will be discontinued in the following school year. We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments.

ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. As a result, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving similar instruction that they would receive in the classroom in a smaller, more focused setting. They are not missing special activities or other content classes.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Lithuanian, Tagalog, and Chinese. We use Rigby's *On Our Way to English* and *English in my Pocket* programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. All classrooms are equipped with Smartboards, Mac desktops, iPods and speakers for the students' use. The technology is used throughout lessons for direct instruction and independent and group work. The ESL teacher and classroom teachers also create materials to scaffold instruction for ELLs and bilingual students.

Although instruction is delivered mostly in English, students are encouraged to use their native language with peers and for clarification. When possible, teachers and staff members can translate for students.

Students who are able to use bilingual dictionaries are taught and encouraged to use them in class.

Parents are also encouraged to translate books and student work at home for the students. We also use picture cards that have multiple language translations to instruct newcomers. Students are encouraged to celebrate their native languages and cultures with their peers and teachers.

All services and resources used correspond to the age and grade level of students.

Spanish is currently the only foreign language class offered at our school. All sixth grade and second grade students are required to attend Spanish class.

Professional Development and Support for School Staff

The ESL teacher will attend monthly PD meetings for ELL specialists offered through the Children's First Network. This includes meeting ELL teachers from other schools, intervisitations, and discussions of how strategies can be used to support all ELL students.

Since we are a growing school, we have many new staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. The ESL teacher also works closely one-on-one with teachers to address specific needs in each classroom and subject area. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs.

The middle school teachers are included in the work with the ESL teacher. The middle school teachers are provided with supports that can help them transition ELLs into middle school.

The ELL Coordinator will provide school-based PD sessions for all faculty members throughout the school year. The ELL Coordinator will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. The in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops address models of co-teaching as a method of maximizing the benefits of our push-in model of support. Topics include: analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We will also provide teachers with information on ELL workshops outside of the school.

Section III. Title III Budget: We received no Title III funding.

School: _____

BEDS Code: _____

Allocation Amount:

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

Appendix 3: Language Translation and Interpretation

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. *Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.*

We used Home Language Information Surveys to determine which parents may need written and/or oral translation services. Parents who may have been eligible for these services were offered translations.

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.*

No families indicated an interest in receiving translation services on the HLIS. After discussion with 3 families, 2 families indicated interest in receiving translation services. These findings were not shared as we felt that we wanted to respect parental requests for translation and keep the translation services offered low-key.

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.*

Written translations were provided by obtaining officially translated DOE documents from the DOE website. All our language translation needs were available already translated.

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.*

Translation services were provided by an approved vendor for information sessions or by bilingual parents who had fluency in the target language.

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>.

Parents received the Parent Bill of Rights in appropriate languages during the parent orientation session for ELL students. This document was also backpacked home.

Appendix 4: NCLB Requirements for Title I Schools

*All Title I schools must complete this appendix.
We are not a Title 1 School.*

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	n/a	n/a	
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a	n/a	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	
5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100%			
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.			

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.
We are not a Title 1 school.

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

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.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement, Corrective Action, or Restructuring

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

NCLB/SED Status:

SURR[3] Phase/Group (If applicable):

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

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

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

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

Appendix 6: SED Requirements for Schools Under Registration Review (SURRE)

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification:

SURRE Group/Phase:

Year of Identification:

Deadline Year:

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

Type of Review or Monitoring Visit
(Include agency & dates of visits)

Review Team Categorized Recommendations (e.g.,
Administrative Leadership, Professional Development,
Special Education, etc.)

**Actions the school has taken, or plans to
take, to address review team
recommendations**

Appendix 7: Title I, Part A – Support for Students in Temporary Housing (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

Appendix 8: Contracts for Excellence (C4E) School-Based Expenditures

This appendix will not be required for 2010-2011.

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

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

[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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

[3] School Under Registration Review (SURR)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	BATTERY PARK CITY SCHOOL						
District:	2	DBN:	02M276	School		310200010276	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3		7		11	
	K	v	4		8		12	
	1	v	5		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		0	61				NR
Kindergarten		51	97				
Grade 1		0	69				
Grade 2		0	43				
Grade 3		0	0				87.3
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	60				
Grade 7		0	0				39.0
Grade 8		0	0				7.8
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				0
Grade 12		0	0				
Ungraded		0	1				
Total		51	331				0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	6	Principal Suspensions			0
# in Collaborative Team Teaching (CTT) Classes		0	6	Superintendent Suspensions			0
Number all others		1	20				

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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		7	TBD
# ELLs with IEPs		0	TBD
Number of Teachers			5
Number of Administrators and Other Professionals			2
Number of Educational Paraprofessionals			0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			80.0
American Indian or Alaska Native		0.0	0.6	% core classes taught by "highly qualified" teachers			100.0
Black or African American		3.9	6.6				
Hispanic or Latino		3.9	8.2				
Asian or Native Hawaiian/Other Pacific		25.5	22.4				
White		52.9	46.5				
Male		51.0	53.2				
Female		49.0	46.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level			Secondary Level		
ELA:			ELA:		
Math:			Math:		
Science:			Graduation Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf								
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 02	School Number 276	School Name Battery Park City Sc
Principal Terri Ruyter		Assistant Principal N/A	
Coach Dawn Schafer, Math		Coach N/A	
Teacher/Subject Area Juliana Germak/ESL		Guidance Counselor Rachel Goodman	
Teacher/Subject Area Katie Mullaney/Kindergarten		Parent Gabriela Teran	
Teacher/Subject Area		Parent Coordinator Erica Weldon	
Related Service Provider		Other	
Network Leader Dan Feigelson		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	337	Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	4.45%
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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.

During registration, the parents of all students who are new to the NYC public school system will complete the Home Language Identification Survey. Completion of this survey includes an informal interview between the parents and a school pedagogue and, if necessary, written and oral translation in the parents' home language. The HLIS is available in 11 different languages. The qualified persons responsible for conducting the interview are Juliana Germak, ELL coordinator, and Terri Ruyter, principal. Both individuals have been trained on the proper way to conduct an interview and fill out the HLIS. A copy of the HLIS for each student is kept in the student's cumulative record folder and also in the ELL coordinator's records. If the student meets the requirements for LAB-R testing, as indicated on the HLIS, the ELL teacher will administer the LAB-R within 10 days of entering the school. Students who score below the cut-off point on the LAB-R will be identified as English Language Learners and be placed in a program that supports their linguistic needs. Each spring, all ELLs will take the NYSESLAT to assess their progress and proficiency in English. The NYSESLAT is administered by the ELL coordinator. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

The ELL coordinator and the Parent Coordinator hold a parent orientation within the first ten days of the school year for parents of newly identified ELLs. The objective of this meeting is to inform parents of the program options that are available to ELLs in New York City. The three programs (English as a Second Language, Dual Language, and Transitional Bilingual Education) are explained in detail. Parents are shown the DVD from the EPIC kit. Parents have the right to choose which program they think is most appropriate for their children. Parents indicate their choices on the Parent Selection Form, which is kept on file in the student's cumulative record folder and in the ELL coordinator's records. At this orientation, parents are provided with written and oral translation as necessary. Parents are given the contact information of the ELL coordinator and the Parent Coordinator and are encouraged to email or call with any concerns or questions.

The ELL Coordinator assumes the responsibility for distributing and collecting all entitlement letters and Parent Survey and Selection forms. Parents are informed that if the selection form is not returned, the default program option is TBE (as per CR Part 154). Parents fill out the selection form at the Parent Orientation. Those who cannot attend the orientation are asked to make an appointment with the ELL coordinator to get program information and fill out the paperwork.

At the Parent Orientation, parents are provided with information on the three ELL program options. Parents are provided information in their home language as necessary. Since we only have an ESL program at PS 276, parents who select TBE or Dual Language for their children are given the option of moving their children to a school that offers the particular program. Despite program preference, all parents, this year, have chosen to keep their students enrolled at PS 276 in the ESL program for reasons of convenience and consistency. Over the past two school years, 12 parents have filled out the program selection form for newly admitted ELLs. Four out of 12 parents selected Dual Language as their first choice. One parent selected TBE, and seven parents chose ESL as their first choice. The parents who selected Dual Language and TBE preferred to keep their children at our school rather than transfer them to a school with an available Dual Language or TBE program.

At this point we do not have enough students to form any bilingual or dual language classes.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	3	1	0	0	0	1	0	0	0	0	0	0	6
Total	1	3	1	0	0	0	1	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	0	0	0	0	1	0	1	15
Total	14	0	0	0	0	0	1	0	1	15

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1					1							2
Chinese							1							1
Russian	1	1	1											3

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean	1	1	1											3
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1											5
TOTAL	5	5	3	0	0	0	2	0	0	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

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

PS 276 only offers a Free Standing ESL program for its 15 English Language Learners. There are no SIFE students. There is one Special Education student with an IEP. This student is also a long-term ELL. There are no 4-6 year ELLs in our school. Students in the ESL program come from the following linguistic backgrounds: Spanish, Portuguese, German, Korean, Russian, Japanese, Serbian, and Mandarin. The ESL teacher works 6 periods a day with ESL students using a combination of push-in/co-teaching and a pull-out models.

Programming and Scheduling Information

The ESL teacher and classroom teacher co-teach within the workshop model, which provides maximum support and flexibility for all children. All students participate in whole class, small group, and individualized instruction. Grouping is both heterogeneous and homogeneous according to proficiency level or the strategy/skill being taught. One pull-out class is also taught by the ESL teacher in order to fulfill the mandated number of minutes of instruction for Beginner and Intermediate ELLs in grades K-2.

All ELLs receive the mandated number of minutes of instruction as required by CR Part 154. Beginner and intermediate ELLs receive 360 minutes of instruction per week through a combination of push-in and pull-out periods, while advanced students receive a minimum of 180

minutes per week of push-in instruction. Native language support is provided within the push-in/pull-out periods through books, materials, translation, and partner work.

We are using the same best practices for all children inclusive of ELLs in all content areas. Use of a push-in model ensures that students receive linguistic support in a variety of content areas, including literacy, math, science and social studies. The ESL teacher pushes-in to literacy and math periods in the lower grades and pushes-in to ELA, science, social studies, and math in sixth grade. The ESL teacher provides materials and supports for the classroom teachers to use throughout the units in all content areas. Content areas are also integrated so that all classes support literacy, math, science, and social science concepts. Content area instruction is delivered in English with appropriate native language supports. We use a hands-on, inquiry-based approach to learning across all content areas with instructional supports for language learners. Scaffolds for ELLs include:

- Clear oral language models for students
- Realia
- Visual supports that remain consistent throughout the school community (ex. Picture world walls)
- Technology (Smartboards, photos, videos)
- Total Physical Response
- Dramatization
- Gestures
- Music
- Language games and speaking practice
- Clear modeling by the teacher and other students.
- Materials in the students' native languages
- Explicit vocabulary and grammar instruction
- Student interaction and various groupings
- Integration of all language skills (reading, writing, speaking, and listening)

Student participation in center time and group work gives ELLs the opportunity for peer interaction and social language development. The ESL teacher also provides support for those students who speak a language other than English at home but do not require services as an English Language Learner. Beginner and Intermediate ELLs also receive pull-out ESL instruction which specifically targets their linguistic needs. Pull-outs are conducted in small groups of 4-6 students and focus on small group work and individualized instruction.

We have 14 students who are considered Newcomers; they have been in school in the US for less than three years. As appropriate, we are transitioning students into standard grade-level assessments with the necessary scaffolds and modifications. The ESL teacher works closely with classroom and content teachers to scaffold lessons and provide supports to ensure understanding for ELLs. The one newcomer who will take the state exams this year meets with the ESL teacher on a regular basis for vocabulary support, language instruction and homework help.

We have one student who is a Long-Term ELL. That student is in a CTT class as specified by the IEP. The ESL teacher and special education teacher are collaborating with the general education teachers to provide that student and other students in that class with extra strategy and skill instruction as well as language support. That student is also offered the opportunity to meet with the ESL teacher for extra instruction and language support either before or after school or during lunch. This student is also receiving one-on-one instruction with the special education teacher three times a week to address issues of organization, comprehension, and processing strategies.

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

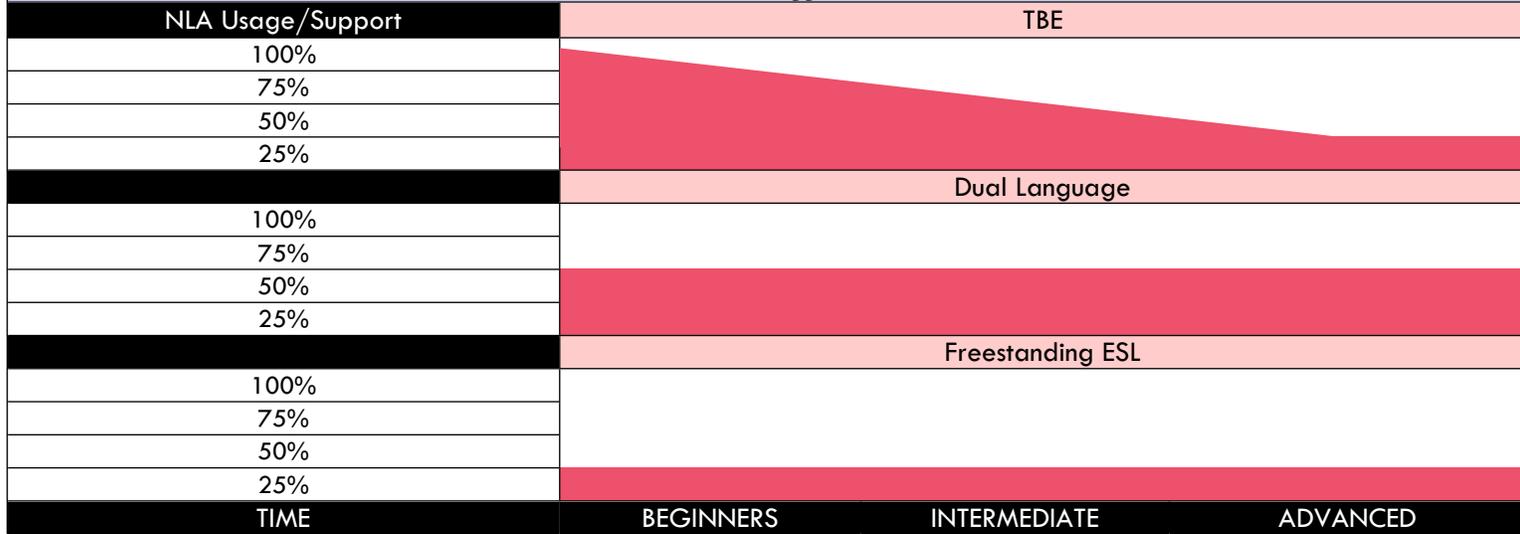
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Our one ELL who has taken state exams in Math, ELA and Social Studies is receiving one-on-one instruction from the ESL teacher and the special ed teacher. Interventions for this student include: one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, extra time on exams, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for this student. All instruction is in English.

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language, and small group work with the ELL teacher when she meets with other students at a similar proficiency level in terms of literacy skills and language acquisition.

Since we are a new school, we continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. Next year, we plan to concentrate the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher. We are continuing to improve our co-planning and co-teaching strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.

As a new school, at this point, we do not know of any ELL programs that will be discontinued in the following school year. We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments.

ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. As a result, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. They are not missing special activities or other content classes.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Lithuanian, Tagalog, and Chinese. We use Rigby's On Our Way to English and English in my Pocket programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. All classrooms are equipped with Smartboards, iMac desktops, iPods and speakers for the students' use. The technology is used throughout lessons for direct instruction and independent and group work. The ESL teacher and classroom teachers also create materials to scaffold instruction for ELLs and bilingual students.

Although instruction is delivered mostly in English, students are encouraged to use their native language with peers and for clarification. When possible, teachers and staff members can translate for students. Students who are able to use bilingual dictionaries are taught and encouraged to use them in class. Parents are also encouraged to translate books and student work at home for the students. We also use picture cards that have multiple language translations to instruct newcomers. Students are encouraged to celebrate their native languages and cultures with their peers and teachers.

All services and resources used correspond to the age and grade level of students.

ELL families are included in school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all pre-school year events. They were also given the opportunity to meet personally with the principal and school faculty members with translators provided if necessary.

Spanish is currently the only foreign language class offered at our school. All sixth grade and second grade students are required to attend Spanish class.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The ESL teacher will attend monthly PD meetings for ELL specialists offered through the Children's First Network. This includes meeting ELL teachers from other schools, intervisitations, and discussions of how strategies can be used to support all ELL students.

Since we are a growing school, we have many new staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. The ESL teacher also works closely one-on-one with teachers to address specific needs in each classroom and subject area. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs.

The middle school teachers are included in the work with the ESL teacher. The middle school teachers are provided with supports that can help them transition ELLs into middle school.

The ELL Coordinator will provide school-based PD sessions for all faculty members throughout the school year. The ELL Coordinator will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. The in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops address models of co-teaching as a method of maximizing the benefits of our push-in model of support. Topics include: analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We will also provide teachers with information on ELL workshops outside of the school.

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?

All school family events are inclusive of all families including families of children who speak a language other than English at home. New ELL families were invited to attend school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all school events. They were also given the opportunity to meet personally with the principal and school faculty members.

A separate orientation meeting was held for families of ELL children. Simultaneous translators were provided, as necessary, for parents at this event. At Curriculum Night, the ELL coordinator was available to speak to all parents about the value the school places on multi-lingualism and her role as an ELL teacher in the school. When official letters go home, these letters are sent home in home languages as well as English. All of the ELL parents were encouraged to request information in their home languages, but many of them preferred to receive all communication in English.

The school utilizes translation services to provide support for ELL parents. No other community based organizations are currently used by the school for ELL support.

We evaluate the needs of parents by encouraging them to contact the ELL teacher with any questions or concerns. The ELL coordinator has provided her email address and phone number to all parents and middle school students. There is continuous interaction, both formal and informal, between parents and the school staff. We also invited parents of ELLs to participate in the development of this Language Allocation Policy. Several parents indicated interest. Their comments and suggestions are included in this plan. We are also considering their input in planning parent events.

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)	1	1	0				0							2
Intermediate(I)	1	3	1				0							5
Advanced (A)	3	1	2				2							8
Total	5	5	3	0	0	0	2	0	0	0	0	0	0	15

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1								1
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

* All exam data is from 2009-2010 test scores. Scores reflect the students' current grade level, except in the case of Social Studies.

All students in the primary grades are assessed using the same tools in math (Early Childhood Assessment in Mathematics), reading (the Concepts about Print and Fountas and Pinnell Benchmark Assessments) and writing (the Teachers College Reading and Writing Project Narrative Continuum). The Fountas and Pinnell assessments indicate that some ESL students need extra support in literacy. Please see the following table for independent reading levels from October 2010.

Reading Level	Pre-Reading	A	B	C	D	E	F	G	H
1st grade	1	2			2				
2nd grade			1		1		1		

Students who scored beginner or intermediate in reading and writing are receiving ESL pull-out instruction four days a week in addition to the ESL push-in instruction four days a week. The pull-out instruction is focused on reading, writing, and word work in a small group setting. Since many of our students came from other schools this year, it is difficult to know how they were instructed previously and to draw conclusions about their ESL instruction as it relates to their scores.

We only have 2 sixth grade ELLs. One scored advanced on both the listening/speaking and reading/writing portions of the NYSESLAT in June 2010. The other scored advanced on the NYSESLAT in June 2006 and has lived in China for the interim. We are providing these students with individualized instruction based on their academic and linguistic needs as observed through their classroom behavior, test scores, homework, and in-school assignments.

Our sixth grade ELLs have not taken tests in their native language. One ELL does not need the native language support, in fact all sources indicate that he is stronger in English than in his native language. The other sixth grade student has not been in US schools since 2006 when she was in first grade. A Chinese version of the NYS Math exam has been ordered for her for this year. We are not currently administering ELL Periodic Assessments.

We evaluate the success of our program for ELLs in several ways. We are comparing ELL subgroups with their English-speaking peers. We are monitoring the social and emotional growth of ELL students, including their peer interactions during recess, lunch, and academic work times. Teachers use the same assessments for ELLs as for native English speakers. Assessments include observations, running records, checklists, rubrics, self evaluations by students, peer evaluations, and formal exams and assessments. These assessments are then compared across classes and grade levels in order to identify successes and areas for improvement in our ESL program. Teachers in the school will be asked to fill out a survey indicating their opinions on the effectiveness of different parts of the ESL program. Parent communication is also an important tool for monitoring student progress and the success of our program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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