



P.S. 002 ALFRED ZIMBERG

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 002 ALFRED ZIMBERG
ADDRESS: 75-10 21 AVENUE
TELEPHONE: 718-728-1459
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010002 **SCHOOL NAME:** P.S. 002 Alfred Zimberg

SCHOOL ADDRESS: 75-10 21 AVENUE, QUEENS, NY, 11370

SCHOOL TELEPHONE: 718-728-1459 **FAX:** 718-274-4332

SCHOOL CONTACT PERSON: JOSEPH TADDEO **EMAIL ADDRESS** JTaddeo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristen Sliasky

PRINCIPAL: JOSEPH TADDEO

UFT CHAPTER LEADER: Jean Sandbank

PARENTS' ASSOCIATION PRESIDENT: Christine Infortunio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** CFN 2.02 CHARLES AMUNDSEN

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

SUPERINTENDENT: DR. PHILIP COMPOSTO

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/ronlyres/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
Joseph Taddeo	Principal	Electronic Signature Approved. Comments: yes yes
Christine Infortunio	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes yes approved
Andrea Velandia	Parent	Electronic Signature Approved. Comments: yes yes approved
Catherine Brucculeri	PA/PTA President or Designated Co-President	Comments: yes yes
Veronica Watkins	UFT Member	Electronic Signature Approved. Comments: yes yes approved
Kristen Sliasky	UFT Member	Electronic Signature Approved. Comments: yes yes
Amal Allali	Parent	Electronic Signature Approved. Comments: yes yes approved
Jean Sandbank	UFT Chapter Leader	Comments: yes
Gerard Palazzolo	Admin/CSA	Comments: yes approved
Debra Greeve	Parent	Comments: yes

* 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.

Our school continues to be one in which many newly arrived immigrant families are making their first contact with the NYC school system. This Kindergarten to fifth grade school serves a population of approximately 680 students from culturally diverse backgrounds. The school is a central part of the community to many of the students and their families. The school building is a well kept building where pride in the students' accomplishments is evident through prominently displayed student work.

Our focus is for all students to maximize their potential to meet or exceed the New Common Core Standards. This goal will be implemented by the expertise of staff, extensive parental participation, effective use of materials and current technology. We will take advantage of the unique resources of our greater community and foster partnerships with institutions, organizations and individuals to enhance our mission.

Our staff collaborates within a grade and across grades as well as with content-area specialists. Support personnel and classroom teachers have a close working relationship where instruction is aligned and fluid. Our students elect a student council to represent them and have scheduled discussions with administration and staff. Our PTA fosters a close working relationship between parents and staff members. We feel these attributes contribute to the positive, effective environment that is pervasive within our school.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 002 Alfred Zimberg								
District:		30	DBN #:		30Q002	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.6	94.9	TBD	
Kindergarten		107	97	104						
Grade 1		111	109	97	Student Stability - % of Enrollment:					
Grade 2		97	116	109	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		105	103	117			94.6	92.49	TBD	
Grade 4		98	112	114						
Grade 5		91	96	95	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			64.3	64.1	75.2	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	1	TBD	
Grade 12		0	0	0						
Ungraded		23	12	11	Recent Immigrants - Total Number:					
Total		632	645	647	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							10	15	9	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		46	40	37	Principal Suspensions		3	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	15	13	Superintendent Suspensions		0	2	TBD	
Number all others		36	49	45						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		14	9	7						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	125	129	102	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	14	15	29	Number of Teachers	48	48	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	14	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.9	TBD
				% more than 2 years teaching in this school	75	72.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	66.7	62.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	85	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	2.5	3.1	2.8				
Hispanic or Latino	41.1	39.5	37.1				
Asian or Native Hawaiian/Other Pacific Isl.	16.5	20.5	21.5				
White	39.6	36.7	38.3				
Multi-racial							
Male	50.2	50.1	53.6				
Female	49.8	49.9	46.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Collaboration has been made a priority throughout the building, across grades, and between classroom teachers and academic support staff. Inter and intra- grade planning sessions have produced a continuum of strategies and content that meet student needs across the grades. Subject area teachers shared a scope and sequence with each grade to align curricula goals. Service providers and classroom teachers have formal and informal congruence sessions to enhance Tier I instructional practices in order to meet the needs of individual student goals.

Learning communities have been established on all grade levels and across specialty staff these include special education teachers with regular education teachers meeting as teacher teams to set goals for their grades and share best practices. This also includes specialty areas, such as our ESL department staff members meeting in upper and lower grade team meetings to promote greater expertise and instruction for their target population.

Upon disaggregating 2010 assessment and standardized testing data our grades 4 and 5 showed gains in reading. A contributing factor to this was implementation of ability grouping for reading instruction. Based on these results we have expanded this model across the grade levels. Through implementation of curriculum changes specifically Community Reads and Treasure Chest we have seen increases in comprehension, motivation, and engagement. The curriculum will be streamlined for both mathematics and ELA to align to New National Common Core Standards. This will promote teaching each skill more comprehensively.

Current performance trends on NYS exams indicate an increase in performance for social studies and science. We have continued to meet our Annual Yearly Progress (AYP) for both mathematics and ELA in all subgroups. We have a majority of our student body scoring at performance levels three and four on the ELA and mathematics State exams. Exam results show all students in grades 4 and 5 have met promotion criteria on the 2010 ELA exam. The 3 children that did not meet promotion criteria are children with on grade 3. Our running records conducted by classroom teachers (minimally four times a year) indicate a majority of students make grade level gains according to the Fountas and Pinnell reading level scale.

NYSESLAT test results from 2010 show a majority of our ELL students made scale score gains across the 4 strands. At this time, there remains a need to move our stalled advanced English Language Learners to proficient. Disaggregated data indicates a need to differentiate service of our ELLs based on individualized needs. In order to address this need, we will continue to implement the Treasure Chest program which is designed to instruct children based on beginning, intermediate, and advanced levels. We have also engaged the expertise of an ESL Researcher, Maryann Cuchiara (formerly of the ICI), to conduct professional development with our staff. We received bonus points on the Progress Report for our ELLs progress with the implementation of this professional development which we intend to disseminate building-wide.

By studying the environmental surveys we recognized a need for increased communication with parents (currently at 91%). This communication is to be specific to curricula updates and overviews. Therefore administration will address this by giving the parents academic updates at PTA general meetings and in the PTA Newsletter. We have also increased parent workshops on a variety of topics (cultural, social, health, and academic needs of our school community).

A risk-free environment enables staff to implement different instructional strategies to meet the needs of their students. Common preps for each grade afford teachers the opportunity to share, plan, and discuss instructional strategies and practices. Congruence meetings between classroom teachers and support staff encourage the alignment of instruction to meet student needs. An open door policy between administration, staff, parents, and students fosters positive communication and collaboration. School-wide incentive programs foster positive social and academic outcomes.

Significant barriers include insufficient funds and space which prevent adequate reduction in class size for all grades. Our first grade registers are nearing 30 children in a class.

Our self-contained special needs students have Individualized Education Plans (IEP) which indicate promotional criteria based on performance level. These students are mandated to take state exams based on grade level. This is seen as a significant barrier for our children as well as our progress report.

Our performance trends in 2010 indicated that our students were performing at 59% for levels 3 and 4 in reading, and at 67% for math. These percentages reflect the realignment of performance values based on NYS requirements. In light of these changes our school received an 'A' on the Progress Report for 2009-2010. We have also met all the AYP's for all sub groups.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 80% of our teaching staff will be providing instruction that utilizes at least two learning modalities as measured by formal and informal observations.	<input type="checkbox"/> Although competency of our staff in the use of differentiated instruction has increased this goal seeks to support student success through greater teacher output.
<input type="checkbox"/> By June 2011, we will increase Cognitive Academic Language Proficiency (CALP) for 50% of our Beginner, Intermediate, and Advanced ELLs as measured by our language arts unit assessments.	<input type="checkbox"/> After looking at learning trends based on the NYS ELA and NYSESLAT exams, we found that our ELLs were stalled in language development due to a lack of development with Tier II vocabulary.
<input type="checkbox"/> By June 2011, we will provide specific professional development that supports Teacher Team inquiry in order to focus on skills analysis as measured by 60 % of teacher feedback surveys stating support for their inquiry work.	<input type="checkbox"/> Our needs assessment has shown both on our previous Quality Review and our Teacher Professional Development Survey that there is a greater need to offer our teachers more opportunities to develop their skills and strategies in their inquiry work.
<input type="checkbox"/> By June 2011, we will increase quality and quantity of communication between parents and staff in order to foster student progress as measured by a minimum of 75% satisfaction rating on the Environmental Survey.	<input type="checkbox"/> After conducting our needs assessment, our SLT found that communication between home and school was high, and maintaining this trend was a priority.

	<p><u>Target Population:</u> All staff members</p> <p><u>Responsibility:</u> Administrators, Consultants, and Specialty Staff</p> <p><u>Implementation Timeline:</u> September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> As a Title I Schoolwide Program school Conceptual Consolidation will allow us to combine Federal and local funds (such as Fair Student Funding (Tax Levy), Title I funds, as well as others) so that consultants and substitutes can be hired to implement this work.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><u>Initial Indicator- September 2010:</u> Teacher survey distributed and informal observations will indicate curricular areas most in need of support for greater differentiated instruction.</p> <p><u>Midterm Progress Point- December 2010:</u> After at least two labsite sessions for each grade, through professional discussion and feedback any necessary revisions or modifications will be made to the labsite process.</p> <p><u>End Term Progress- May 2011:</u> We will evaluate the level of differentiated instruction throughout the building through formal and informal observations.</p>

Subject Area (where relevant) :

ELLs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, we will increase Cognitive Academic Language Proficiency (CALP) for 50% of our Beginner, Intermediate, and Advanced ELLs as measured by our language arts unit assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>ESL Department Teacher Teams: Our upper and lower grade ESL teachers and support staff will continue their collaborative inquiry work through Teacher Team meetings at least twice a month. There will be a greater focus on vocabulary throughout the school, particularly the ESL classrooms based on the work of Maryann Cucchiara. Ms. Cucchiara has launched labsites in our upper and lower ESL classrooms, and has trained our entire ESL staff on innovative ESL strategies. We want to expand on this work for 2010-2011.</p> <p><u>Target Population:</u> ESL Department Staff</p> <p><u>Responsibility:</u> ESL Staff Members, Speech/Language Teacher, and Administrators</p> <p><u>Timeline:</u> September 2010-June 2011</p> <hr/> <p>Technology: Through the use of technology such as the Imagine Learning language software and the Promethean interactive whiteboard students will be provided with greater exposure to language instruction (including both expressive and receptive).</p> <p><u>Target Population:</u> ESL Students</p> <p><u>Responsibility:</u> ESL Teachers, Technology experts, and Administrators</p> <p><u>Timeline:</u> September 2010-June 2011</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>-We have included the Title III funds in our Conceptual Consolidation so that the ELL students can greater benefit from these funds.</p> <ul style="list-style-type: none"> - Title III and NYSTL funds were directed toward <ul style="list-style-type: none"> - replenishing consumable materials from Treasure Chest. - Substitute teachers will be hired so that collaboration and labsites can occur on a regular basis. - Two full-time ESL teachers are on staff to conduct push-in, pull-out programs - Consultant fees for Ms. Cucchiara to continue the labsite work - Funds allowing- an after school ESL program - Renewal of Imagine Learning site licenses
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Initial Indicators- <u>September 2010</u>: Teacher Team feedback sheets as a needs assessment for ESL PD and an ESL student self-reflection sheet as to their language proficiency</p> <p><u>Midterm Progress Point- January 2011</u>: Imagine Learning Reports as to student growth in language</p> <p><u>End-Term progress Point- June 2011</u>: ESL student self-reflection sheet as to their language proficiency; Imagine Learning Final Report of progress; Teacher Team feedback sheets</p>

Subject Area
 (where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, we will provide specific professional development that supports Teacher Team inquiry in order to focus on skills analysis as measured by 60 % of teacher feedback surveys stating support for their inquiry work.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Teacher Team SBO: Teachers will meet at least twice a month to foster inquiry on skills analysis that align with Core Curriculum Standards. These sessions will take place during the extended day time slot (371/2 minutes) on a rotating basis.</p> <p><u>Target Population:</u> All staff members</p> <p><u>Responsibility:</u> Administration</p> <p><u>Timeline:</u> September 2010-June 2011</p> <hr/> <p>Data Room: A data room will be created so that staff members (classroom, cluster and support staff) will have a designated location where they can access student and school data. The data specialist will maintain a log. This log will record the individual needs of staff and allow the data specialist to address these varying needs (including but not exclusive to- data extraction, analysis, use for instruction, etc.).</p> <p><u>Target Population:</u> All staff</p> <p><u>Responsibility:</u> Administrators and Data Specialist</p> <p><u>Timeline:</u> October 2010-June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Conceptual Consolidation funds will allow for greater PD and Data Specialist per session • RESO A and NYSTL funds will provide for technology • <input type="checkbox"/> Title III will support ESL inquiry work and experts and consultants <p>Staff that attend outside professional development are encouraged to turn-key information at the initiation of grade conferences, faculty conferences, Teacher Team meetings, as well as professional development sessions.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <input type="checkbox"/> <u>Initial Indicator- September 2010:</u> Teacher survey of their Professional Development needs <u>Midterm Progress Point- December 2010:</u> Teacher Team feedback sheets; Log from Data Room; Data Room Suggestion Box responses <u>End-Term Progress Point May 2011:</u> Re-evaluate the role of the data room and specialist in supporting data driven instruction through discussion with Data Specialist and feedback from the Suggestion Box

Subject Area
(where relevant) :

Parent Communication

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, we will increase quality and quantity of communication between parents and staff in order to foster student progress as measured by a minimum of 75% satisfaction rating on the Environmental Survey.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> <u>PTA Executive Board Meetings:</u> Monthly meetings between PTA Executive board members, administrators, and rotating staff members to discuss upcoming events and instructional decisions will be one conduit for greater communication between school and home. <u>Target Population:</u> Parents and staff

	<p><u>Responsibility:</u> PTA Executive Board and Administration</p> <p><u>Timeline:</u> September 2010-June2011</p> <hr/> <p>Midterm Progress Reports: In order to foster greater communication between parents and staff, progress reports will be sent in between marking periods.</p> <p><u>Target Population:</u> Parents</p> <p><u>Responsibility:</u> Classroom teachers and support staff</p> <p><u>Implementation Timeline:</u> October 2010, January 2011, May 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ○ Title I Parent Involvement ○ Parent Coordinator funds ○ PTA monies ○ Community
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><u>Initial Indicator- November 2010:</u> PTC attendance; Parental response to the progress reports <u>Midterm Progress Indicator- March 2011:</u> PTC attendance; Parental response to the progress reports <u>End-Term Progress Indicator- June 2011:</u> Parent Environmental Survey</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	5	N/A	N/A	4	1		6
1	12	8	N/A	N/A	3			2
2	4	4	N/A	N/A	3			5
3	14	14	N/A	N/A	4		5	2
4	15	15	8	5	3		4	5
5	28	24	4	2	5		7	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Grades K-5 – mandated children (level 1 and 2) will be receiving remediation services with their classroom teacher through differentiated instruction strategies. The children are assessed and have their individual needs met according to their ability, interest, and learning style. The teacher also has been trained in presenting the material in a multi-modality approach in order to allow access to all students. Assessment is conducted throughout a unit to see which children may need continued support in which specific areas. In addition to 37 1/2 minute after-school sessions will be conducted for academic intervention services for children in grades 3-5.
Mathematics:	<input type="checkbox"/> Grades K-5 – mandated children (level 1 and 2) will be receiving remediation services with their classroom teacher through differentiated instruction strategies. The children are assessed and have their individual needs met according to their ability, interest, and learning style. The teacher also has been trained in presenting the material in a multi-modality approach in order to allow access to all students. Assessment is conducted throughout a unit to see which children may need continued support in which specific areas. In addition to 37 1/2 minute after-school sessions will be conducted for academic intervention services for children in grades 3-5. <input type="checkbox"/>
Science:	<input type="checkbox"/> Content area/classroom teachers will provide Tier I intervention utilizing differentiated instruction for individuals and small groups according to interest and ability. Students in grades 3-4 will have double period Science labs where manipulatives will be utilized to provide multi-modality learning towards mastery.
Social Studies:	<input type="checkbox"/> Classroom teachers will provide Tier I intervention utilizing differentiated instruction for individuals and small groups according to interest and ability. Included in this is a thematic approach that allows the output of each student to match their learning style so that assessment of their needs can be collected and utilized for further instruction by their teacher.

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Our Guidance Counselor provides at-risk and crisis intervention for whole class, small group, and individual students.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school utilizes the expertise of the psychologist as a consultant on a case-by-case basis where each child's individual needs are met specifically.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Our social worker handles referrals from our pupil personnel committee and follows-up with parental concerns regarding academic-based issues.
At-risk Health-related Services:	<input type="checkbox"/> Our school nurse offers workshops for children with asthma and other health related issues. We also have the nurse head a Nutrition committee which includes attendance from our Student Council members.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 121

Non-LEP N/A

Number of Teachers 4

Other Staff (Specify) N/A

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.

Our program has three ESL State Certified instructors that service the children through an interdisciplinary approach to literacy. The school is conducting this Title III Program to support classroom instruction to help improve the literacy skills of the ELLs and to ensure that the children will be able to meet the challenges of the NYSESLAT test and meet NYS and NYC Literacy Standards. The program will meet twice a week (in the past Tuesday and Thursday afternoons) for 1 1/2 hours.

Title III funds have been used to purchase an online language development program called *Imagine Learning*. This program is servicing ELLs in grades 3, 4, and 5 (including our Bilingual special education fourth grade). The program was downloaded to the laptops in the carts in our ESL classrooms. The teachers assign their ELLs to 20 minute sessions on the laptop at least three times a week as a supplement to their regular ESL instructional time. The children work independently while the teacher works with another small group and then the teacher logs on at a later time to monitor their progress, assign additional supplementary practice and create informative reports for the parents

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

These sessions will be once a week in the form of work sessions in order to plan future instruction for the program as well as share best practices which may include interdisciplinary approach to instruction as well as 'Juicy Sentences.'

In addition, an independent consultant was hired for building capacity around ESL strategies and language instruction. Ms. Maryann Cucchiara will be conducting sessions for all ESL staff members. Substitues will be hired to support her labsite work.

In addition to their regular grade level inquiry teams our ESL upper and lower grade Teacher Teams meet at least twice a month to share best practices.

Section III. Title III Budget

—

School: Public School 2, Queens

BEDS Code: 343000010002

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7366.27	<input type="checkbox"/> <input type="checkbox"/> ESL After-School Program- 1 1/2 hours twice a week for 14 weeks This will cover 1 Supervisor and 3 Teachers per-session; books, and materials pertaining to reading and language instruction.
Purchased services - High quality staff and curriculum development contracts	\$2,420	<input type="checkbox"/> Maryann Cucchiara will conduct professional development for 7 full days total. Three will be paid for with Title I funds and 4 days will be paid with Title III funds at \$600 a day.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,590.00	<input type="checkbox"/> Materials and supplies to supplement reading, writing, listening, and speaking skills and instruction.
Educational Software (Object Code 199)	\$9,150.00	<input type="checkbox"/> Imagine Learning online leveled language program for grades 3, 4, and 5. 71 students x \$150 a license= \$10,650.00 (\$1,500 NYSTL software) \$9,150.00 from Title III
Travel	N/A	<input type="checkbox"/> N/A
Other	\$465	<input type="checkbox"/> Substitutes for ESL labsites

TOTAL	0	
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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.

Home language surveys are filled out upon registration to the school. A survey is conducted by our staff to find out who are available for oral translations for parents. Most notices are sent home in English, Spanish, and Arabic.

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.

Through home language surveys, we determined that the five predominant languages in our community are English, Spanish, Arabic, Bengali, and Urdu.

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.

Our letters are translated upon need into the two most commonly spoken languages: Spanish and Arabic. We have purchased a computer translation program and dictionaries in a multiple of languages to assist in this endeavor.

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.

Oral interpretation needs are met for Parent Teacher Conferences through an outside vendor as well as per session for staff members. This is approximately 10 hours.

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>.

Ø Parent bulletin board

Ø Parent Teacher Association Bulletin

Ø PTA meetings

Ø Parent Reach telecommunication system that reaches all parents and guardians.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$371,813	\$14,824	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,718		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,532	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,181	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

□

DEPARTMENT OF EDUCATION

PUBLIC SCHOOL 2, QUEENS

75-10 21st Avenue

TELEPHONE

(718) 728-1459

FAX

(718) 274-4332

AMY GOLDMAN

ASSISTANT PRINCIPAL

JOSEPH TADDEO

ASSISTANT PRINCIPAL

What is Title I?

The money is intended to improve the quality of education in high-poverty schools and give extra help to struggling students. Title I focus is on improving academic achievement of children in schools who come from low-income families and who need extra support to meet challenging academic standards. Schools most frequently provide extra instruction in reading or mathematics. Intervention, support, and Tier I services are provided during school and the extended day program. Title I can also fund services such as counseling, guidance, and speech services. Schools can operate "school-wide programs" with agreement by the principal, the UFT, and the Title I committee using their funding in combination with other federal funds to promote standards and student achievement.

Policy:

Parents and staff will be involved in the following collaborative activities:

- conducting parent-teacher conferences.
- disseminating annual school report card and interrum progress reports
- providing parents with opportunities to observe classes (open-school week).
- volunteering services (Learning Leaders).
- participating in school decision making (Leadership Team, Parents' Association, and CEP).
- PTA Executive Board meeting with staff (monthly)

Parents will be provided with timely information about instructional programs, curriculum, performance standards, and assessment instruments by means of:

- scheduled orientations
- parent workshops
- monthly Parent Teacher Association newsletter
- parents' bulletin board
- mailings
- parent coordinator bulletin board.
- parent's progress report
- parent reach
- student daily planners
- ARIS
- Interrum Assessments
- PTA monthly newsletter

The school will increase participation of other than English speaking parents by providing communication via:

- the parent coordinator
- Department of Education notices
- notifications in various languages
- translations during meetings and during school hours when requested
- report cards
- Parent Reach Telecommunication System

Schools and parents will share responsibilities for student performance by:

Schools:

- will provide an academic program that is rigorous and challenging.
- will communicate with families on an ongoing basis regarding student academic progress (in the form of written report cards and progress in addition to verbal communications)
- will implement a homework program that emphasizes meaningful practice of instructional content and writing across content areas.
- will form and support alliances with parents/caretakers in the governance of the school.

Parents:

- will send their children to school appropriately dressed, prepared to learn, and on time.
- will encourage their child to read daily at home.
- will attend parent-teacher conferences to discuss the academic progress of their child.
- will ensure that their child has completed their homework assignments on a regular basis.
- will make every effort to contact the school to keep abreast of their students' progress.

Capacity-building activities for parents and school staff that support strong parental involvement include:

- parent workshops
- Parent Teacher Association meetings
- orientations
- staff development
- Parent Coordinator liaison
- Career Day
- Literacy Fair
- Science Fair
- Mystery Reader Week

____Joseph Taddeo____
Principal

Parent

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

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

DEPARTMENT OF EDUCATION

PUBLIC SCHOOL 2, QUEENS

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AMY GOLDMAN

SCHOOL-PARENT COMPACT

Public School 2, Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Public School 2 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- *using academic learning time efficiently;*
- *respecting cultural, racial and ethnic differences;*
- *implementing a curriculum aligned to State Standards;*
- *offering high quality instruction in all content areas; and*
- *providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;*

Support home-school relationships and improve communication by:

- *conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;*

- *convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;*
- *arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;*
- *respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;*
- *providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;*
- *involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;*
- *providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and*
- *ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;*

Provide parents reasonable access to staff by:

- *Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.*
- *notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;*

- *arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and*
- *planning activities for parents during the school year (e.g., Open School Week)*

Provide general support to parents by:

- *creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;*
- *assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);*
- *sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;*
- *supporting parental involvement activities as requested by parents; and*

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- *advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;*

Parent/Guardian Responsibilities:

- *monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;*

- *ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;*
- *check and assist my child in completing homework tasks, when necessary;*
- *read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)*
- *set limits to the amount of time my child watches television or plays video games;*
- *promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;*
- *encourage my child to follow school rules and regulations and discuss this Compact with my child;*
- *volunteer in my child's school or assist from my home as time permits;*
- *participate, as appropriate, in the decisions relating to my child's education. I will also:*

communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

share responsibility for the improved academic achievement of my child;

Student Responsibilities :

- *attend school regularly and arrive on time;*
- *complete my homework and submit all assignments on time;*
- *follow the school rules and be responsible for my actions;*
- *show respect for myself, other people and property;*
- *try to resolve disagreements or conflicts peacefully; and*
- *always try my best to learn*

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the School Leadership Team on 1/25/2011.

The final version of this document will be distributed to the school community on 1/26/2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.



The IEP Team, guidance counselor, and Parent Coordinator work with students and families so that the children can achieve overall greater success. The administrators, IEP Team, ESL teachers, speech and language pathologists, SETSS teacher and general education teachers participate on the Pupil Personnel Team to assist the children most in need. This committee makes recommendations and initiates services that are appropriate for the child's academic and social growth. Saturday Preparatory classes, ESL classes, and the arts have provided students with opportunities in both academic and enrichment areas. Funds allowing, we hope to increase the number of programs offered.

2. Schoolwide reform strategies that:

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



In order to assist pre-school students in their transition to elementary school, we have instituted the following:

- o rooms are child oriented to foster academic and social growth
- o a positive environment that enables them to expand their creative minds
- o teacher letter (in September) explaining classroom policies, routines, and grade curriculum
- o student handbook
- o hands-on learning
- o initial orientation session with parent/caretaker

All students:

- o differentiated instruction (individual/small group) based assessment
- o AIS service during the extended day
- o Saturday Academy for ELA/Math
- o after-school enrichment programs (37½ minutes)

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.



- Literacy Block
- Scientifically Reasearch Based phonics program K-2 (Imagine It!)
- Pilot math program K-2 (Singapore Math)
- Ability grouping based on reading levels
- 37 1/2 minute AIS and enrichment programs
- Double science periods with science cluster for grades 3 and 4

o Help provide an enriched and accelerated curriculum.



- Differentiated Instruction
- PPT meets weekly
- Ongoing assessment
- Student goals and short term objectives

o Meet the educational needs of historically underserved populations.



- Differentiated Instruction
- PPT meets weekly
- Ongoing assessment
- Student goals and short term objectives

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.



- Full-time Guidance Counselor
- Full-time SETSS Teacher

- Bilingual Social Worker
- Psychologist
- Family Worker
- 2 1/2 Speech Teachers
- 1 OT
- 2 Part time PT
- Adaptive Physical Education
- Parent Coordinator
- Collaboration consistent between IEP Team and staff through weekly PPT meetings

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



- Common Core Standards have been reviewed and curriculum is being aligned to it
- Progress Report is distributed to entire community
- Development of data room
- Data Specialist updates and reviews data on a (minimum) bi-monthly basis

3. Instruction by highly qualified staff.



The P.S. 2 teaching staff is 100% fully licensed and certified. 63.6% of our teaching staff have more than five years teaching experience and more than 84.1% hold a Masters Degree. A mentor is provided for all teachers with less than 10 months experience.

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.



High quality and ongoing professional development, aligned with the State and City standards. Teachers will continue to have ongoing professional development and support as follows:

- o workshops/modeling
- o inter/intra classroom visitations
- o buddy teachers
- o study groups
- o faculty/grade conferences

- o common preps for collaborative planning
- o ESL department
- o CFN support staff for professional development
- o teacher teams

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



P.S. 2 is a school with a multi-cultural population and is considered to be a “neighborhood school.” Our school’s academic performance and behavioral management exceed other city and similar schools. Parental involvement plays an integral part in the everyday function of P.S. 2. The transfer rate out of P.S. 2 is next to none. Teachers are given support through the following:

- o grade and faculty conferences
- o mentors
- o common preps
- o buddy teaching
- o professional development
- o teacher teams

The overall atmosphere is professional, supportive, and welcoming

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



Strategies to increase parental involvement include providing activities which meet student/parent needs. These activities may include the following:

- o Parent workshops
- o Read Aloud Day
- o Career Day
- o Literacy Fair
- o Science Fair
- o Family Nights
- o Meet the Teacher
- o Curriculum workshops
- o Progress reports between report card marking periods
- o ESL parent orientation
- o Kindergarten orientation
- o Open-school week

- Open-school parent conferences
- Mock ELA/Math test for parents
- Monthly PTA Executive Board and rotating groups of teachers meet to share ideas

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.



In order to assist pre-school students in their transition to elementary school, we have instituted the following:

- staggered first day attendance whereby child attends session with parents
- rooms are child oriented to foster academic and social growth
- a positive environment that enables them to expand their creative minds
- teacher letter (in September) explaining classroom policies, routines, and grade curriculum
- student handbook
- hands-on learning
- buddy system (partners)
- parent coordinator open-door policy

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.



- Principal's Cabinet includes Administrators, UFT representation, upper and lower grade teacher, cluster teacher, support service provider, and a paraprofessional.
- April through June used for strategic planning sessions across content areas, including
 - balanced literacy, sequenced units of study
 - clusters updated scope and sequence
- Our PPT relies heavily on the observations and portfolios of the classroom teacher.
- Children at risk are identified in June based on State exams and teacher judgment so that service can be expedited in September.
- Tier I teachers maintain ongoing assessment data on all children.
- Weekly PPT/AIS/LRE meetings
- Teacher teams on every grade level including out of classroom personnel

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.



All grades will be serviced by certified teachers. These collaborative teachers and paraprofessionals will be differentiating instruction. Saturday academy for grades 3-5 ELA and math instruction. We also have a full-time Science teacher.

Learning Leaders will continue to be trained to assist teachers in the classroom and will be utilized in the classrooms on a consistent basis.

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



The Federal, State, and local programs for which our school received allocations are as follows:

- o Tax Levy
- o Title I /(ARRA)
- o Title III
- o Chapter 53
- o ERSSA Special Needs/AIS
- o Project Arts
- o Title I Parent Involvement
- o City Council
- o ATS
- o Leadership
- o NYSTL Test and Library
- o NYSTL Hardware
- o NYSTL Software
- o Principal's Choice
- o Standard Operations Reimbursable Aid
- o Standards at local level

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are "Conceptually" ¹ Consolidated in	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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	State, or Local)	the Schoolwide Program			allocation amounts)	funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$312,324	True	Needs Assessment and Section VI
Title I, Part A (ARRA)	Federal	Yes			\$14,677	True	Needs Assessment and Section VI
Title II	Federal	Yes			\$223,263	True	Needs Assessment and Section VI
Title III	Federal	Yes			TBD (09-10 \$24,520)	True	Needs Assessment
IDEA	Federal	Yes			\$64,325	True	Needs Assessment
C4E	Federal	Yes			\$92,563	True	Needs Assessment and Section VI
Tax Levy	Local	Yes			\$2,850,380	True	Needs Assessment and Section VI

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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

- 4. Coordinate with and support the regular educational program;

- 5. Provide instruction by highly qualified teachers;

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

- 7. Provide strategies to increase parental involvement; and

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have no students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_30Q002_012611-095615.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2.02	District 30	School Number 002	School Name Alfred Zimberg
Principal Joseph Taddeo		Assistant Principal Amy Goldman	
Coach type here		Coach type here	
Teacher/Subject Area Wendi BenAri, ESL		Guidance Counselor Andrea Martin	
Teacher/Subject Area Jackie Gomes, ESL		Parent type here	
Teacher/Subject Area Olga Dourmas, Gr. 4 ESL		Parent Coordinator Karen Caroccio	
Related Service Provider Susan Munz, Speech		Other type here	
Network Leader Nancy DiMaggio		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	687	Total Number of ELLs	121	ELLs as Share of Total Student Population (%)	17.61%
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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.

1. During registration of kindergarten students and new admits to our school, parents are asked to complete a Home Language Survey to assess if there is another language used in the home. In addition, the ELL coordinator is present to conduct informal oral interviews in English and Spanish. Other native language translators are available when possible. The Home Language Survey is reviewed by the ELL program coordinators/ELL teachers, licensed in ESL, to determine whether or not the child needs to be tested with the LAB-R. Children scoring below the cut-off point are placed either in a self-contained ELL class with a licensed ESL teacher, or receive push-in or pull-out ESL services from a teacher with an ESL license upon parental selection. In the case of special education, we do have one Spanish bilingual class in which Spanish speaking children with an IEP indicating bilingual education are placed. In the Spring, all ELL students are administered the NYSESLAT to determine whether or not they will continue to receive ESL services the following school year.

2. In order to ensure that parents understand all three programs offered, a notice is sent home in the native language to inform the parents about the programs within 10 days of placement. Parents are informed that they have a choice of the free standing ESL program, the dual language program, and the transitional bilingual program, and are sent an informational brochure, parent survey, and program selection form in their native language describing the three programs offered. In addition, parents are invited to an orientation meeting with the ELL coordinators/teachers and parent coordinator, during which they have an opportunity to view a video in English and a variety of native languages, detailing the programs offered to ELLs in New York City, and to have their questions answered. At that time, parents complete the parent surveys and program selection forms to indicate their choice of program. Program placement at our school is aligned with parent requests.

3. Entitled letters are sent home to parents of ELL students within 10 days of placement. Parents are asked to complete the parent survey and program selection forms immediately following the orientation. Parents not attending the orientation session are offered an opportunity to borrow the informational video and complete the forms at home. If no forms are received, a second notice is sent out. If the form is still not received, a phone call is made to the home to discuss the process with the parent.

4. The Home Language Survey is reviewed by the ELL program coordinators/ELL teachers to determine whether or not the child needs to be tested with the LAB-R. Children scoring below the cut-off point are placed either in a self-contained ELL class with a licensed ESL teacher, or receive push-in or pull-out ESL services from a teacher with an ESL license. In the case of special education, we do have one Spanish bilingual class in which Spanish speaking children with an IEP indicating bilingual education are placed. Upon reviewing the parent surveys and parent selection forms, a determination is made as to whether the number of parents selecting the bilingual program warrants the formation of a bilingual class. If not, parents are informed as to where such a program is currently offered. The parent coordinator, translators in a variety of native languages, and printed informational materials in their home languages are available to the parents at the orientation meeting. The printed information is sent home to parents unable to attend a meeting.

5. After reviewing the parent surveys and parent selection forms over the past few years, approximately 99% of our parents select the free-standing ESL program as their choice. They feel that their child is learning their native language at home, and they prefer their child to be immersed in the English language at school. Over the past few years, one or two parents have selected the transitional bilingual program, but decided against it when the numbers did not support such a class at our school.

6. The program models offered within our school are aligned with parent requests based on the fact that about 99% of parents choose

the free-standing ESL program for their child.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>					1									1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1		1	1										3
Push-In	2	2	1	2	1	2								10
Total	3	2	2	3	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	84	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE				9	0	9				9
Dual Language										0
ESL	84		4	28	0	4				112
Total	84	0	4	37	0	13	0	0	0	121

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					9									9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	9	0	9							

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	11	11	7	7	23	5								64
Chinese														0
Russian			1	1										2
Bengali	3		1	2										6
Urdu	4	1	2	2		1								10
Arabic	4	3	1	2	3	2								15
Haitian														0
French														0
Korean														0
Punjabi	3		1	4	2	1								11
Polish														0
Albanian						1								1
Other	1		3	2	6									12
TOTAL	26	15	16	20	34	10	0	121						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Our school has two organizational models of freestanding ESL Programs.

Self-contained model – ELLs are grouped together in an ESL class (currently one on grade K, 2, 3, and 4) for the entire school day and for all content instruction.

Push-in model – Grades 1,2, 4,and 5 and two (2) Special Education classes – an ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining. ELL students are taught whole group instruction which is differentiated according to their language acquisition level in this model.

2. Students in these programs receive all instruction in English. New York State Commissioner's Regulations Part 154 determine how many units of ESL instruction each student should receive according to his or her English proficiency level from New York State English as a Second Language Achievement Test (NYSESLAT) score and the LAB-R scores (new admits to NYC schools). Both the self-contained and push-in models have students at the Beginner, Intermediate and Advanced levels. In the Push-in ESL model, students are serviced according to their levels. Beginners and intermediates are serviced 360 minutes per week and advanced students are serviced 180 minutes per week with one extra period for ELA instruction.

3. In the self-contained and push-in ESL models, Language Arts and content area instruction are taught in English using ESL strategies and methodologies such as TPR, use of visuals, and teaching academic language through "juicy sentences", phraseology and word play.

Instructional practices for the ESL push-in program are aligned with classroom teaching following the Writers' Workshop model and the Treasure Chest literacy program for English Language Learners. In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as differentiate additional content instruction to meet the needs of ELLs.

When a push-in program is in effect, the ELL students become part of the whole class mini-lesson instruction following the workshop model. ESL methodologies are then used to support individualization.

4. Differentiated instruction scaffolds skills, allowing students to build upon and expand their English language proficiency. ESL methodologies or strategies used include modeling, use of visuals or manipulatives and cooperative learning. Literacy skills are taught through content areas with a focus on vocabulary development through use of Tier III words, figurative language, phraseology, and word play to break down complex text.

a. Students who first entered an English language school system after grade two with interrupted, little or no formal education in their first language may attend extended day, Title III ELL After School program, and Saturday Academy for math and literacy skills.

b. The instructional plan for Newcomer students, in the U.S. 3 years or less, is to support their English language skills as they are immersed in content area learning. Various scaffolds are used, such as presenting academic language in context, visuals, and manipulatives to reinforce concepts being learned. Students are encouraged to use their creativity and prior knowledge to create hands-on projects related to content-area themes. English language skills are taught through the content areas with a focus on vocabulary development. The Treasure Chest English Language Learners Program supports acquisition of literacy and language skills at the beginner, intermediate and advanced levels by differentiating the language structures, vocabulary, and activities for each group. Students are encouraged to develop English through use of technology by doing research projects using internet resources and utilizing the Imagine English program which supports language acquisition through differentiated instruction according to each individual student's needs and pace. In addition, students are taught to use

resources and reference materials to promote independent learning. The Title III program provides additional literacy support for English Language Learners.

c. ELLs receiving service 4 to 6 years in a NYC school, are generally more proficient in Listening and Speaking skills, and require more support in Reading and Writing. The instructional plan for these students is to focus on reading and writing skills, using scaffolded strategies such as review of basic concepts including decoding, comprehension, and inference to support reading literacy lessons. Writing skills in focus include grammar, punctuation, writing sentences correctly, structuring paragraphs, and building up to essays and stories. Literacy skills are taught through the content areas with a focus on vocabulary development through use of Tier III words, figurative language and complex language structures. Read-alouds model and reinforce creative writing skills. The internet is utilized as a research tool and students are encouraged to use reference materials and available resources such as the dictionary, atlas, books and websites to support their own learning. Imagine English is an online program which differentiates instruction based on the individual student's needs, so that the areas of reading and writing can be specifically addressed. The extended day, Title III program and Saturday Academy provide additional literacy support for English Language Learners as well as preparation for State tests.

d. Long term ELLs receiving 6 years of service have been held over in grade. They may attend the Saturday Academy for math and ELA test preparation as well as the Title III After School program. In the classroom they receive Tier I interventions and participate in the extended day.

e. Special needs ELLs require support within the classroom in content area lessons and enrichment in English language skills. Our plan for each student is guided by the individual IEP. The program is aimed at the development of aural comprehension, verbal skills, reading comprehension, and writing skills. In some cases, symbols are used with vocabulary to encourage language development in children who are non-verbal and lack ability to write. Students are supported within the classroom in small groups during math, science and social studies lessons and encouraged to participate fully in content area lessons. The Foundations and Treasure Chest programs are used to supplement the Readers' Workshop reading program. Visuals and manipulatives are used to reinforce concepts being taught. Some students receive SETSS to further support the development of reading and writing skills.

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

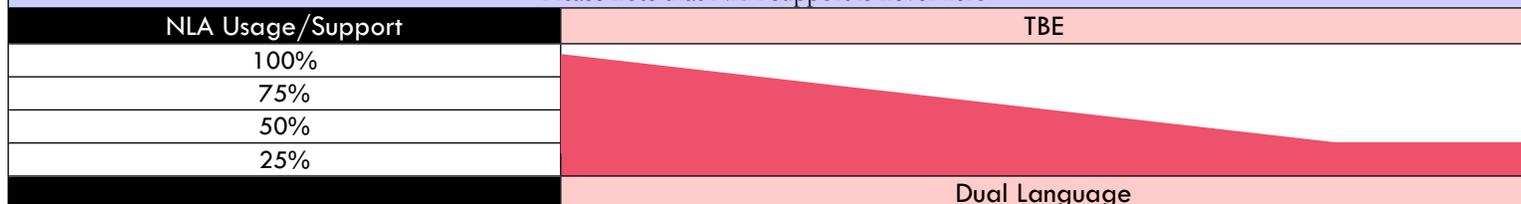
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs for ELLs in ELA, math, and other content areas include the extended day program, the Saturday Academy for math and literacy skills and the Title III After School program.

6. Continuing transitional support is given to students reaching proficiency on the NYSESLAT in the form of support services to address their specific needs. These students are offered the extended day as needed, Title III ELL After School Program as well as Saturday Academy.

7. New programs or improvements which will be considered for the upcoming school year include ELL Teacher Team meetings to discuss best practices for teaching ELLs in the upper and lower grades and the establishment of Lab sites within our school with the goal of matching the needs of ELLs to the Common Core Standards, facilitated by Maryann Cucchiara.

8. Imagine Learning will only be offered to grades 4 and 5 this year. Due to budgetary reasons, grade 3 will not participate.

9. ELLs are afforded equal access to all school programs, including extended day, Saturday Academy for test preparation, and Title III ELL After school program.

10. Instructional materials used by the push-in teachers are aligned with the materials used in the classroom. Writing lessons follow the Writers' Workshop methodology with support for ELLs in small groups based on writing proficiency. During push-in lessons the Treasure Chest English Language curriculum is utilized, which focuses on developing literacy skills by scaffolding instruction on three different levels – beginner, intermediate and advanced. In addition, content area subjects are enhanced with visuals and read alouds in order to support English language development. Imagine Learning, a technology-based program, differentiates instruction according to each student's level of ability.

11. In the Transitional Bilingual class, at the beginning level instruction is given in English 60% of the time with the Native language being used as the language of instruction 40% of the time, with the goal being the use of English 80% of the time as children achieve an advanced level of English proficiency.

12. All required services support and resources correspond to ELLs' ages and grade levels. Resources, materials and instruction are all grade and age appropriate.

13. There are currently no activities in place to assist newly enrolled ELLs prior to the beginning of the school year.

14. No language electives are offered at the elementary school level.

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)?

We have no Dual Language programs in our school.

D. Professional Development and Support for School Staff

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

1. Teacher Teams are in place for upper and lower grades to discuss best practices in teaching ELLs and the implementation of ESL strategies aligned to the new Core Curriculum standards to increase English language proficiency. Lab sites will be established within our school to match the needs of ELLs to Common Core Standards, with the support of Maryann Cucchiara, a private consultant. ELL staff members will attend a workshop addressing strategies and skills to help students pass the NYSESLAT.

2. Teachers of grade 5 ELLs accompany students to orientation sessions at the middle school in order to familiarize students with the learning environment and expectations at the junior high level.

3. The minimum 7.5 hours of ELL training will be made available to any new staff members working with ELLs as per Jose P.

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?

1. Parent Workshops, PTA Bulletin, Parent Reach, PTA meetings, and dual-language notice keep parents informed of all school activities. Translators are hired for Parent-Teacher conferences on an as-needed basis. Dual-language dictionaries and software were purchased in order to foster communication. Our parent coordinator surveys the parents both in person and via e-mail in order to meet the needs of our ELL parents.

2. Our school currently partners with:

- UFT
- Sylvan Learning Centers
- Cornell University
- Queens Meditation Center
- Dr. Vella
- Learning Leaders
- NYS Office of the Attorney General
- Consortium for Workers Education

3. Parents complete a yearly survey assessing their home language, preferred method of communication, topics of interest for meetings and workshops, availability to attend and translate at meetings, and whether they log onto ARIS.

4. Our parental Involvement activities include workshops on homework help, ELA and State math tests, early childhood and adolescent development, and transition to middle school.

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)	8	5	5	3	0	0								21
Intermediate(I)	5	7	8	8	0	2								30
Advanced (A)	0	6	8	20	8	8								50
Total	13	18	21	31	8	10	0	0	0	0	0	0	0	101

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	1	0	0							
	I	5	3	0	0	0	0							
	A	3	11	4	0	1	1							
	P	5	4	13	22	7	14							
READING/ WRITING	B	7	5	2	0	0	0							
	I	6	7	7	5	0	1							
	A	0	5	8	18	8	14							

	P	0	1	0	0	0	0							
--	---	---	---	---	---	---	---	--	--	--	--	--	--	--

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	10	5		26
4		13	8		21
5	2	9	3		14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	17		8				28
4			10		6		5		21
5	1		4	1	6	1	3		16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		9		7		20
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	1	3	1	1				
Chinese Reading Test								

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

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

helps to identify the skills each student has mastered and indicates areas of need for extra support in each of the modalities. The NYSESLAT informs our instructional plan by assessing the modalities separately. The ELA indicates specific skills which need to be addressed. Upon analyzing all of the above data, it is apparent that the majority of our ELLs scored at the advanced or proficient level in the modalities of listening and speaking, while their reading and writing skills are generally at intermediate or advanced levels. The quantitative data available to support our response can be found in the Spring 2010 NYSESLAT Modality Report.

2. According to the data patterns across proficiency levels and grades, the largest percentage of students attaining proficiency on the Spring 2010 NYSESLAT were at the second, third and fourth grade level. This indicates that most ELLs need at least three years before proficiency is attained.

3. Patterns across NYSESLAT modalities affect instructional decisions by identifying the areas of need for extra support, which are predominantly reading and writing.

4. a. Of the 6 Bilingual Special Education students taking both ELA and ELE, five students attained a score of 1 on the ELA. Of those 6 students taking the ELE, one scored at the first quartile, three at the second quartile, one at the third quartile and 1 at the fourth quartile. The student scoring at the second quartile also scored a 3 on the ELA.

b. At this time, ELL Periodic Assessment is not administered.

5. We do not have dual language programs at our school.

6. ELL programs are evaluated by the ESL staff and administration desaggregating data on NYSESLAT performance, classroom work, Imagine Learning, Treasure Chest unit tests and formal exams.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 002 Alfred Zimberg					
District:	30	DBN:	30Q002	School		343000010002

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6	94.9	94.5
Kindergarten	97	104	107				
Grade 1	109	97	113	Student Stability - % of Enrollment:			
Grade 2	116	109	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	103	117	111		94.6	92.5	92.5
Grade 4	112	114	125	Poverty Rate - % of Enrollment:			
Grade 5	96	95	110	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		64.3	75.2	75.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	1	2
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		10	15	9
Ungraded	12	11	11				
Total	645	647	687				

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	40	37	40	Principal Suspensions	3	3	1
# in Collaborative Team Teaching (CTT) Classes	15	13	14	Superintendent Suspensions	0	2	2
Number all others	49	45	47				

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	9	7	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	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	129	102	TBD
# ELLs with IEPs	15	29	TBD
Number of Teachers	48	48	47
Number of Administrators and Other Professionals	13	14	7
Number of Educational Paraprofessionals	3	3	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.9	100.0
				% more than 2 years teaching in this school	75.0	72.9	87.2
				% more than 5 years teaching anywhere	66.7	62.5	80.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	91.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.1	2.8	2.0				
Hispanic or Latino	39.5	37.1	40.0				
Asian or Native Hawaiian/Other Pacific	20.5	21.5	21.5				
White	36.7	38.3	36.1				
Male	50.1	53.6	53.1				
Female	49.9	46.4	46.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					WD
Overall Score:	58.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	37.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.8						

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

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

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