



**P.S. 21 Q
EDWARD HART SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 25Q021
ADDRESS: 147-36 26 AVENUE FLUSHING, NEW YORK 11354
TELEPHONE: 718-445-8833
FAX: 718- 358-0891**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 021Q **SCHOOL NAME:** Edward Hart

SCHOOL ADDRESS: 147-36 26 Avenue Flushing, New York 11354

SCHOOL TELEPHONE: 718-445-8833 **FAX:** 718-358-0891

SCHOOL CONTACT PERSON: Debra Buszko **EMAIL ADDRESS:** Dbuszko@schools.nyc.gov.

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ellen Singleton

PRINCIPAL: Debra Buszko

UFT CHAPTER LEADER: Thomas Amper/Harriet Gonzalez

PARENTS' ASSOCIATION PRESIDENT: Lorraine Kosnar

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Debra Buszko	*Principal or Designee	
Thomas Amper	*UFT Chapter Chairperson or Designee	
Lorraine Kosnar	*PA/PTA President or Designated Co-President	
Lezley Garcia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jill Leakey Eisenberg	Member/Assistant Principal	
Rosalba Barretta	Member/Parent	
Laura DelGreco	Member/Parent	
Lisa Firrincielli	Member/Teacher	
Rosemarie Flores	Member/Parent	
Harriet Gonzalez	Member/UFT Co Chair/Teacher	
Lerner Karanfiloglu	Member/Teacher	
Vanessa Lowery Locket	Member/Parent	
Ellen Singleton	Member/Chair/Teacher	

Mariann Weiser	Member/Teacher	
Adelaide Wunderlich	Member/Parent	
Holly O'Neill	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 21 is a large urban elementary school in Flushing, Queens, serving 1134 students in Grades Pre-K-Grade 5. With 83.6% of these students eligible for free lunch; and 14% limited in English proficiency, we faced the many challenges that other Title I schools faced: the need for a unified mission; a cohesive instructional program in literacy, math, science and social studies; well-trained teachers; and a strong partnership between home and school.

All members of the school community work cooperatively to achieve our mission which is to “to know our students well and to teach them what they need to know to be successful.” It is our vision that all teaching be personalized to the students needs so that all students receive a well rounded education, academically, socially, physically and emotionally. To this end our staff focuses their energy and enthusiasm on helping students be the best they can be

To achieve this goal teacher teams meet weekly in Curriculum Teams, Inquiry Teams, Common Prep Teams, and Professional Development Teams, analyzing student data, student work and teacher practice and the Common Core Standards with the mission of providing the best instruction to each student. Additionally, our priorities are made transparent at the very beginning of the school year at the first faculty conference. Our priorities included an emphasis on teaching well, using *Balanced Literacy*, *Everyday Math*, and *Mc Millian- Mc Graw Hill Science and Social Studies*. Additionally, they included an emphasis on using formative and summative assessments, and differentiating instruction for all students; not only the struggling students but the high performing students as well. They included improving instruction for our ELLs and Special Education students by having teachers co-plan and co-teach in the classroom. All students participate in Physical and Health Education classes. Upper grade students receive music instruction and participate in either band or vocal classes and performances. They included strengthening our parent involvement through our collaboration with the community and our Title I Advisory Committee. Finally, they included a multi-tiered approach that provided enrichment activities for all students.

Students are assessed regularly and those students who are at risk of not meeting the standards participate in the 37.5 additional instructional time, Monday through Wednesday. Students identified with special needs are placed in either our Collaborative Team Teaching classes (K-5) or our Self- Contained classes (K,1,2 & 3). Students with less restrictive needs are served by the SETTES and Speech teachers as well as our occupational and physical therapists and our adaptive physical education teacher. Students identified as gifted and talented are placed in our Gifted and Talented classes, in grades K, 1 & 2 & 3.

Our ESL students receive services either through a co-teaching model in or through a pull out model. Our ESL teachers participate in the school wide professional development using the workshop model of teaching and attend workshop days at Teachers College along side our General and Special Education Teachers.

In addition to our strong academic program, students in all grades have an opportunity to participate in a variety of enrichment activities. All students attend grade appropriate programs and performances at our local universities or cultural arts organizations. Students in Grades 1-5 participate in cycles of School Wide Enrichment on Friday afternoons. In response to the growing concern about children's physical wellbeing, P. S. 21 partners with the YMCA & Road Runners Club in a lunch time Walking Club, part of our school wide initiative called P.S. 21 Gets Heart Healthy.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Edward Hart				
District:	25	DBN #:	25Q021	School BEDS Code:	342500010021

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	90	90	90		95.1	95.5	95.0		
Kindergarten	139	186	195						
Grade 1	160	176	187						
Grade 2	116	176	182						
Grade 3	109	124	125						
Grade 4	128	139	139						
Grade 5	117	128	128						
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded									
Total	859	1045	1045						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	14	33	44	Principal Suspensions	9	6	7		
No. in Collaborative Team Teaching (CTT) Classes	56	56	54	Superintendent Suspensions	0	0	2		
Number all others	60	41	29						

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	160	156	160	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	28	14	26	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	73	72	72
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	11	12
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	69/73	68/72	100%
American Indian or Alaska Native	.10	.09	0	Percent more than two years teaching in this school	3/73	3/72	94%
Black or African American	3.34	2.36	4	Percent more than five years teaching anywhere	6/73	6/72	96%
Hispanic or Latino	27.37	25.37	28	Percent Masters Degree or higher	59/73	56/72	97%
Asian or Native Hawaiian/Other Pacific Isl.	55.49	58.24	55	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	59/73	56/72	100%
White	13.25	13.32	13				
Multi-racial	0	0	0				
Male	51	52	53				
Female	49	48	47				

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: 6		<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 type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	53.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	12.8	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	27.9	Quality Statement 4: Align Capacity Building to Goals	Outstanding
Additional Credit	3.5	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Needs Based on Recommendations from last Quality Review:

School community needs to improve systems and build capacity for staff to collect and analyze student data so that individual student progress can be tracked over time and to monitor their instructional impact.

School community needs to further develop teachers' skills in analyzing patterns and trends in student progress and help them to reflect on the impact of their instruction.

School Community needs to carry out regular in depth analyzes of performance and progress of student subgroups, classes and grades.

School needs to provide greater opportunities for students to participate in physical activities.

Strengths:

School has an experienced dedicated staff that places children at the heart of their work.

School has good policies and practices in placing students based on their particular needs using hard and soft data. (There is a range of academic programs from Self Contained to Gifted & Talented in 48 classes)

School has developed a school wide system of collecting and organizing student data in data binders that contain results of formative & summative assessments in Reading, Writing and Math which are passed along to each teacher over the years.

School has a strong understanding of curriculum in all content areas including the arts, physical and health education and enrichment.

Challenges:

School is working on analyzing impact of teaching on individual student learning and learning ways of differentiating instruction to meet the needs of all students.

Although school has used item skills analysis for test preparation, school is currently providing professional development on using new available data in TC Assessment Pro; as well as New York Start & ARIS to identify students' individual needs.

Teacher Teams are in initial stages of analyzing student work over time during inquiry and reflecting on and modifying their practice to improve student performance.

Administration has begun to implement a professional development plan focusing on introducing the Common Core Standards and the impact of the Common Core Standards on Student achievement and teacher practice.

Needs Based on an analysis of the 2009 School Survey Report

23% of the Teachers responded that School Leaders do not invite teacher to play a meaningful role in setting goals and making important decisions for the school.

24% of the Teachers disagreed that School Leaders give regular feedback about their teaching.

24% of the Parents would like to see more or better Enrichment Programs.

13% of the Parents would like to see more hands on learning

As discussed in reviewing the survey at School Leadership Team, both parents and teachers would like to see the school make it a priority to help students develop challenging learning goals & to help students find the best ways to achieve their learning goals.

Strengths

95% of Teachers responded

96% of Teachers responded that school leaders let them know what is expected of them.

93% of Teachers responded that order and discipline are maintained at my school.

100% of Parents responded.

96% Parents were satisfied with the education and their child's teacher.

94% of Parents say they have opportunity to be involved with their child's education.

93% of Parents say that the school communicates well with them.

Challenges

School is challenged in providing additional and varied Enrichment programs and experiences within the constraints of the current budget. Therefore, we need to look for new outside partnerships and private funding sources to provide them.

Administration is exploring ways to provide opportunities for all teachers to play a meaningful role in goal setting and decision making for the school, including establishing a Curriculum Team, attending common prep meetings, having informal conversations and developing a number of surveys.

Administration is exploring ways to provide more meaningful feedback to teachers about their teaching, including using formal & informal observations & conversations, the Santa Cruz Teaching Standards and instructional rounds.

Needs Based on The Analysis of New York State ELA & Math Examinations Results reported on Progress Report, New York Start & ARIS; TC Assessment Pro; Teacher's Formal & Informal Assessments.

Performance

In ELA:

63% of 3rd, 4th, 5th grade students scored at Level 3 or 4 on the 2010 New York State ELA exam.

The school's score relative to Peer Horizon is 42.7% which means compared to our peer group, 40 schools with similar demographics, (meaning the similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

In Math:

78.4% of 3rd, 4th, 5th grade students scored a Level 3 or 4 on the 2010 New York State Math exam.

The school's score relative to Peer Horizon is 42.4% which means compared to our peer group, 40 schools with similar demographics, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

Progress:

In ELA:

Median Growth Percentile for our students was 74.0%

The school's score relative to Peer Horizon was 62.1%, which means compared to our peer group, 40 schools with similar demographics, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

Median Growth Percentile for the School's Lowest Third was 72.0%

The school's score relative to Peer Horizon was 41.7%, which means compared to our peer group, 40 schools with similar demographics, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

In Math:

Median Growth Percentile for our students was 70.0%

The school's score relative to Peer Horizon was 44.4, which means compared to our peer group, 40 schools with similar demographics, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

The Median Growth Percentile for the School's Lowest Third was 62.0

The school's score relative to Peer Horizon was 31.5 which means compared to our peer group, 40 schools with similar demographics, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

Item Skills Analysis reflected in TC Assessment Pro & New York Start

Reading

Students in A/B books can be moved to C much earlier and quicker.

Students in Lower grades level off in March and make little progress through June, especially if they have met the benchmarks, indicating a need to continued Rigor throughout the year.

Students in Upper grades scored lower on inferential and summative questions, therefore indicating a need to teach students how to "hold onto" information within a text and across texts.

Upper grade students need to stay on appropriate level texts until mastery of skills, indicating a need to have students master higher level thinking skills including prediction, envisioning, and synthesis.

Students in All grades need to read 50% nonfiction and 50% fiction to be prepared for the demands of the new common core standards.

All Students need to write about reading across all curricular areas.

Students answered more questions wrong at the end of the test indicating a need to develop more stamina when reading.

Students in grades 3, 4, & 5 scored well on the multiple choice section of the exam, far exceeding the State average, but typically scored lower on the extended response section of the exam, indicating a need to be able to see change over time, comparisons with other texts and be able to write about reading.

Math

Students in all grades need to write about Math.

Students in all grades need to learn strategies and practice problem solving.

Students in Grades 3 & 4 scored well on the multiple choice section of the exam, exceeding both the City and State average, however when compared to the school's peer group the school's score relative to Peer Horizon was 31.5 which means compared to our peer group, 40 schools with similar demographics,(similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we lag behind.

Students in Grades 3, 4 & 5 did not score well on the constructed responses indicating a need to practice writing about mathematical thinking and developing problem solving skills.

Students in Grades 3, 4, & 5 did not score well on the constructed responses indicating students need to learn how to carry information across questions & to follow steps in mathematical problems.

Strengths

School's performance over the past five years steadily improved in English Language Arts and Math until this year when the cut scores were revised.

Students continued to perform well on the 2010 New York State Science Exam in 4th Grade – 95% of students scoring 3 or 4.

Students continued to perform well on the 2009 New York State Social Studies Exam in Grade Five – 98% of students scoring 3 or 4.

Challenges

Students need to be prepared for the increasing demands in difficulty and complexity on the NYS ELA and Math reflecting the new Common Core Standards that necessitate higher level thinking skills and writing across all curriculum areas.

Teachers need intense professional development on the Common Core Standards and their implications for their teaching

Parents need to be informed of the increasing demands in difficulty and complexity of the New Common Core Standards and the implications for their child's education and preparedness for college or career by the end of twelfth grade.

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.

Goals:

1. Beginning September 2010 through June 2011, 25% of staff members will differentiate instruction based on assessment data analysis in small groups to better meet the needs of all students including ELLs and Special Education Students. 10% of students will improve performance and progress as measured by Teachers College Assessments, Everyday Day Math Assessment, Narrative Continuum, & teacher made assessments & projects, NYS ELA & Math Exams.
2. Beginning September 2010 through June 2011, 100% members will participate on Inquiry Teams, focusing on analyzing students' work and teachers' practice with the explicit purpose of improving student performance and progress. By June 2011 5% of students will show improvement in their targeted area based on the TC Assessments, EDM exams including open ended responses, conference notes, Narrative Continuum, teacher made assessments, observations, student work & projects. For teachers, attendance and participation will be measured by attendance sheets and recording and blogging on ARIS.
3. Beginning in September 2010 and through June 2011, the school community continues to Improve the Quantity and Quality of Parent Involvement and Parent Communication by increasing the number of parent volunteers by 5% and be recognized during parent volunteer week as measured by log of parent volunteers.
4. Beginning September 2010 through June 2011, our Community Partnerships to strengthen and support our Enrichment Program will be increased by adding an additional three (3) outside partnerships as measured by the additional number of partnerships made during the 2010-2011 school year.
5. Beginning September 2010 through June 2011, 25% of teachers will participate in professional development opportunities, regarding Common Core Standards in ELA and Math. 5% of students will improve writing across the curriculum as measured by student notebooks, homework assignments, projects and rubrics. Teacher participation will be measured by attendance at Network professional development workshops, grade & faculty meetings, common preps and curriculum team meetings.

SECTION VI: ACTION PLAN

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

**ELA, Math, Science, Social Studies,
Arts, Physical & Health Education
Student Support Services**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Beginning September 2010 through June 2011, 25%of staff members will differentiate instruction based on assessment data analysis in small groups to better meet the needs of all students including ELLs and Special Education Students. 10%of students will improve performance and progress as measured by Teachers College Assessments, Everyday Day Math Assessment, Narrative Continuum, & teacher made assessments & projects, NYS ELA & Math Exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All staff members review and analyze student data in TC Assessment Pro, ARIS & NY Start. All staff members assess students using TC Assessments, Everyday Math, Fitness Gram and other teacher made assessments to determine strengths and needs of students. Master schedule supports teachers’ participation in co-planning during common preps (including separate common periods for Sp. Ed. & Gifted & Talented teachers) to review curricular calendars and develop individual pacing schedule. Teachers group students according to students’ needs. Teachers help students develop individual goals and ways of knowing how to achieve them. Teachers use a variety of strategies to support student learning with the explicit purpose of improving student performance and progress. Teachers reassess and regroup accordingly. Professional Development Plan supports teachers with Teacher’s College calendar days, on-site mentoring specialty groups for teachers, assistant principals and principal. Professional Development Plan supports teachers with Network specialist in Special Education, & English Language Learners to help staff analyze & use data, use the Unit of Study in Literacy & Math, Foundations, Thinking Maps, Wilson, Words Their Way, Rubrics, Everyday Math and the Common Core Standards to guide differentiation.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Contract for Excellence & Title I fund Administration; TL Stabilization, Tax Levy, School Support Supplemental, Title I Supplemental, TL Legacy Teacher Supplemental, and Title I supplement Teachers Salary; TL Children's First supports CFN and NSS professional development; Title I supports Teachers' College professional development. Contract for Excellence supports meetings with Lead teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers continually assess with Running Records, Conference Notes, and Narrative Continuum, EDM End of Unit exams, Fitness Gram, teacher made assessments and observations, student work, projects & rubrics on an ongoing basis. For students in Grades 3, 4, & 5 - ITA's and Predictive Exams & New York State ELA & Math exams.</p>

**ELA, Math, Science, Social Studies,
Arts, Physical & Health Education
Student Support Services**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Beginning September 2010 through June 2011, 100% members will participate on Inquiry Teams, focusing on analyzing students’ work and teachers’ practice with the explicit purpose of improving student performance and progress. By June 2011 5% of students will show improvement in their targeted area based on the TC Assessments, EDM exams including open ended responses, conference notes, Narrative Continuum, teacher made assessments, observations, student work & projects. For teachers, attendance and participation will be measured by attendance sheets and recording and blogging on ARIS.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All staff members review and analyze student data in TC Assessment Pro, ARIS & NY Start. All staff member select a small group of students with a specific academic need. Staff members self select other staff members to participate in the process of Inquiry examining students’ needs and teacher practice. Staff members record process, resources and findings on ARIS. Professional Development Plan supports staff with understanding the goals, process and benefits of the Inquiry Process. Principal and Assistant Principals meet with Inquiry Teams three times a year to discuss progress of students and change in teaching practices.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Contract for Excellence & Title I fund Administration; TL Stabilization, Tax Levy, School Support Supplemental, Title Iia Supplemental; TL Legacy Teacher Supplemental, and Title I support Teachers Salary; TL Children’s First supports CFN and NSS professional development; Contract for Excellence supports meetings with Lead teachers.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers continually assess students with appropriate tools including depending on the needs of the students in the Inquiry Team, including but not limited to Running Records, Conference Notes, Narrative Continuum, EDM End of Unit exams, and teacher made assessments, observations, student work, & projects. For Students in Grades 3,4,5 – ITAs and Predictive Exams & 2011 New York State ELA & Math exams.</p>
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Parent Involvement

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Beginning in September 2010 and through June 2011, the school community continues to Improve the Quantity and Quality of Parent Involvement and Parent Communication by increasing the number of parent volunteers by 5% and be recognized during parent volunteer week as measured by log of parent volunteers.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide Parent Orientations in September to all parents across the grades. Parent -Teacher Conferences either in person or phone when needed to address student’s academic or behavioral performance, in addition to formal Parent Teacher Conferences two times a year. Translated versions of Units of Study in Literacy, Math & Science distributed to parents monthly with suggestions to parents on how to help their students be successful. Full time guidance counselor dedicated to improve student attendance, and the behavior and social-emotional wellbeing of students and families. P.S. 21 Website continually updated with Important dates and Information. PTA monthly newsletter informs parents of upcoming workshops, meetings and parent involvement activities. Quarterly Newsletter “Building Bridges” distributed to parents highlighting new initiatives and student work and accomplishments. Full time parent coordinator offers support to parents with ongoing parent workshops, meetings and notices based on families’ needs and the DOE’s initiatives Title I Advisory Committee meet monthly to discuss the goals of Title I and the needs of the families and ways provide additional opportunities for family involvement. Title I Committee, PTA, Parent Coordinator and Teachers continually reach out to families & create volunteer opportunities for families. Administration works closely with the PTA executive board and plans and coordinates activities</p>

	and workshops that compliment the Title I Committee's and Parent Coordinator's workshops and family activities.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	TL Parent Coordinator dollars support Parent Coordinator's Salary. TL Translation Funds support translators; Title I supports Title I parent involvement programs and activities. UPre-K supports the UPre-K social worker; Title I SWP, IDEA mandated counseling & TL mandated counseling dollars support the guidance counselor.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Attendance logs at Parent –Teacher Conferences, PTA & Title I meetings, workshops, and volunteer opportunities Responses on 2011 Parent Surveys

Visual Arts, Theater/Movement.

Subject/Area (where relevant): **Music, Physical & Health Education**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Beginning September 2010 through June 2011, our Community Partnerships to strengthen and support our Enrichment Program will be increased by adding an additional three (3) outside partnerships as measured by the additional number of partnerships made during the 2010-2011 school year.
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>	Staff Members plan Tier I Enrichment Activities for all students across the grades including field trips, concerts and assemblies. Schedule supports full time music teacher, visual art teacher, theater/movement teacher, physical education teacher and health education teacher to support the development of other than academic modalities for students. Tier II Enrichment Activities for all students across the grades – self selected topics/activities delivered by staff members during scheduled Enrichment cycles.

	<p>Students in Grade 4 & 5 have opportunity to participate in Chorus and Band. New Partnership with Road Runners supports P.S. 21 Gets Heart Healthy Initiative and P.S. 21's Walking Club. New Partnership with Carnegie Hall provides professional development to music teacher, direct services to students and opportunities for students and families to view concerts. Administration seeks new opportunities for variety of enrichment opportunities, including possible partnership with City Center. Administration seeks new opportunities for funding.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Music Art and Drama & Movement teachers' salaries are supported by TL Fair Student Funding, and Title I SWP. Tier I (field trips) are supported by PTA donations. Partnership with Carnegie Hall is supported by Title I SWP. Materials for the Enrichment cycles are provided by TL Fair Student Funding and PTA support.</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>Master Schedule, Enrichment brochures, attendance at trips, concerts and assemblies & additional number of partnerships. 2011 School Survey</p>

Professional Development

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Beginning September 2010 through June 2011, 25% of teachers will participate in professional development opportunities, regarding Common Core Standards in ELA and Math. 5% of students will improve writing across the curriculum as measured by student notebooks, homework assignments, projects and rubrics. Teacher participation will be measured by attendance at Network professional development workshops, grade & faculty meetings, common preps and curriculum team meetings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administration, & staff members participate in Professional Development at Network Meetings and Teachers College on the New Common Core Standards. Teachers participate in Teachers College professional development calendar days, specialty groups and self selected differentiated on-site focus groups. Special Education teachers attend professional development opportunities on Foundations, Wilson, Visualization, Mapping and IEP & compliance given by Assistant Principal & Network. English as Second Language Teachers attend professional development opportunities on supporting English Language development and building of Academic Language given by Network specialist. Teachers attend in-house and off site professional development by Techquip on using the Smart Board as a teaching and learning tool. All staff members, including Administration, participate in professional development on accessing student data, organizing that data for instruction given by Teachers College, Network Specialists. Administration work with Network specialist in using the Santa Cruz Teaching Standards to guide teachers in developing individual professional goals. Physical Education & Health Education Teachers & Pre-Kindergarten Teachers & Secretaries attend City Wide Professional Development days. Music, Art and Theater Teachers attend City Wide Professional Development days focusing on</p>

	<p>the Blue Prints in the Arts. Music Teacher attends professional development at Carnegie Hall. Administration offers professional development during monthly grade meetings, faculty conferences, during walkthroughs and formal and informal observations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Contract for Excellence & Title I fund Administration; TL Stabilization, Tax Levy, School Support Supplemental, TL Children's First supports CFN and NSS professional development; Contract for Excellence supports meetings with Lead teachers., Title I SWP professional development dollars for teacher training given by Teachers College.</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>Attendance logs of Professional Development days. Formal & Informal Observations Grade, Faculty Conference Agendas Teachers Goal Sheets</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	6	N/A	N/A	8	0	0	2
1	77	26	N/A	N/A	6	0	0	0
2	56	22	N/A	N/A	9	0	0	2
3	72	49	N/A	N/A	10	0	0	4
4	82	35	15	20	10	0	0	3
5	64	32	3	6	12	0	0	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students are assessed and based on that assessment, instruction is provided using Foundations, Wilson, individualized & small group differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, at risk Support Services during the school day are also used.
Mathematics:	Students are assessed and based on that assessment, instruction is provided using the Everyday Math program and STEPS, individualized & small group differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, at risk Support Services during the school day are also used.
Science:	Based on assessments students at risk are supported using the Mac Millan/McGraw Hill program. Students are taught in individualized & small groups using differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, during the school day.
Social Studies:	Based on assessments students at risk are supported using the Mac Millan/McGraw Hill program. Students are taught in individualized & small groups using differentiated instruction, during the school day, and during 37.5 additional minutes of instruction. Reduced class size, co-teaching, test prep, during the school day.
At-risk Services Provided by the Guidance Counselor:	The staff is made aware of the support staff (guidance counselor, school psychologist, social worker) that is available to speak with families, students and staff when a crisis situation arises. The school counselor and a bi-lingual social worker & bilingual school psychologist are available at all times to address the needs of our school community either counseling students or their families. We work in conjunction with several outside agencies to connect families with additional outside resources, counseling and support when necessary.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:

Students with Juvenile diabetes are closely monitored and report to the nurse for frequent blood sugar monitoring. Obese students work with Health Teacher on nutrition and exercise plan. The school nurse works carefully with physicians and families to ensure their wellbeing.

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

NCLB/SED requirement for all schools

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

**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 0	District 25	School Number 021	School Name Edward Hart
Principal Debra Buszko		Assistant Principal Jill Leakey, Lisa Liatto	
Coach Michele Wolf /Research Teacher		Coach Lydia Plagos/Science Teacher	
Teacher/Subject Area Sarah Waldman/Second Grade		Guidance Counselor Lisa Hamada	
Teacher/Subject Area Beth Hecht/ESL teacher		Parent Lorraine Kosnar	
Teacher/Subject Area Suzanne Miller/ESL teacher		Parent Coordinator Marguerite Schlaffer	
Related Service Provider Pam Ruocco		Other	
Network Leader Peggy Miller		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1137	Total Number of ELLs	160	ELLs as Share of Total Student Population (%)	14.07%
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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) Grade 2-5 Number of Students to be Served: _____ 80 _____ LEP 80 _____ Non-LEP 0

Number of Teachers _____ 4 _____ Other Staff (Specify) 1 Administrator

School Building Instructional Program/Professional Development Overview: Program is in process of Major Revision based on the Analysis of School wide data in ARIS, TC Assessment Pro, NYS ELA, NYS Math, NYSESLAT & Progress Report. Separate Document will follow.

Section II. Title III, Part A LEP Program Narrative

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

provider and qualifications.

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

Section III. Title III Budget

School: PS. 21 Q BEDS Code: 342500010021

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		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	13,271	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. All students entering NYC school system are required to fill out a Home Language Survey Form. This information is entered into ATS and used to identify the number and names of languages spoken at home for our students. In addition, each teacher asks parents in what language they would like information sent home.
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. The four major languages spoken in the homes of the students are English, Spanish, Korean and Chinese. This information was reported to the SLT, PTA Executive Board and the faculty during their September and or October meetings.

Part B: Strategies and Activities

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

Translation services are provided by the DOE translation department for all major communication documents including September letters, notices of Parent Teacher Conferences, Curriculum Letters. For those letters that we do not have time to translate downtown, we place a translation stamp telling parents to please have the document translated. Additionally, we do have staff that read and write Spanish, and Korean. A parent volunteer is available for Chinese translations.

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. When requested, parent are provided with an oral translator. During PTC we hire 6 DOE translators and provide a schedule to them to assist families who have requested them. If a parent comes to school and requests a translator, we rely on staff or parent volunteers to assist. If a teacher or other staff member is not available, we use the translators via phone from the DOE. We also ask our upper grade students to translate for the families when feasible.

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

Parents are made aware of their rights to a translator through the internet, and signs located on our parent bulletin board outside the Parent Coordinator's office, and at the front desk in the main office. In addition, we send a written notification and verbally tell parents that translation are available in person or on the phone

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	585,844	23,884	609,728
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,858	2,388	8,246
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,290	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58,584	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

TITLE I
SCHOOL-PARENT INVOLVEMENT POLICY

I. STATEMENT OF PURPOSE

SCHOOL VISION AND MISSION:

At P.S. 21, we believe that all students can achieve their true potential. It is the mission of the P.S. 21 school staff to know our students well, and to give them what they need to achieve. All of our efforts support our students' academic, emotional and social growth and development. Working alongside our parents, everyone in the school community maintains high standards and works diligently to develop positive behaviors and attitudes. There is a deep appreciation and respect for the myriad of cultures represented in the building, as well as a sense of dedication and pride in the work that we do. Since parents are the children's first teachers, we believe that they must be fully and integrally involved in all aspects of school life and are full participants in the education of our children. Parent involvement activities nurture the cooperative relationship between the home and the school.

II. PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

The School Leadership Team, consisting of 8 parents, 6 teachers and 2 administrators, will meet monthly to focus on the needs of the school as well as the continuing development of the school's Parent Involvement Policy. Further, a sub-committee of the SLT, the Parent Involvement Planning Committee, will meet bi-monthly to develop the school's Parent Involvement Policy. As a School wide Title I school we will reach out to our parent constituency with particular attention to the outreach and recruitment of parents of those students most at risk in the Title I program.

Edwart Hart School
P.S. 21 School-Parent Compact

The staff at P.S. 21 agrees to:

- Hold Curriculum Night for parents to meet with the teachers and staff.
- Help to determine the educational needs of your child.
- Try to adjust the instructional program to meet the academic needs of your child.
- Seek your cooperation as parents to work as partners in the school.
- Provide frequent assessment and continuous feedback on how your child is progressing academically.
- Provide a safe and orderly school environment.
- Schedule Parent / Teacher conferences.

As a parent of P.S. 21, I agree to:

- Make sure my child is on time and prepared everyday for school.
- Know how my child is doing in school by communicating with teachers.
- Schedule a conference with the teacher about concerns with schoolwork and behavior.
- Monitor my child’s homework and make sure study time is in a quiet place.
- Help my child to be respectful, be responsible and be kind.
- Help my child to accept consequences for negative behavior.
- Limit TV viewing and read together daily with my child.
- Check with my child daily for information sent home from school that will be useful.

As a student of P.S. 21, I agree to:

- Come to school ready to learn with the necessary supplies.
- Take part in class discussions without being disruptive.
- Complete class work and homework neatly and return it to the teacher on time.
- Share papers with my parents and return signed papers to my teacher.
- Allow the teacher/staff to help me work through my problems.
- Ask for help when I don’t understand.
- Be Respectful
- Be Responsible
- Be Kind To myself and all members of P.S. 21

Principal’s Signature

Parent’s Signature

Student’s Signature

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. . Refer to Page 9 (Comprehensive Needs Assessment Summary)

2. Schoolwide reform strategies that: Refer to Pages 10-21 Goals and Objectives
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. 100% of the staff is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional Development is provided by Teacher's College, the Network, DOE: all ongoing and of high quality.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. Fortunately, not a problem for this school. Receive many highly qualified resumes and have access to many highly qualified teachers on line through the DOE.
6. Strategies to increase parental involvement through means such as family literacy services. Refer to Page 18-19 Goal #4 and Action Plan
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. P.S. 21 houses 5 Full Day Universal Pre-Kindergarten Classes . These 90 children transition into our Kindergarten program. This program is in complete alignment with our overall goals and objectives for our students and their families. For those students not participating in our Pre-K program, we have an Open House, Orientation Programs and an Open Door policy to encourage parents to have their children to attend our school.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers attend mandatory grade and faculty meetings at which they have an opportunity to voice their opinions regarding the instructional program especially as it relates to the achievement of their individual students.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students at risk of not meeting the standards are identified by the classroom teacher as early as the first month of the school year. These students receive additional instructional time during the mandated 37.5 additional minutes of instruction. In addition, if after the teacher tries a number of classroom based interventions and they prove to be unsuccessful, the student is brought to the attention of the PPT and the difficulties are further discussed resulting in either additional services or a referral to the committee on special education.
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. When and if necessary, P.S. 21 refers families and students to any number of community based organizations. Our School based support team, including our guidance counselor and social worker, coordinate whatever is needed for the families to be safe, and working toward financial independence.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	17,18,19,20,21,22,23,24
Title I, Part A (ARRA)	Federal	✓				✓	17,18
Title II, Part A	Federal	✓				✓	17,18,20,21,23,24
Title III, Part A	Federal	✓				✓	17,18,19,20,21
Title IV	Federal	✓				✓	20,21
IDEA	Federal	✓				✓	21,22
Tax Levy	Local	✓				✓	17,18,19,20,21,22,23,24

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We do not have any students in Temporary Housing

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 021 Edward Hart					
District:	25	DBN:	25Q021	School		342500010021

DEMOGRAPHICS

Grades Served:	Pre-K	v	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	90	90	90		95.5	95.6	95.8
Kindergarten	157	194	196				
Grade 1	174	187	202	Student Stability - % of Enrollment:			
Grade 2	125	182	180	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	118	124	188		92.3	92.7	94.3
Grade 4	136	139	139				
Grade 5	128	128	137	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		67.8	80.4	80.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	0
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	928	1045	1135	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					31	21	34

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	14	32	47	Principal Suspensions	8	8	9
# in Collaborative Team Teaching (CTT) Classes	56	53	56	Superintendent Suspensions	1	1	2
Number all others	50	42	35				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	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:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	156	141	TBD	Number of Teachers	72	75	72
# ELLs with IEPs	6	28	TBD	Number of Administrators and Other Professionals	12	12	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	12

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	97.3	100.0
				% more than 2 years teaching in this school	83.3	85.3	91.7
				% more than 5 years teaching anywhere	70.8	69.3	84.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	94.4
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	97.3	100.0	100.0
Black or African American	3.3	2.5	1.6				
Hispanic or Latino	27.4	26.1	28.3				
Asian or Native Hawaiian/Other Pacific	55.5	57.0	57.2				
White	13.3	13.7	12.5				
Male	51.4	53.0	52.5				
Female	48.6	47.0	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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:	B	Overall Evaluation:				NR	
Overall Score:	53	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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

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

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

**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 0	District 25	School Number 021	School Name Edward Hart
Principal Debra Buszko		Assistant Principal Jill Leakey, Lisa Liatto	
Coach Michele Wolf /Research Teacher		Coach Lydia Plagos/Science Teacher	
Teacher/Subject Area Sarah Waldman/Second Grade		Guidance Counselor Lisa Hamada	
Teacher/Subject Area Beth Hecht/ESL teacher		Parent Lorraine Kosnar	
Teacher/Subject Area Suzanne Miller/ESL teacher		Parent Coordinator Marguerite Schlaffer	
Related Service Provider Pam Ruocco		Other	
Network Leader Peggy Miller		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1137	Total Number of ELLs	160	ELLs as Share of Total Student Population (%)	14.07%
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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.

ELLs are identified upon registration. An ESL teacher is present and fills out the Home Language Identification Survey along with the parent. At this informal interview, the ESL teacher also speaks to the student to determine dominant language and eligibility for taking the LAB-R. If a child is dominant in a language other than English, the proper OTELE code is filled out on the HLIS form and the child is administered the LAB-R to determine eligibility for services. A child who is entitled to ESL services will receive those services immediately and be reevaluated with the NYSESLAT, administered in the Spring.

Upon registration and/or within ten days of enrollment, parents of children who are eligible for ESL services receive a letter, generated from an ELL service provider, that denotes their child's score on the LAB-R and states that their child requires ESL services. There are three program choices for these parents to choose for their children: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language.

In order to ensure that parents understand all three program choices available, letters, translated into their languages, are given to the parents of all new ELLs. These letters explain all three program choices. Parents are also invited to a meeting where they can view a DVD, in their own language, which explains the three program options. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ESL teachers as well as translators who are present to translate into all parent languages.

The Program Selection forms are either filled out and submitted at the time of registration after reviewing the program choices and video or at a future orientation meeting when the DVD is viewed.

If a Program selection form is not submitted, then a second copy, along with a translated brochure is sent home to be filled out and returned. The time frame for this procedure is within ten days of the student's registration.

Since this form is a legal document that must be housed at the school, parents are reminded to return the form when they pick up their children from school and they are encouraged to attend other parent workshops where they can view the video and ask any lingering questions that they may have. When possible, a translator is used to answer any questions a parent has about the forms.

Returned forms are kept by the service provider for that grade and then coaled into a file located at the school in the ESL Testing Coordinator's classroom.

A majority of the forms sent home, do come back to school.

Over the past few years the majority of parents (82% in 2004, 69% in 2005, and 84% in 2009 and 60% this year) have opted for the Freestanding ESL program. Some others (7 parents/12%) requested the Transitional Bilingual program, but due to the fact that transportation is not provided, and the lack of bilingual programs in Korean and Chinese, parents have chosen for their children to remain at P.S. 21 in the Freestanding ESL program. One parent requested the Dual Language Program, which is not offered at our school at this time. That parent has opted to remain in our school and participate in the Freestanding ESL program.

Our freestanding ESL program is aligned with the requests of the majority of our population. Most parents who preferred bilingual education chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. There are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will notify the parents of the opportunity for a bilingual class and open a bilingual class as required.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	4

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	2	0	2	0	0	0	0	0	0	2
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	132	0	17	22	0	3	4	0	4	158
Total	134	0	19	22	0	3	4	0	4	160

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

C. Home Language Breakdown and ELL Programs

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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	17	13	10	7	9	4	0	0	0	0	0	0	0	60
Chinese	14	15	6	7	3	11	0	0	0	0	0	0	0	56
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Urdu	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Arabic	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Haitian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	9	5	3	5	2	5	0	0	0	0	0	0	0	29
Punjabi	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	3	1	1	0	1	0	0	0	0	0	0	0	7
TOTAL	43	37	23	20	15	22	0	160						

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.

ESL instruction is delivered by the Push-In and Pull-Out programs. Overwhelmingly, the school uses the Push In model for instruction, however in the Kindergarten and fifth grade, this school year, we have had to provide instruction through the Pull Out model, in order to meet out required service times for of ELL students.

The students in Push-In groups are grouped both heterogeneously and homogeneously by grade when possible. We have organized the ELL students into classes that contain ELL and non-ELL students. The class make up for these classes is one-third to one half ELL and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

Students in the Pull-Out program in the upper grades are grouped by class with beginners and intermediates in one class and advanced students in another. All classes are grouped heterogeneously. The make-up of the class for the ELLs follows the model of one-third to one half ELL and the remainder of the class comprises non-ELL students. The ESL service provider pulls the students out of their classroom and instruction is delivered in an ESL classroom. The instruction is aligned with that of the classroom teacher. The instructional approach used by the ESL service provider includes using Balanced Literacy in small groupwork; shared reading, shared writing, and instruction aligned with the Foundations phonics program. The ESL service provider also provides support in content areas such as social studies and science, determined during the common planning with the classroom teachers.

Each year the ESL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ESL teachers' schedules are then based on the NYS mandates of 360 minutes for beginners and intermediates and 180 minutes for advanced students. Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classroom's instruction. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, and SETTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are concentrated in ESL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ESL teachers generally push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ESL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group instruction tailored to their individual needs. This is in addition to the mandated minutes of instruction provided to the ELL students.

There are very few long term ELLs at P.S. 21. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits. Our current long term ELLs are students who receive Special Education services and have an IEP. Our ESL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

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

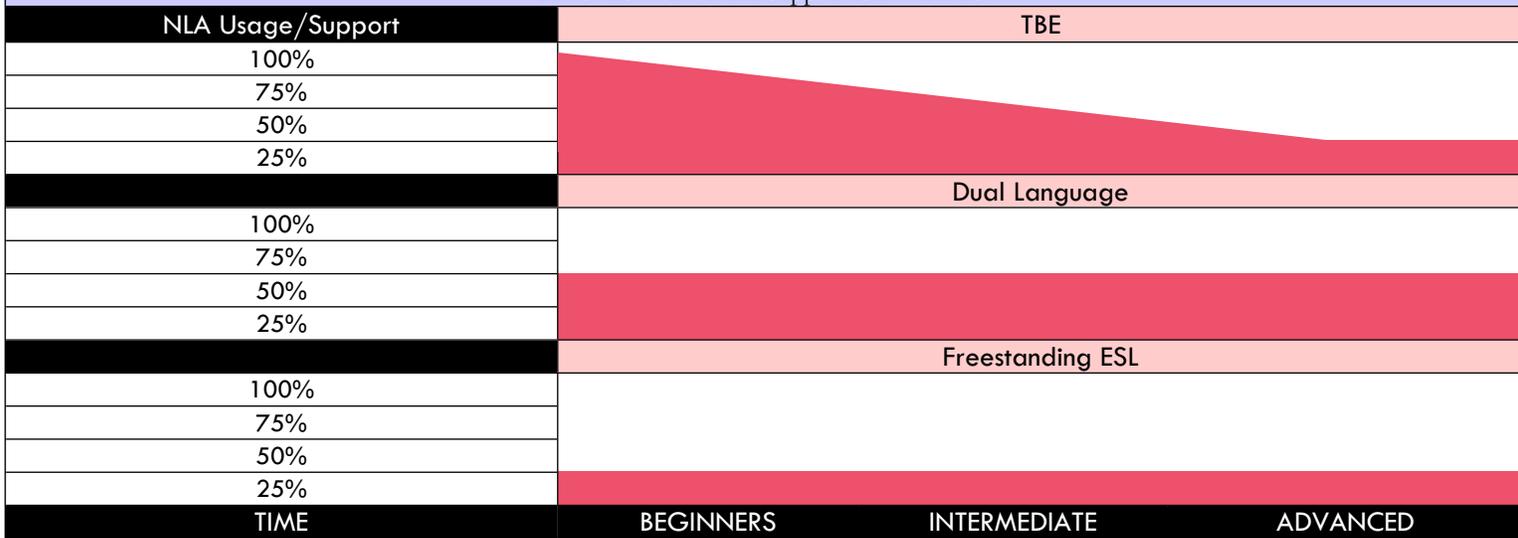
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

ELLs receive scaffolded instruction in all content areas. Visuals and texts are used especially for the beginners and intermediate level students. The students meet in small groups both in the classroom, in AIS or SETTS, during test prep session and during the extended day

according to individual needs. All intervention programs are offered in English.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ESL groups and receive explicit ESL instruction from certified ESL teachers. ESL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ESL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as our AIS, SETTS, summer school or Title III afterschool programs.

We have always used our Title III grant for academic support for our ELL population. We offer an after school program that focus on literacy and the arts. We will continue to offer this opportunity to our ELL students.

Our ESL programs are the same as last year and we have no plans to discontinue any of the programs or services that we offer to our ELL students.

During literacy instruction the following materials are used: big books, books on tape, word wall, morning message, poems, charts, letter/picture cards and smart boards. Monolingual and bilingual dictionaries are both used in the upper grades to help students understand content area material. The books used in ESL instruction- both in literacy and content area instruction- are aligned with the student's classroom instruction. Other materials are used for content area instruction such as math manipulatives and hands-on science materials. Children also have access to educational websites such as starfall.com, mathgames.com, and scholastic.com.

In the classrooms, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support when needed. Additionally, in the upper grades, students are allowed and encouraged to use a bilingual dictionary, either in paper or computer form, to assist them with language translation when needed.

All of our resources and support services align with our ELL student's grade level and are age appropriate.

Currently, we have no activities in place before school starts for our newly enrolled ELLs.

Being an elementary school, we do not offer any language electives for our students.

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)?

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.

ESL teachers attend professional training with the network support specialist. In addition, ESL teachers, along with classroom teachers and administration attend Teacher's College workshop days and Study groups focusing on ELLs and their needs. Many workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as on other staff development days are shared among the classroom teachers. The classroom and ESL teachers plan collaboratively on common preps in order to align the English Language Arts standards with the ESL standards. They also use NYSESLAT scores to drive instruction. Classroom teachers are given advice by the ESL teachers on how to assist ELLs in the regular classroom by scaffolding lessons. The ESL teacher provides support to the classroom teacher and shares information gathered at workshops.

We have also formed Inquiry Groups around ELLs and their needs. Teachers and administration have met and planned with network specialists during the inquiry process. This information is used to drive instruction and to develop better understanding of our ELL learners and their needs.

Additionally, there are monthly grade meetings for literacy and math where differentiated strategies are discussed with the classroom teachers. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.---

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?

Parent involvement in our school is excellent. This past year we had 100% return of our school survey by the parents.

Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to help with trips and other school events. Parents, including those of our ELL students, accompany classes for our community service projects, such as the Intergenerational program with a local Nursing Home.

There are several parents of ELLs and former ELLs that assist with translations for meetings and at conferences.

In addition, the school brings in translators for the Parent Teacher Conferences held in the fall and in the spring.

We look at our community and our school population to determine the greatest needs of our parents. We provide social, economic help and academic workshops in an effort to address the needs of our community.

Our school partners with several agencies and community based organizations to provide workshops and services to our ELL parents. We have offered the parents the opportunity to take classes in several different areas. We partnership with the NYPD, FDNY, Colgate Bright Smile, Health Plus, Learning Leaders, Penny Harvest and City Harvest Food. Through this partnership we are able to provide many opportunities for the parents of our ELLs.

The NYPD offers the New Immigrant Outreach Program which offers services for the parents such as legal consultation and fingerprinting identification for the children. The FDNY has held CPR classes for our parents. Colgate Bright Smiles offers free screening for our students and provides them with information about dental care. We have held workshops on health issues and health insurance with Health Plus. The Learning Leaders offers tutoring for our ELL students who need extra support and cannot pay for tutoring themselves.

Our Parent to Parent link is organized by our parent coordinator in coordination with other schools in our district. Through this relationship we have been able to offer workshops for our ELL parents and their children with special needs. Workshops held have been on some of the following issues: Legal issues, knowing your rights as parents, ways in which to help their children at home, learning about and understanding the IEP, information on testing and testing accommodations, and information on middle school and making the transition into middle school easier for their children.

Our school provides many parent workshops throughout the year to assist families in a variety of ways. The ideas for our workshops are sometimes generated by the parents themselves in the form of evaluations or suggestions for workshops.

We hold workshops on test taking strategies. We have offered Test prep for parents in ELA, Math and Science. We have literacy workshops, effective discipline workshops with a bilingual social worker, E.P.I.C workshops on Reading Success. We have provided ESL classes for parents along with workshops on homework help. We've had a Saturday program on Heart Health and nutrition for parents and families.

Our Dollar Days and Coat Drives provide an opportunity for the parents to purchase clothes and coats for their families at a small cost, or in

many cases no cost. The school also partners with a local woman's shelter to provide food and supplies for those families in need.

We have a monthly family night, open to all of our parents. The events are well attended by families of our ELL students. Some of our family nights include: Bingo, Movie night, Student of the Month celebrations, Family games, and workshops in Art and Literature.

.This year, we have partnered with Carnegie Hall to give both the students and the parents an opportunity to enjoy and have access to the rich culture and world of music offered through this institution.

Our school continues to look for new and exciting ways to involve our parents in the education of their children, in and out of the school building.

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)	18	16	6	6	5	5	0	0	0	0	0	0	0	56
Intermediate(I)	14	12	9	10	6	8	0	0	0	0	0	0	0	59
Advanced (A)	11	9	8	4	4	9	0	0	0	0	0	0	0	45
Total	43	37	23	20	15	22	0	0	0	0	0	0	0	160

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	2	1	0	7

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	0	6	6	0	6	22
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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		0						
Chinese Reading Test								

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

The patterns across proficiency levels and grades show that most of our kindergarteners come to school as beginners, who by the end of their first year progress to the intermediate or advanced level of language acquisition. They move through first and second grades building competencies and by the end of the third grade most of those students test out of the ESL program.

In the upper grades most of our ELLs are those students who have transferred into our school as newly arrived students. Currently, 35 % of our students are beginners, 37 % are intermediate, and 28 % are advanced.

The majority of our ELL students are concentrated in the Kindergarten and Grade 1. (K is 27% and Grade 1 is 23%=50%)

In the early grades (K-1) most of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds.

As students move toward the advanced stage of language acquisition we see that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language. Their academic language skills are building and they are becoming more independent in the class. Finally, as students reach fluency, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age.

Of the current ELL students, 95 students were tested in the NYSESLAT this past spring.

Based upon the NYSESLAT results from these tests, the strongest strand that the children are performing at was listening/speaking for most of them.

The only child in kindergarten who took the NYSESLAT last year scored at a beginning level in all modalities.

In first grade, 64% of the students were at advanced and at proficient levels in listening/speaking (32% +32%) while almost 40% are performing at the intermediate level in reading/writing.

In the second grade, 67% of the students are performing at the advanced and at proficient level in both listening/speaking. (57% +10%)

They performed at a combined percentage rate of 57% in reading/writing at advanced and proficient levels. (36% + 21%)

In the third grade, a combined 60% of the students are advanced or proficient in listening/speaking. (20% + 40% respectively)

In reading/writing, the same 60% are performing at an intermediate level.

In the fourth grade, 81% of the students are at the advanced or proficient level in listening/speaking.

There are 36% of fourth graders who are performing at the advanced level in reading/writing with no one at proficient levels.

In the fifth grade, 76% of the students are performing at the advanced and proficient level in listening/speaking

while 42% are performing at the advanced level and the proficient level in reading/writing. (38%+4%)

The NYSESLAT data shows that the proficiency levels in Speaking and Listening are higher than in Reading and Writing across all grades. Additionally, as the students progress through the grades, there is a greater difference between the percentages performing at advanced and proficient levels in Listening/Speaking and in Reading/ Writing. Clearly, in general, Reading and Writing are the weakest areas for our current population of ELLs.

Because the students' weakest area was reading/writing, our school's Inquiry Team focused on reading comprehension and vocabulary development for upper grade ELLs to aid instruction in content area development. We continue to work to identify our ELL students and

target their individual needs. As a result, we group children by level and language needs as much as possible.

Many grades are using the Foundations program to help children with reading skills. We will continue to cluster children into classes on each grade by proficiency in order to individualize instruction and to provide push in support for the ELL students within their classrooms.

The students' progress is monitored by using the Teachers' College (T.C.) Assessments. Teachers go onto TC PRO and ARIS programs to analyze the data of their students.

On the most recent T.C Assessments, the Current Reading Levels for September 2010, the students scored as follows:

In the first grade, 61.18% of all first grade ELLs scored level 1, 13.64% scored level 2, and 18.18% scored level 3. There were no students who performed at the level 4.

This data is consistent with the NYSELAT findings since 43% of the ELLs are beginners, 32% are intermediate and 24% are advanced level ELLs.

Of the 74.82% of level 1 and 2 students on grade one, 75% of them are beginning and intermediate level students. The remaining 24% are advanced level learners who are scoring at 18.18% a level 3.

In the second grade, 89.47% of all second grade ELLs performed at level 1, 5.26 % scored level 2, and 5.26% scored level 3. Of the 94.73% of the ELLs on grade two performing at levels 1 and 2, 65% are beginning and intermediate level students. The remaining 35% of the students are advanced level learners who are performing at 5.26% level 3.

In third grade, 75% of all third grade ELLs scored level 1, 18.75 % scored level 2, and 0% scored level 3 and 6.25% performed at level 4.

Of the 93.75% of the third grade ELL students performing at level 1 and 2, 80% are beginning and intermediate students. The remaining 20% of students are advanced level learners who are scoring at 6.25% level 4.

In fourth grade, 83.33 % of all fourth grade ELLs, scored at level 1, 16.67% scored level 2, and 0 % scored level 3 and level 4. Of the 100% scoring levels 1 and 2 in the fourth grade, 77% are beginning and intermediate level learners. The remaining 22% of students are advanced level learners who are scoring levels 1 and 2 also.

In fifth grade, 93.75% of all fifth grade ELLs scored level 1, 6.25 % scored level 2, and 0% scored level 3 and level 4. Of the 100% performing at level 1 and 2 in the fifth grade, 58% are beginning and intermediate level students. The remaining 42% of students are advanced level learners who are performing at level 1 and 2 also.

Overall, these results are consistent with the reading scores on the NYSELAT as well as the ELA results, which show that reading is the most difficult modality for most students. Looking at the data, it becomes clear that as the students move up in grades, the disparity between reading level and ELL level becomes greater. The reading levels seem to plummet and our advanced level learners are not performing on grade level on standardized reading assessments.

While this information is sobering, it is typical. In addition to the academic demands becoming greater as students move up in the grades, ELL students usually display lower scores on standardized tests, particularly reading tests, compared to non-ELLs. It appears that these assessments are directly reflecting that trend.

To help students improve their reading skills and increase their academic language needs we provide small group instruction, utilize components of balanced literacy that include guided reading and shared reading, and remedial help when necessary. We also scaffold instruction in the content areas to make it comprehensible for our ELL students. Teachers use visuals, realia, smart board and the internet to assist both teacher and students before and during instruction.

Our school does not administer the ELL Interim Assessments because they are not mandated.

All ELLs who have been in this country for at least one year must take the ELA exam. On this exam the results are as follows: Of the current fourth graders, who were tested last year as third graders, 57% scored at level 1, 28% scored a level 2 and 15% scored at level 3. No one scored level 4.

Of the current fifth graders, who were tested last year as fourth graders, 37% scored at level 1, 63% at level 2. No student scored at either level 3 or at level 4. The test is only given in English.

The other state test administered to the ELLs was the New York State Math Assessment.

Of the current fourth graders, who took the test as third graders, 60% scored level 2, 40 % scoring at level 3.

No students scored a level 1 or a level 4.

Of those students tested, 30% of the students took the test in their native language.

The current fifth graders show similar trends in their testing pattern., with a majority of the students performing at levels 2 and 3.

Of the fifth graders, who took the test as fourth graders, 5% scored a level 1, 30% a level 2, 50% a level 3 and 15% a level 4.

Of those students tested, 60% took the test in their native language.

Twenty-two of our ELL students took the NYS science test last year.

Of the twenty-two, 0 (0%) scored on Level 1, 4 students (18%) scored a level 2, 12 students (54%) scored a Level 3, and 6 students(18%) scored a Level 4.

12 students, representing 54% of the ELLs who took this test, were administered it in their native language.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population. Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math/science background so they did well regardless of their English proficiency level.

In addition to being given the opportunity to take and respond to the Science test in their native language, the students were able to manipulate the materials during the Science exam and draw conclusions from their work. Although there was a focus on reading in this test, there was also a practical nature to the test that seems to have helped our students score higher scores than on the ELA.

More focus is needed on academic language and reading word problems, especially among children with weak literacy skills in both languages, because this may be a factor contributing to their low test scores in all testing areas.

Administrators, ESL teachers and classroom teachers of ELLs are all aware of the NYSESLAT, ELA, Math, Science and TC Assessment results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language.

About 40% of the students who tested in their native language scored at least level 3.

Scores were similar to those who tested only in English, but many of those students who scored at level 3 were advanced level learners.

The native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. They can also read books in their own language or bilingual books. In the Pull-Out program the non-English children can be paired with another child who speaks the same language. In the Push-In program the child can sit at the same table with buddies who are more proficient in English who also speak the same language.

We evaluate the effectiveness of our programs by looking at all the data available. We look for growth on the NYSESLAT from year to year. We assess gains on the reading and math tests, as well as look at the performance on other state tests. We examine the performance of our students within the class, both on standardized assessments and in every day informal assessments, in conjunction with their teachers. We look for our students to be reaching the benchmarks that are age and grade appropriate. We are constantly self-evaluating and trying to improve our practices by knowing our students well and providing them with the service that is specific to their learning needs.

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.

Additional Information

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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		10/14/10
	Assistant Principal		10/14/10
	Parent Coordinator		10/14/10
	ESL Teacher		10/14/10

	Parent		10/14/10
	Teacher/Subject Area		10/14/10
	Teacher/Subject Area		10/14/10
	Coach		10/14/10
	Coach		10/14/10
	Guidance Counselor		10/14/10
	Network Leader		
	Other		