



PS 41Q THE CROCHERON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q041
ADDRESS: 214-43 35TH AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 41Q **SCHOOL NAME:** Crocheron School

SCHOOL ADDRESS: 214-43 35th Avenue Bayside, NY 11361

SCHOOL TELEPHONE: 718-423-8333 **FAX:** 718-423-8362

SCHOOL CONTACT PERSON: Sari Latto **EMAIL ADDRESS:** slatto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Plakas

PRINCIPAL: Sari Latto

UFT CHAPTER LEADER: Cindy Phan

PARENTS' ASSOCIATION PRESIDENT: Kim D'Angelo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 2.05

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

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
Sari Latto	*Principal or Designee	Signature on file
Cindy Phan	*UFT Chapter Chairperson or Designee	Signature on file
Kim D’Angelo	*PA/PTA President or Designated Co-President	Signature on file
	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	
Teresa Pan	Member/Parent	Signature on file
Julie Douveas	Member/Parent	Signature on file
Maria Plakas	Member/Parent	Signature on file
Irene Fennell	Member/Parent	Signature on file
Arlene Levine	Member/Teacher	Signature on file
Tara Rutigliano	Member/Teacher	Signature on file
Tomi Sinrich	Member/Teacher	Signature on file

* 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. 41 is located in Bayside, Queens. When speaking with parents and teachers, you often hear that people are very happy with the strong community feeling found at our school. Our experience continues to be that people are eager to go out of their way to support and strengthen this school in any way possible. We educate approximately 500 students in grades K-5. This year we have 21 classes, four of which are ICT classes. There are Smart Boards and document cameras in all of the classrooms which allows for a high level of technological engagement.

An increasing percentage of our students have Individualized Education Plans and receive one or more of a full continuum of services including: special education teacher support, occupational therapy, physical therapy, counseling, and speech and language therapy. We have a full time Special Education teacher for our SETSS program who also serves as our IEP teacher. We also have four special education teachers co-teaching in our ICT classes. Additional Academic Intervention Services are provided to students in all the grades. Our program consists of extended day time which is available to all students who need extra help in any curriculum area. Students are recommended for AIS by teachers as a result of various data including Math and ELA assessments and teacher observation. Our AIS reading teacher helps students by pushing into their classes once or twice a week. Our AIS math teacher provides support by working with small groups.

From February through April – prior to the NYS tests – we offer a series of after school prep sessions designed to meet the individual needs of students struggling in ELA and/or Math. Students are recommended by their teachers based on relevant data. Additionally, we have an online subscription to StudyIsland.com, a website that our students in grades 3-5 students have access to. The site offers a myriad of ELA and Math practice activities as well as games to support skills at individual levels.

About 3% of our students are English Language Learners, speaking mainly Korean, Chinese and Spanish. These students are taught English in language-rich environments by both their classroom teachers and our ELL teacher. The children meet with our ELL teacher, in small groups, for either 180 or 360 minutes per week depending upon their facility with English as determined by the LAB-R or the NYSESLAT.

Our faculty also includes an assistant principal, a literacy coach, physical education, technology, science, art, library, and music teachers. We also have a psychologist, social worker and reading teacher.

Our students also enjoy involvement in the arts. Our full time music program offers all students music throughout the year. We also have a 4th and 5th grade band and chorus. All of our students experience dramatic arts through partnerships with Young Audiences and our 5th grade students participate in ballroom dancing through American Ballroom Theater's Dancing Classrooms. Our art teacher hosts an annual gallery art show. Additionally, our technology teacher works with student reporters to publish a school newspaper. Our physical education teacher coaches our girls and boys basketball teams. Our science teacher organizes a science fair for all students.

We also provide enrichment clusters across the grades and a special "Apprentice" pull-out program for our highest achieving students in grades 3-5. "Apprentice" students engage in challenging activities and ultimately complete a research project of their choosing. We offer a pullout enrichment program in reading

and math. Additionally, we have a student/parent “Breakfast with Books” club where our literacy coach leads discussions about books.

Our students also partake in many charitable endeavors throughout the year for UNICEF, The Foundling Organization, Quest for Peace, City Harvest and Ronald McDonald House. We also collect money for victims of crises like the earthquake in Haiti. During the holidays we make dolls for children who are hospitalized. All of these activities fall under the criteria of “NYC Service”, a new NYC initiative.

Our very active PTA supports many programs for our students: movie nights, ballroom dancing, Bronx Zoo trips, Halloween party, International Night, holiday and Mother’s Day sales, Self-Sustaining after school program, graduation planning, school garden, bi-monthly newsletter, yearbooks, Student of the Month and a PTA web site. The support and involvement of our parents is one thing that makes PS 41 such a successful learning environment.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 041 Crocheron								
District:		26	DBN:	26Q041	School BEDS Code:		342600010041			
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		95.6	96.8	TBD			
Kindergarten	72	87	81	Student Stability - % of Enrollment:						
Grade 1	84	75	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 2	70	78	79		96.5	96.0	TBD			
Grade 3	87	81	72	Poverty Rate - % of Enrollment:						
Grade 4	61	88	86	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 5	53	59	91		21.2	18.0	31.2			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 8	0	0	0		0	0	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		0	1	2			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Total	427	468	504		0	1	2			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	9	12	25	Superintendent Suspensions	0	0	TBD			
Number all others	30	32	36	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Early College HS Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		0	0	0			
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# receiving ESL services only	32	27	40	Number of Teachers	26	30	TBD			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	9	Number of Administrators and Other Professionals	3	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	92.3	100.0	TBD
				% more than 2 years teaching in this school	69.2	63.3	TBD
				% more than 5 years teaching anywhere	69.2	56.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	92.0	90.0	TBD
American Indian or Alaska Native	0.0	0.2	0.0		100.0	100.0	TBD
Black or African American	2.8	1.7	2.6				
Hispanic or Latino	14.3	13.0	12.7				
Asian or Native Hawaiian/Other Pacific Isl.	42.9	43.2	43.1				
White	40.0	41.0	38.3				
Male	55.3	54.9	54.6				
Female	44.7	45.1	45.4				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	96			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	14.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals		
School Performance:	21.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	58.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

After a comprehensive review of The Learning Environment Survey from 2009-2010, the 2009-2010 NYC Progress Report, The Quality Review from 2007-2008, ARIS reports and Inquiry Team research, we have found that P.S. 41 is a wonderful educational environment that is continually raising the bar and providing new and rich opportunities for its students. We are in a constant state of self reflection and always looking to enhance and improve our educational program.

Our greatest strength lies in the capacity of our school to work together as a team in accomplishing whatever goal we set for ourselves. Staff and parents alike are often single minded in our work together to improve upon programs at P.S. 41. To quote from our 2007-2008 Quality Review:

- "Staff enjoy a highly productive partnership with families with whom they work closely."
- "Teaching is stimulating and engaging, building very successfully upon the interests and motivation of students. The curriculum provides a significant range of opportunities for students to realize their potential."
- "Students enjoy coming to school, they feel safe and cared for."
- "Parents are very pleased with the way in which the school treats them as partners in the education of their children."
- "There is a high level of mutual trust and respect around the school."
- "As one teacher remarked, 'We celebrate, we laugh, we cry together; the school is a family; it is unusually cohesive.' In a similar manner students get on very well with each other, being both considerate and helpful."
- "Parents talk about the "family atmosphere" as being the reason for their strong association and commitment to the school."

Teachers continually work together to plan and parents give freely of their time and money to enhance the school. Another strength to note is the stability of our staff and our student body. This is apparent when analyzing the data embedded in our CEP document. While we had a small turnover in staff recently, it was due to a few retirements and growth in our special education population. Prospective teachers are interviewed and observed by a committee made up of the principal and teachers. This ensures that the values and goals of the candidates meet with our own.

One of the greatest accomplishments of the last couple of years has been our commitment to differentiating instruction and supporting the needs of our students across a wide spectrum of

strengths and weaknesses. We have a multitude of programs that address all of these needs. In addition to extended day services to children, we also offer after school small group instruction, push-in services in ELA and pull-out services in Math. Children are offered at-risk services for all special education related needs which meets with our goal of reducing referrals to special education process. We also have Enrichment Clusters in which students select classes to study based on personal interest such as Digital Photography, Painting Like The Masters, Greek Mythology, Cartooning, Advertising, Sign Language, Portraiture and Lego Engineering. We have an enrichment pull out program for students in grades 3, 4 and 5 who have been identified by a variety of criteria including test scores, teacher recommendations, special assessments and Renzulli scales (developed by Joseph Renzulli, a respected educator in the field of gifted education). We also have small study groups for students who excel in math and reading.

Another area of accomplishment has been our dedication to affording children opportunities in the arts. Our full time music program, our visiting dramatic arts teacher, our part time visual arts teacher and our American Ballroom Theater residency have provided a well-rounded program for our students.

In analyzing our 2008-2009 and our 2009-2010 test scores in ELA and Math we noted several things.

- It was difficult to compare these two years because of the myriad of changes that took place. The standards were raised in 2010 and the threshold scores for proficiency levels were increased. This had the greatest impact on our students who had previously met the minimum requirements for a level 3 proficiency in both Math and ELA.
- In 2010 our peer group was changed as a result of the high scores that we received in 2009 which has a great impact on Progress Report scores.
- Student progress in 2010 is now measured in median growth percentile rather than average change in student proficiency.
- Despite the changes, we are pleased to note that we are amongst the highest performing schools in the city and earned our third "A" in a row on our Progress Report.
- In 2009, 96.9% of our students earned a level 3 and or 4 proficiency in ELA.
- In 2009, 99.6% of our students earned a level 3 and or 4 proficiency in Mathematics.
- In 2010, 83.5% of our students earned a level 3 and or 4 proficiency in ELA.
- In 2010, 95.9% of our students earned a level 3 and or 4 proficiency in Mathematics.
- In 2010, our median growth percentile in ELA was 73%.
- In 2010, our median growth percentile in Mathematics was 79%.
- In 2010, 100% of our fourth graders passed the NYS Science Test with a predominance of level 4 scores.
- In 2010, 100% of our fifth graders passed the NYS Social Studies Test with a predominance of level 4 scores.
- A key goal is for us to improve upon our growth percentiles in ELA and Math.
- Another key goal is to increase the percentage of students achieving level three proficiency in both ELA and Math.

In keeping with our study of the new Common Core State Standards the inquiry work of our teacher teams has determined that there are two areas that require our immediate attention. One is to teach students how to solve mathematical problems more efficiently in an organized, sequenced and appropriately labeled way. We believe that if children can communicate their ideas better it will lead to a deeper mathematical understanding. The other is to develop the inferential skills that are necessary to strengthen and build reading comprehension. In order for a child to truly understand what s/he is reading it is essential to understand the author's purpose, to determine the character's motivation and to recognize what is implied not just what is stated. A deep focus on read-alouds, small group work, individual conferences and meaningful use of data will aid us in this endeavor.

We also celebrate the success of our vocabulary program called *Elements of Reading* by Isabel Beck. Teachers throughout the school have noticed the students' excitement in the integration of the new words they are learning throughout their lessons and activities. We expect that this steady increase in vocabulary acquisition translates into increased comprehension in the students' daily reading.

One of the barriers to our success with struggling students is the fact that many of the students who can benefit from the extra help afforded by our extended day are not being brought to school on time or consistently. This 37.5 minutes of small group instruction is a very valuable time for students to catch up and/or have intensive one on one instruction.

One of the elements that is critical to the success of our student body is the cohesiveness of teachers on each grade level. They've always planned units of study together and now they are working specifically to address the two previously mentioned areas of concern. This work is accomplished during lunch time meetings and the newly instituted extended time on Thursday mornings.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1 Improve Reading Comprehension

By June 2011, students in grades K-5 will have increased their reading comprehension skills by utilizing inferential strategies as measured by students making at least one year's progress on the TCRWP Benchmarks for Reading Levels moving from A-Z.

Goal 2 Improve Mathematical Problem Solving

By June 2011, students in grade K-5 will have increased the quality of their mathematical problem solving abilities in both written and oral form as measured through a level 1-4 rubric by at least one level. The problem solving will be methodical, sequenced, organized and labeled and should therefore deepen the understanding of mathematical concepts.

Goal 3 Increased Use of Differentiated Instruction by Teachers

By June 2011, 100% of the teachers will have increased their utilization of differentiated strategies during their lessons with regard to process, content and products. The teachers will account for the frequency with which they differentiate via a journal.

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.

Reading-Comprehension

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grades K-5 will have increase their reading comprehension skills by utilizing inferential strategies as measured by students making at least one year’s progress on the TCRWP Benchmarks for Reading Levels moving from A-Z.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1-Teachers will model appropriate strategies for understanding how to infer what authors mean; naming big ideas in a story, summarizing the gist of the story, naming characters’ feelings, and naming why the characters do the things they do. 2-Teachers will confer with students, noting progress on an inference rubric which will be created by Teacher Teams along with student input. 3-Literacy coach will assist teachers as they develop and execute units of study around thinking as students are reading, e.g. thinking about why things happen, why the setting is important, and why characters talk and act in a certain way. 4-Literacy coach will attend monthly meetings with the network literacy specialist. They are studying comprehension and the building of vocabulary and accountable talk to raise the level of critical thinking and student learning. 5-Teachers will work on Teacher Teams to study why some students struggle with comprehension when their decoding skills are satisfactory. 6- During extended day program, teachers will work with struggling students to help them develop comprehension skills. 7-Literacy coach will host Breakfast with Books for parents and teachers to enhance comprehension skills. 8-AIS teacher will work with small groups to provide instruction in comprehension and decoding when indicated by assessments. 11- Kg and 1st grade teachers will use the Foundations decoding program with all students. 12 Parents are notified in writing of students’ reading level five times a year after TCRWP assessments take place.</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>Literacy coach F status \$20,805.. Contract for Excellence Read aloud books \$400..TL One Time Allocation Breakfast With Books \$1200 per session... TL FSF \$500 books...TL One Time Allocation AIS Comprehension and Decoding Materials \$2000...TL One Time Allocation AIS Literacy teacher \$76,622..TL FSF</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>Five times a year all teachers will assess students reading level in grades K-5 according to the TCRWP Benchmarks. Levels will be ascertained in September, November, January, March and June and entered online. Reports will be generated and analyzed. Projected gains will be one year's growth.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math- Improve Mathematical Problem Solving

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grade K-5 will have increased the quality of their mathematical problem solving abilities in both written and oral form as measured through a level 1-4 rubric by at least one level. The problem solving will be methodical, sequenced, organized and labeled and should therefore deepen the understanding of mathematical concepts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1-Teachers will improve their ability to assess students’ problem solving abilities by examining students’ work during conferences and Teacher Team meetings. 2- Teachers will work together in teams to adapt or create a rubrics that will measure the progress of students’ written and oral communication as evidence of students’ understanding of mathematical problems.. 3-Students will work in partnerships and small groups to solve problems and communicate ideas. 4- Students will share their explanations with the whole class or small groups. 5- Students will be expected to display and/or describe mathematical thinking. 6- Students’ work will be displayed in rooms and on bulletin boards. 7-Teachers will use Exemplar problems as well as problems embedded in their math program. 8-Teachers will model best approaches to communicate math concepts. 9-Mathematical vocabulary will be expected in communication, Type II (e.g explain, organize) and Type III (e.g. area, gram) words will be stressed and glossaries will be kept. 10-Enrichment/Remedial Math teacher will attend monthly meetings with network math specialist during which student work will be examined. Information will then be shared with staff. 11-Remedial math teacher will help students develop better problem solving skills as they learn new concepts and acquire math skills. 12-Enrichment math teacher will encourage students to stretch themselves as they communicate with partners to solve challenging problems. 13-Students will maintain math journals to show their growth. 14-Students will explain strategies while playing math games.</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>Substitutes for professional development \$1860..TL FSF Math remedial/enrichment teacher pull-out program \$76,622..DRA Stabilization Math text books and workbooks \$7827... NYSTL Textbooks</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>Teacher created rubrics will be used to determine student achievement as they assess student work for problem solving ability that is organized, methodical, sequenced and labeled. This will be done in October, December, February, and May. The expectation is for students to progress at least one rubric level by May. Students in 4th and 5th grade will show a five point growth percentile gain from the previous year in the NYS Mathematics test.</p>

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.

**Increased Use of Differentiated
Instruction by Teachers**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of the teachers will have increased their utilization of differentiated strategies during their lessons with regard to <u>process</u>, <u>content</u> and/or <u>products</u>.</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>Principal participates in a study group related to increasing differentiated instruction in the school. Teachers participate in a professional book study with <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> and <u>Differentiation in Practice</u> by Carol Ann Tomlinson. Teachers will attend professional development workshops on differentiation. Teachers will keep daily journals noting the differentiation strategies used. During Teacher Team Meetings, best practices will be shared and critiqued.</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>Professional Development substitutes \$4000..TL Child First Network Professional Books on Differentiation by Tomlinson \$1400..TL FSF</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>The teachers will account for the frequency with which they differentiate via a journal on a weekly basis. Informal principal observations on a monthly basis. One year growth on NYS ELA and Math test by 4th and 5th grade teachers.</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	8	4	N/A	N/A	0	0	0	0
1	10	6	N/A	N/A	2	0	1	0
2	9	6	N/A	N/A	2	0	2	0
3	8	10	N/A	N/A	5	0	2	0
4	13	7	2	2	4	0	3	0
5	14	6	2	2	5	0	4	0
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:	Classroom teachers work with small groups of students who struggle with comprehension, decoding or vocabulary. These sessions take place at different times, before school during the extended day, after school for ELA test prep, and during the day for two to three periods a week.
Mathematics:	Classroom teachers work with small groups of students who struggle with number sense, fractions, geometry, measurement and problem solving. These sessions take place at various times of the day; before school during extended day, after school for Math test prep and during the day for one period a week.
Science:	Classroom teachers work with small groups of students who struggle with Science curriculum. These sessions take place before the school day.
Social Studies:	Classroom teachers work with small groups of students who struggle with Social Studies curriculum. These sessions take place before the school day.
At-risk Services Provided by the Guidance Counselor:	<p>Parent Consultation and referral to community services. Short term counseling of children. Consultation with teachers that may if necessary lead to Special Ed referrals. Observations of students in class. Banana Splits program for children of divorce. Developing proper socialization skills. All services provided during the school day.</p>
At-risk Services Provided by the School Psychologist:	Child Abuse Liaison.... when necessary.
At-risk Services Provided by the Social Worker:	<p>Parent Consultation and referral to community services. Short term counseling of children. Consultation with teachers that may if necessary lead to Special Ed referrals. Observations of students in class. All services provided during the school day.</p>
At-risk Health-related Services:	Classroom teachers work with small groups of students who struggle with comprehension, decoding or vocabulary. These sessions take place at different times, before school during the extended day, after school for ELA test prep, and during the day for two to three periods a week.

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 2.05	District 26	School Number 041	School Name Crocheron School
Principal Sari Latto		Assistant Principal Joseph Ferrara	
Coach Florence Zaccaria		Coach type here	
Teacher/Subject Area Susan Kahan, SETSS		Guidance Counselor Marisa Sanfilippo	
Teacher/Subject Area Janice Chew, 3rd grade		Parent Kim D'Angelo	
Teacher/Subject Area Tomi Sinrich, 1st grade		Parent Coordinator Mary Bow	
Related Service Provider Sari Altmark		Other type here	
Network Leader Marguerite Straus		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	503	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	3.38%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

When new students enter P.S. 41 Q, parents/guardians are given a Home Language Identification Survey (HLIS) to fill out and an informal oral interview in English by the ESL teacher, Maria D'Amelio. Based on the responses of the HLIS, the student is given the LAB-R. Based on LAB-R results, students are placed in ESL according to grade and level of proficiency. The students who took the NYSESLAT the previous spring, and are still eligible for ESL instruction, are grouped according to grade and level of proficiency as well.

At the beginning of the school year letters are sent to parents in their home language. Non Entitlement letters are sent to those who have passed out of the ESL program. Continued Entitlement letters are sent to those students who have not mastered proficiency level. For new eligible students, Entitlement Letters, Parent Surveys and Program Selection forms are sent home, and then returned to the school. Parents attend an initial orientation during which a DVD titled, "Orientation Video for Parents of Newly Enrolled English Language Learners" is shown describing the options and programs available. Interpreters are provided along with the video being presented in various languages. In District 26 there are no Bilingual or Dual Language Programs, therefore all parents opt for the ESL Program and remain in our school. All forms are ultimately returned as ESL makes continuous contact through calls and letters.

After reviewing the Parent Survey and Program Selection forms over the past few years, it indicates that the parents at P.S. 41Q have requested our English as a Second Language (ESL) Program. This trend has been consistent and continues for the 2010-2011 school year. Our program is aligned with parental request, as parental choice and options are always respected and fulfilled as per guidelines, Included in this orientation is an explanation of the State Standards and how we align our instruction according to these standards. We also explain to the parents the new assessments and present a general overview of the ESL Program. This meeting is held in late September and repeated throughout the school year and is repeated for new incoming students. In addition there are on-going opportunities for ELL parents to visit our school, confer with staff, and attend Parent Workshops. Throughout the school year, letters are sent home in the native language of the family and interpreters are provided for Parent/Teacher Conferences and any meetings held on school grounds.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	4

SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12		1	4		2	1		1	17
Total	12	0	1	4	0	2	1	0	1	17

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number): African-American: _____ Asian: _____ Hispanic/Latino: _____ Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		1	2	1									6
Chinese		3		1		3								7
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean				1		1								2
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	3	4	1	4	1	4	0	17						

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.

At P.S.41Q, we use a Free Standing ESL Pull-Out model of instruction. All students are taught in English. Students have successfully moved through the program within two to three years and have proven to achieve the standards set for all students. We use a partial push in model for science four periods per week; two periods in a third grade ICT class and 2 periods in a 5th grade general education class. In our school we service ELLs according to state regulations. Beginning and Intermediate Level ELLs receive 360 minutes of instruction weekly. Advanced Level ELLs receive 180 minutes of instruction weekly.

Our ESL strategies are infused into content instruction. ESL methodology and instructional strategies are used to provide academic subject instruction to ELLs in achieving the state designated level of English Proficiency for the grade. Our expectations for our ELLs are to meet and exceed State and City standards.

The students are grouped heterogeneously for targeted areas of instruction. They participate in small group task orientated situations that guide the production of academic language in Math, Science, and Social Studies.

Ongoing assessment strategies are used to determine movement through content standards. Our lessons are designed to meet the standards while there is differentiation for students' needs. Content area instruction is supported by instructional materials of appropriate quality and aligned to the standard teaching materials. These materials include Scott Foreman Language Development Program that includes a text and activity book according to levels. Longman's Spin which incorporates grammar, vocabulary, and writing as well as Longman's Picture Dictionary with songs and chants by Carolyn Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Areas. This program has a workbook, content readings, content chants, worksheets, cassettes, and word and picture cards. We also use Rigby's, Literacy Tree for teaching thematic units. Mondo's, Let's Talk About It uses charts with colorful pictures to help students learn how to interpret the ideas of others as they read text. Students then begin to join in with the shared reading and begin to self correct to maintain accurate meaningful comprehension. Readers Theater is for all levels and age groups. It enhances vocabulary and develops fluency and expression by practicing text at an appropriate reading level. Additionally, we offer several web –based opportunities that address individual needs. Computer programs such as Language Links by Laureate is a computer based intervention software that offers many advantages to the students. It provides highly structured interactions needed to illustrate formal aspects of language. This program is not used in isolation; it is used with listening, reading, and writing components in order to reinforce the acquisition of a particular skill. The program includes a feature that allows the teacher to use pre and post tests helping her evaluate the individual student. Our most significant tool is Study Island. Com which allows the teacher to create individual assignments based upon the level of the child. The teacher is able to monitor their progress throughout the year. All work is customizable and incentives are built in. Once the child reaches a certain level of achievement, it unlocks games to reinforce work they have just been taught. For Example: Students needing additional support with specific strategies, such as sequence of events, the website allows for the teacher to focus on only those individual needs.

We do not any SIFE students enrolled in our school at this time.

We have designed an instructional program which meets the individual needs of long term ELL's as well as ELL's in the program 4-6 years to help them achieve proficiency. We use a program called Mondo with specific emphasis on components that target the intermediate and advanced level students. It helps build vocabulary, address oral and reading fluency, integrates oral language with the writing process, and allows for opportunity to interact on a one to one basis. It elicits descriptive words and phrases using large pictures similar to those on the NYSESLAT. Additional support services may be utilized to facilitate the educational growth of these students including AIS (before and after school), Title III ELL Academy and the summer program which services students from from second to fifth grade.

The present and former ELL students receive the appropriate test accommodations on all formal state tests, as well as, informal classroom tests. Former ELL students receive this accommodation for two years.

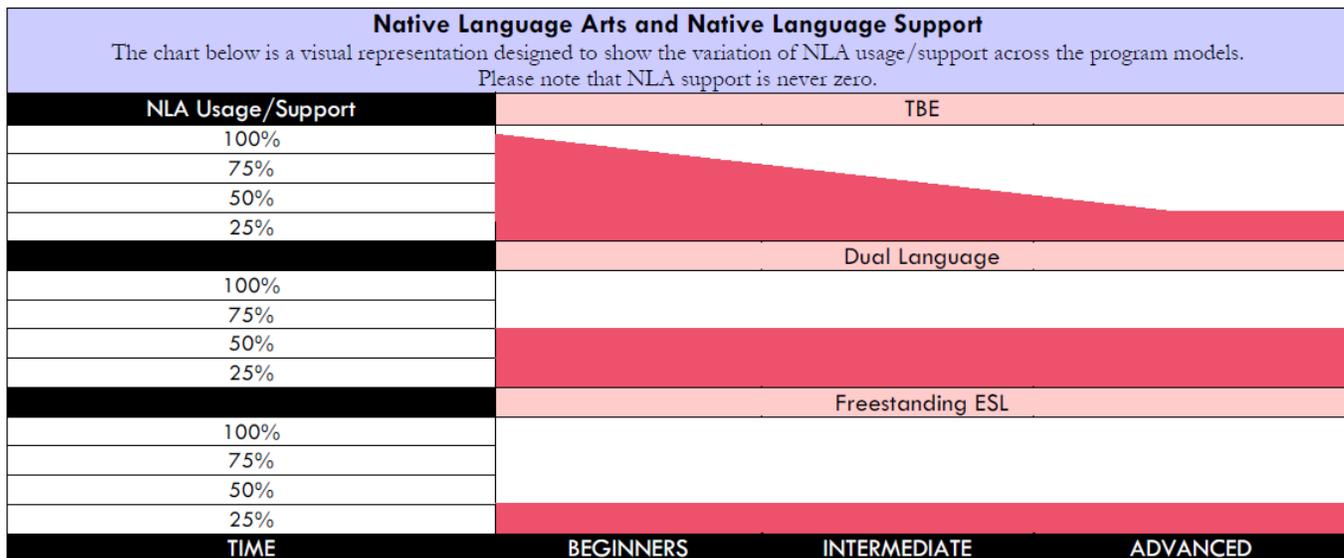
Newcomers to the school are put into the appropriate level according to the LAB-R results. They are helped to assimilate to our English

program through the use of picture cards, picture dictionaries along with CD's and corresponding workbooks, chants, books on tape, basic phonics (regardless of the grade), and TPR (Total Physical Response) techniques.

The needs of Special Education ELL children are met according to their IEP. At our school ELL's can receive additional support services i.e. Resource Room, Occupational Therapy, Speech and Language, Physical Therapy, and School Guidance Counselors. They also receive AIS instruction in ELA and Math during the day, as well as, before and after school.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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 all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Targeted intervention for ELL's consists of receiving additional help in the form of AIS instruction, both during the day, during the extended day, and in after school AIS programs in math and reading. They participate in these services along with students who are proficient in English. Some of the programs include Mondo, Let's Talk About It, which uses which uses charts and pictures helping students to interpret the ideas of others as they read text. Reader's Theater which is used for vocabulary and content area learning. We also use Longman's Spin, which incorporates grammar, vocabulary, and writing, as well as, Longman's Picture Dictionary, with song and chants by Caroline Graham. Another program that we use is the Oxford Picture Dictionary for Kids and for the Content Area. This program has a workbook, content readings, content chants, worksheets, cassettes, and picture cards. Scott Foresman Language Development Program includes a text and activity book according to levels. Lastly, we use Rigby's Literacy Tree for teaching thematic units.

The plan for continuing transitional support (two years) for ELL's reaching proficiency on the NYSESLAT is by continuing targeting instruction with materials aforementioned, in addition we use Getting Ready for the NYSESLAT by Attanasio and Associates which addresses the four modalities, listening, speaking, reading and writing.

New programs and on-going programs that have been implemented for the school year are, Isabel Beck's Elements of Reading for Vocabulary grades K-5, Study Island grades 3-5, Dramatic Arts Program; a collaboration with Young Audiences, American Ballroom Theater for grade 5, Breakfast with Books, International Night, Science Fair, Band and Chorus, Basketball Team for grades 4&5, and CIA (Crocheron Interest Academy).

No programs will be discontinued for our ELL population.

All ELL's are afforded access to the self sustaining programs, which include , LEGOS, Sports, Painting, Arts and Crafts, and Knitting, Yarn Craft, and Computer activities..

Instructional materials used to support ELLs includes Curriculum Associates for Primary Grades, a series of books with rhyme and repetition that includes things to talk about and things to do. Celebration Press Words Their Way-levels K-5, helps children practice weekly words with daily activities. Saddleback Educational Publisher, Basic English Grammar, provides basic instruction in the eight parts of speech as well as the standard patterns of English sentences. In addition, we also use the books and materials previously mentioned in Part III Programming and Scheduling Information.

Native Language Support is delivered in our ESL program model by encouraging students to express themselves through writing in their native language, sharing books and tapes in their native language and incorporating diversity and celebrating all cultures.

Required support services and resources correspond to ELLs ages and grade levels.

Upon registration, the parent and student are given a school tour by our Parent Coordinator and ESL teacher. During this time all available programs and services are presented.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

At lunch meetings throughout the school year, the ESL teacher is given an opportunity to speak to the school leadership and teachers. These meetings help the teacher assess the progress and plan for the needs of our ELL's. Our school also holds monthly Articulation Conferences between the ESL teacher and the Classroom teachers to see how our ELLs are progressing by using periodic Assessments and classroom work. Using these Periodic Assessments we can target the students' weaknesses and strenghts and use this information for our planning.

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?

At P.S. 41 parent involvement is encouraged throughout the school year. We provide translations for our non-English speaking parents with information regarding special events in the school and the school community. During our International Festival our ELL parents are involved with cooking foods from their native countries, wearing their native costumes, and choreographing songs and dances from their culture. P.S. 41 participates in Community Based Organizations providing workshops to our ELL parents. All notifications of workshops are distributed in various languages.

The needs of ELL parents are evaluated through ongoing communication with our Parent Coordinator and ESL teacher by addressing their concerns and their needs. If necessary, bilingual parents are called upon for translation. Throughout the school year letters are sent home in the native language of the family to inform them of any events or meetings taking place at our school.

Parental involvement activities include participation in various classroom event; story time, Thanksgiving, during that time any questions/concerns are addressed.

Our PTA invited Korean parent involvement by encouraging a Korean parent to become the co -president. She brings in many parents to the meetings due to a new comfort level.

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)	2	1	1	0	0	2								6
Intermediate(I)	0	2	0	2	1	0								5

Advanced (A)	1	1	0	2	0	2								6
Total	3	4	1	4	1	4	0	0	0	0	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	0	3	1	0	4
5	0	3	4	0	7
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	0	0	1	0	1	0	0	2
4	0	0	0	0	1	2	3	0	6
5	0	0	0	0	2	1	3	2	8
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	0	0	1	1	2	2	6
8									0

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

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

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

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

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

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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.

At P.S. 41Q, our school uses TCRWP Assessment Pro to assess the early literacy skills of our ELL's. All 17 of our ELL's are at either level 1 or level 2 proficiency in reading. These ELL students need to be supported in small group and individual instruction in their classrooms as well as in the ESL class. They are offered Title III after school services as well as extended day classes.

In Kindergarten 29 students were tested with the LAB-R, only two qualified for our ESL program. Of these two students, one is a (1) Beginner, and one (1) Advanced. A definite pattern was present. All 29 students who were tested scored at a higher proficiency level in the Listening and Speaking section then in the Reading section. In spring 2010 NYSESLAT, eight Kindergarten students who are now in 1st grade took the test. All but two students were proficient in reading, writing, listening, and speaking. Of the two remaining students, one advanced to the Intermediate level, scoring lowest in the reading section, followed by writing, listening and speaking. The second student advanced to the Advanced level scoring lowest in reading, followed by writing, listening, and speaking.

In 1st grade one (1) student was tested with the LAB-R, and scored proficient. In spring 2010 NYSESLAT, eleven (11) 1st grade students, who are now in 2nd grade took the test. The scores in Speaking were at the highest level, followed by Listening, Writing and Reading. Of these eleven (11) students eight scored Proficient, one Advanced, one Intermediate and one Beginner. The pattern was consistent with highest scores in Speaking followed by Listening, Writing, and Reading.

In 2nd grade one(1) student was tested scoring Proficient Level on the LAB-R. In spring 2010 six (6) students took the NYSESLAT. Four (4) students were at the Intermediate Level and one (1) was at the Advanced Level, one (1) at the Proficiency Level. The students at the Intermediate Level and Advanced Level scored lowest in Reading and Writing.

In 3rd grade one (1) student was tested with the LAB-R and scored at the Advanced Level. In spring 2010 NYSESLAT, a total of two (2) students took the test. One student scored at the Beginner Level, where as the other student scored at the Intermediate Level. The student at the Beginner Level scored lower in Reading and writing, whereas, the student at the Intermediate Level scored lower in the Speaking and Listening.

In 4th grade no new students were tested in LAB-R. In spring 2010 NYSESLAT, eight (8) students took the test. Two (2) reached the Beginner Level scoring lowest in Reading followed by Writing, Listening and Speaking. One (1) student scored at the Intermediate Level. Three (3) students scored at the Advanced Level. These students scored the lowest in Reading followed by Writing, Listening and Speaking. Four (4) students reached Proficiency Level.

In 5th grade no new students were tested in LAB-R. In spring 2010 NYSESLAT, seven (7) students were tested. One student reached Advanced level in Listening and Speaking as well as Reading and Writing. One student reached Advanced level in Reading and Writing and the other five all become proficient in all four modalities.

The patterns across the NYSESLAT modalities were consistent throughout the grades and levels. Students consistently performed lowest in Reading. This analysis will drive our instructional decisions by focusing our lessons on reading strategies and skills such as: retelling facts and details, identifying the main idea, sequencing, language and vocabulary, analyzing character, plot, setting, recognizing cause and effect, fact and opinion, drawing conclusions, inferring meaning from context, point of view and purpose, and prior knowledge. We will stress making inferences in texts which is a goal for the whole school. We are also focus attention on non-fiction texts this year in keeping with Common Core State Standards.

We evaluate our ELLs by analyzing the results of the ELA, Math, Science, and Social Studies assessments, TCRWP Assessment Pro, Scantron Performance Series as well as ongoing classroom assessments and the results of the ELL Periodic Assessments. The success of our ELL program is determined by the outcome of these assessments and the results of the NYSESLAT exam.

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.

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

NCLB/SED requirement for all schools

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

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

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

Section I. Student and School Information

Grade Level(s) **K-5** Number of Students to be Served: 16 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

The Title III ESL program is an After School Academy. One state certified ESL teacher and one certified reading teacher holds two sessions on Tuesday and Thursday for 1 ½ hours each. This program requires a supervisor because this is the only program in effect at this time. Approximately 16 students in grades K-5 will be enrolled in the program, and those students will be divided between the two teachers based on grade and/or ability level. The program will last from October to April. All ELL students are offered the chance to participate. English is the only language for instruction. Many strategies will be used to promote reading comprehension and phonemic awareness. The teachers will use pictures to promote conversation in standard English, books on tape for recognition of vocabulary and enhancing listening skills, art projects to encourage creativity and computers for independent research. These children will also participate in singing, playing interactive games, letter writing, poetry and puppetry activities to gain language and communication skills as well as to promote writing and listening skills. Using these strategies will also help the ELL learners become more proficient in the usage and understanding of the English Language. These activities are aligned with the New York State ESL Learning Standards.

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.

The ESL teachers hold meetings with classroom teachers who have ELLs in their classes. At these meetings they discuss the implementation of new programs and techniques that will help the classroom teachers’ instruction with their ELL students.

At PS 41 the ESL teachers plan lunch meetings, grade conferences and congruence meetings to offer staff development and to articulate and plan instruction with classroom teachers to maximize English language acquisition for ELLS.

Explanation continued.

What is it like to be an ELL learner?

- How do you feel?
 - top of the class in his/her country, now they feel they are at the bottom
 - leads to poor self-esteem
 - catch up, they feel they’re missing something, others are moving on

Stage 1 Preproduction Stage (Silent Stage)

- No comprehension skills
- Active listening
- Learner does not understand verbalizations in the 2nd language. He “understands” and responds by guessing what is expected from context, or by imitating other students actions or verbalizations.

Stage II Early Production

- Comprehension
- No L2 (not second language) verbalization
- Active learning
- * listen with greater understanding and can produce some English words, phrases, and simple sentences related to the social, everyday events
- **Cognitive Language- BICS (acquired 6mos.- 2yrs.)
 - (playground, parties, lunchroom)
 - Accomplishing everyday tasks
 - no knowledge of particular subject

Stage III Speech Emergence

- Limited verbalization in L2
- Active listening

- Children can understand written English accompanied by concrete contexts, such as pictures, actions, sounds, etc.
- They can understand ideas about texts if they understand about contexts

Stage IV Intermediate Fluency

- Spontaneous L2 verbalizations
- Active listening
 - learner controls many of the basic structure in the 2nd language, but has trouble understanding and producing complex structures and academic language
 - *CALP (Cognitive Academic Linguistic Proficiency Skills)
 - when student does well in CALP in own language they do well in other language, they transfer skills
 - CUP (Common Understanding Proficiency)
 - 7 to 10 years to catch up if there is a gap in education
 - Learner may sound “fluent” in social conversation where complex structures can be avoided
 - Students have increased levels of accuracy and correctness and are able to express thoughts and feelings

Stage V Fluency

- Fluency/ Active listening
- Students produce language with varied grammatical structures and vocabulary comparable to English speakers of the same age
- Students participate in classroom conversation/activities fully

Section III. Title III Budget

School: PS 41Q _____ BEDS Code: 342600010041

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$10639	140 hours of teacher per session for ESL teachers to support ELL Students: 140 hours x \$49.88 = \$6984.30 70 hours of supervisor per session for supervision of program 70 hours x \$52.21= \$3654.70
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$3000	Books on Tape, White Boards Recorders, Headphones, Book Bins, Leveled Books, paper, big books, software for ELL students.
Educational Software (Object Code 199)	\$1361	ELL related software

Travel		
Other		
TOTAL	\$15000	

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.

There are interview conferences conducted as every ELL student arrives to register. Parent's primary language is noted and entered into ATS. The home language survey is given in the native language and an interpreter assists if needed. Interpreters are provided in school when possible or over the phone with Translation and Interpretation Unit.

Surveys are sent to parents in their native language asking whether they need interpretation during Parent-Teacher conferences. If so arrangements are made with LIS Interpreters to have interpreters present during scheduled conferences. In addition, all important notices are sent to the DOE Translation Services so that parents can read important information in their native language.

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.

For the last four years since we were able to take advantage of the interpretation allocation, we have found a marked improvement in communication during Parent-Teacher conferences. After the conferences more progress was noted for children whose parents don't speak English than in the past. Translated notices were responded to in greater numbers than before.

During the Parent-Teacher conferences we send letters to all parents whose primary language was not English. The letter was translated into the parent's native language. When requested, an interpreter was provided.

During the Parent-Teacher conferences we had requests for 18 Korean interpretations, 21 Chinese interpretations, and 4 Spanish interpretations.

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.

Important notices will be translated by DOE translators. Notices need a two-week turn around time. There is no cost for the service. Notices will be translated into Korean, Chinese, Spanish and Urdu.

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

At times, interpretation will be provided by parents, staff members or teachers when possible. At other times we will use the Translation and Interpretations Units free phone service. During PT conferences and some IEP conferences we will use LIS Interpretation.

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

A notice will be sent out in the beginning of the year informing parents of the right to have conferences interpreted for them in their language as well as to have important notices translated for them. They will also be informed that they will be receiving notification of important meetings in their native language. Our parent coordinator will help arrange these services.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 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.

³ 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.)
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).

We do not have any students in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

If we have a STH population in the future, they will be afforded the following services if necessary:

- **At risk - counseling, SETSS, OT, PT Speech.**
- **AIS reading**
- **AIS math**
- **After school ELA and/or math small group help**
- **School supplies**

- **Enrichment Math**
- **Enrichment Reading**

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)