



P.S. 055 MAURE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 055 MAURE
ADDRESS: 131-10 97 AVENUE
TELEPHONE: 718-849-3845
FAX: 718-847-5473

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010055 **SCHOOL NAME:** P.S. 055 Maure

SCHOOL ADDRESS: 131-10 97 AVENUE, QUEENS, NY, 11419

SCHOOL TELEPHONE: 718-849-3845 **FAX:** 718-847-5473

SCHOOL CONTACT PERSON: RALPH K HONORE **EMAIL ADDRESS** RHonore@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: RALPH K HONORE

PRINCIPAL: RALPH K HONORE

UFT CHAPTER LEADER: Lisa Corno

PARENTS' ASSOCIATION PRESIDENT: Alana Naraine

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: JEANNETTE REED

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
RALPH K HONORE	Principal	
Lisa Corno	UFT Chapter Leader	
Brian Sandler	UFT Member	
John Senetto	UFT Member	
Michelle DeLeo	UFT Member	
Alana Naraine	PA/PTA President or Designated Co-President	
shirley Rampersad	Parent	
Sunita Indan	Parent	
Sureta Ramdowe	Title I Parent Representative	

* 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. 55 is a multiethnic school which enjoys celebrating its diversity, located in Richmond Hill, Queens. The surrounding areas are largely residential, single family dwellings. Many students come directly to Richmond Hill from Guyana, India, and other countries. Many students have home languages other than English. While many of our students come to our school from countries like Guyana where the national language is English. We recognize that various dialects present challenges for our students when first entering our school. These students do not receive English Language Learner status but we continue to provide similar strategies to those provided to ELLs in order to address this concern.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 055 Maure								
District:		28	DBN #:		28Q055	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	35			93.3	94.1	TBD	
Kindergarten		97	98	103						
Grade 1		111	101	109	Student Stability - % of Enrollment:					
Grade 2		85	103	94	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		80	88	114			91	91.12	TBD	
Grade 4		112	85	84	Poverty Rate - % of Enrollment:					
Grade 5		87	114	82	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		98	85	110			65.8	65.8	85.2	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			2	7	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			4	1	8	
Ungraded		4	0	3						
Total		710	710	734						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		53	45	46	Principal Suspensions		0	6	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	23	53	Superintendent Suspensions		0	0	TBD	
Number all others		47	34	20						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	46	35	36	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	8	Number of Teachers	51	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	6	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
	1	0	TBD	% fully licensed & permanently assigned to this school	100	98.1	TBD
				% more than 2 years teaching in this school	86.3	77.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.5	70.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	100	TBD
American Indian or Alaska Native	0.8	2.4	3.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	88.3	TBD
Black or African American	13.4	14.5	14				
Hispanic or Latino	30.6	30.4	29.6				
Asian or Native Hawaiian/Other Pacific Isl.	52.8	49.7	48.2				
White	2.4	2.5	3.3				
Multi-racial							
Male	54.1	54.4	54.6				
Female	45.9	45.6	45.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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



Maintain lower class sizes in Early Childhood grades

- Provide Professional Development utilizing

Literacy By Design from Rigby Learning for grades K-1 and all Self Contained Students

Accelerated Literacy Learning in Writing and Reading for students in grades 2-5

Origo Mathematics for general and special education students in grades 5 and 6

- Restructure our A.I.S. afternoon program to better support the needs of At-Risk Learners as determined by the new benchmarks established from the State Examinations
- Accelerated Literacy Learning and Curriculum Development Team work to integrate new Common Core State Standards CCSS in order to prepare students for new benchmarks
- Continue our Community Read Program introducing books surrounding vocabulary and literacy development
- Use Reso-A grant money to introduce a smart board in every classroom
- Provide Safari Montage and World Book Online resources to aid in building schema for increased comprehension
- Introduce a new fresh fruits and vegetables program through a grant we have won to encourage life long eating habits and provide a healthy kick to get us through the afternoon doldrums
- Provide ELLs with Early Morning Intervention Services through acclaimed Imagine Learning Program and support sessions in Test Sophistication in the Spring

We also strive to embody the tenets of our mantra, which we repeat daily to encourage the members of our community to value the art of Speaking, Writing, and Reading.

We have identified the following performance trends in ELA and Mathematics. These trends apply to all students across the spectrum. Worthy of note is the fact that these trends are specifically evident in classes that service students in Self-Contained and I.C.T. classes.

ELA

- Determining between what is real and unreal in a text
- Identifying **Main Idea and supporting details** in an informational text
- Knowledge of Story **structure, story elements and key vocabulary** to interpret stories
- Evaluate the content by identifying the **author's purpose**
- Identifying **Important and unimportant details**
- Distinguish between **fact and opinion**

Math

- Using different strategies to **add and subtract three digit numbers**
- **Formulate conclusions and make predictions from graphs**

Grade 4

ELA

- Knowledge of Story **structure, story elements and key vocabulary** to interpret stories
- **Collect and Interpret data, facts and ideas from unfamiliar texts *****
- Recognize and use organizational features such as table of contents, indexes, page numbers, chapter headings/subheadings, to locate information
- Make predictions, draw conclusions, and make inferences about events and characters
- Identifying **Main Idea and supporting details** in an informational text
- Identify a conclusion that summarizes the main idea

Math

- Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$, $\frac{1}{4}$ inches, whole feet, yards, whole centimeters, meters)
- Equivalent Fractions
- Place Value to the hundred thousands
- **Formulate conclusions and make predictions from graphs**
- Select appropriate tools for measurement particularly w/ regard to Mass

Grade 5

ELA

- Define characteristics of different genres
- Recognize organizational formats to aid in **comprehension of informational texts**
- Identify literary elements such as, setting, plot, and character in different genres
- Knowledge of Story **structure, story elements and key vocabulary** to interpret stories

Math

- Find the common factors and the greatest common factor of two numbers
- Classify quadrilaterals by properties of their angles and sides

Grade 6

ELA

- Read to collect and interpret data, facts, and ideas from multiple sources
- **Identify information that is implied rather than stated**
- Define characteristics of different genres
- Identify literary elements such as, setting, plot, and character in different genres
- Determine the meaning of unfamiliar words by using context clues, or a dictionary or a glossary

Math

- Define absolute value and determine absolute value of positive and negative integers
- Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probability of events when the outcomes have equal probability
- Evaluate the numerical expressions using order of operations(may include exponents of 2 or 3)
- Solve percent problems involving percent, rate and base
- Determine the circumference of a circle using the appropriate formula
- Translate two step verbal expressions into algebraic expressions

P.S. 55's greatest accomplishments over the last couple of years:

Well supported professional learning

- o Common Planning Periods for all teachers
- o Planning Partnerships
- o Accelerated Literacy Learners- Writing and Reading Support
- o Aussie for Teachers of Kindergarten
- o Literacy By Design curriculum and curricular support for grades K, 1 and Self-Contained Special Education

- o Development of System for professional learning walks and reflections
 - o Creation of Early Childhood Coordinator to support professional learning for all lower grade teachers
 - o Lab sites and Teacher Modeling
 - o Smart Board Training for all staff members
 - o P.S.55 Administrative Handbook
-
- Data Collection and Communication of Goals
 - o Assessment Binders
 - o Assessment Review Schedule
 - o Assessment Calendar
 - o P.S.55 Administrative Handbook
 - o Student/Unit Goals identification charts
 - o Development of Teacher comments
 - o Conferring notes
-
- Technology Supports
 - o Smart Boards in every classroom
 - o Tech resources for all students and teachers Worldbook Online, Safari Montage
 - o Networked Printing for all academic rooms
 - o Smart Table for Early Childhood Program
 - o Smart Board Training for all staff members
-
- Classroom Environments
 - o Leveled Libraries

- o Teacher/Student Meeting Areas
- o Strategy Charts that support instruction
- o Grade Specific Wings
- o Minimization of Clutter
- o P.S.55 Administrative Handbook

Aids for continuous Improvement

- Early Childhood Coordinator
- Reso-A Technology Grant
- Support of contracted Professional Development Staff
- Supportive staff, Supportive Parents and Community
- Common Planning Periods

Barriers to continuous Improvement

- Physical Space-(No formal Gymnasium, Auditorium,School Yard)
- Insufficient Funding for classroom libraries
- Budgetary Constraints
- UFT contractual obligations limit staff ability to place personnel where they might be most effective
- Transient population from English speaking countries who are not entitled to ELL services
- Limited Partnerships with Community Based Organizations
- Bussing issues prevent school staff to provide additional supports to students w/ special needs

□

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> To improve overall student performance by continuing the formalization and systemization of data with the primary focus in Literacy in order to better differentiate classroom instruction, identify trends and set goals to meet the needs of students with disabilities. By June 2011, identified ICT and Self-Contained students will improve their overall comprehension by 5% as measured by the NYS ELA	<input type="checkbox"/> To Improve Literacy performance for selected students with disabilities
<input type="checkbox"/> To familiarize teachers with the Common Core Standards through involvement in professional development beginning with the Foundational skills in Literacy and Mathematics. professional development to better support their instructional practice by using the CSS Foundational skills as an entry point	<input type="checkbox"/> Professional Development and Action Research Surrounding Common Core State Standards

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

Students with Disabilities

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve overall student performance by continuing the formalization and systemization of data with the primary focus in Literacy in order to better differentiate classroom instruction, identify trends and set goals to meet the needs of students with disabilities. By June 2011, identified ICT and Self-Contained students will improve their overall comprehension by 5% as measured by the NYS ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Literacy By Design Support - Shared, Guided Reading and to improve balance of Balanced Literacy • Utilization of City Council funds to procure smart-board technology to provide grade and subject specific resources to support natural sciences and social studies enrichment projects. • SMARTWORK to support learning through the Arts • Scheduled periods to conduct CAA assessments in identified areas of need by the Technology teacher • Collaborative teams develop action plans in the area of Literacy to provide more targeted instruction • Common planning time to identify and share best practices • NSS support specialist working with and providing professional development in different and effective modalities of teaching with the ICT and Self-Contained classroom

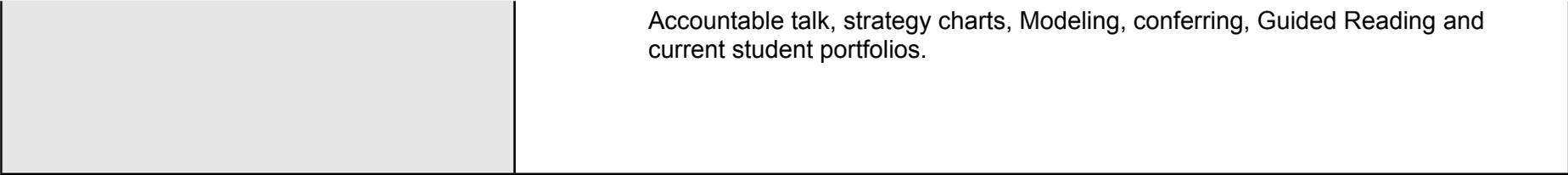
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Mandated 2 periods a week • Professional Development provided by SmartTech (smartboard) and Safari Montage (software and server used to support hands-on, multidisciplinary lessons to be shared across grades) • Project based activities that center around our school slogan"Say it, Write it and Read!" • Extended day used to provided additional tutoring • Inquiry based research strategies-dissemination of best practices • PD - Literacy By Design • NSS - B. Wedderburn, Special Ed Support
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Conferring notes • Running Records • Interim Assessments • CAA/Scrantron Assessments • Inquiry doucmentation • Presentations • Actively engaged students/time on task

Subject Area
(where relevant) :

Professional Development and Planning

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To familiarize teachers with the Common Core Standards through involvement in professional development beginning with the Foundational skills in Literacy and Mathematics.professional development to better support their instructional practice by using the CSS Foundational skills as an entry point</p>
----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Administration, the Inquiry committee and the curriculum team will be working to map, align and set the framework for establishing a common language and practice around the Common Core Standards Inquiry team members will be trained in the use of the new enhanced assessment tools such as ITT and the CFI sharepoint. Development of learning sites on each all grades in the areas of literacy and mathematics Bi-weekly meetings with cabinet members to assess progress, re-evaluate approach or methodology A.L.L. staff developers will meet bi-weekly with teachers on grades 3-6 on integrating Common Core Standards into writing Early Childhood coordinator will conduct bi-weekly meetings with teachers on grades K-3 on implementing and understanding CSS into our current curriculum</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Per session monies set aside for Curriculum Development Team to look at CCSS using Everyday Math as an entry point <input type="checkbox"/> (TL Fair Student funding) • A.L.L. staff developers working with teachers of grades 2-6 twice a month to align writing units of study to CCSS (SWP Title 1 funding) • Early childhood staff developer working with grades K-2 to implement CCSS into content area tasks/activities with classroom teachers (SWP Title 1 funding and TL Fair Student) • ESL teacher and selected classroom teachers working alongside NSS to develop strategies to support teaching and learning in classrooms grades (TL Children First funding)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Focused learning walks Looking at student work Teachers will use differentiated instructional strategies based on the observable trends and Common Core “Bands” Increased complexity of text used by students and teachers to promote better comprehension Teachers will continue to use the following strategies: Think Aloud, Interactive Read Alouds, Interactive Writing, Running Records, higher order questioning techniques,</p>



Accountable talk, strategy charts, Modeling, conferring, Guided Reading and current student portfolios.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2	32	32	N/A	N/A				
3	36	36	N/A	N/A				
4	63	63	63	63				
5	52	52	52	52				
6	31	31	31	31				
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> During the school day we support At-Risk learners with Foundations in Grade K In order to support struggling learners during A.I.S. after school programs we utilize best practices from Literacy By Design, Accelerated Literacy Learners and provide small group instruction. In addition we provide test sophistication strategies utilizing Ladders 2 Success. We also provide support to our ELL students through an early morning A.I.S. program utilizing Imagine Learning technology resources, and small group instruction.
Mathematics:	<input type="checkbox"/> During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Every Day Mathematics and Ladders to Success through small group tutorials and differentiation of instruction.
Science:	<input type="checkbox"/> During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Literacy and Science by providing small group tutorials and differentiation of instruction by reading in the content area.
Social Studies:	<input type="checkbox"/> During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Literacy and Social Studies by providing small group tutorials and differentiation of instruction by reading in the content area of Social Studies.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> School-Community service and dealing with social-emotional that impact learning.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-6

Number of Students to be Served:

LEP 40

Non-LEP 0

Number of Teachers 1 Certified ESL

Other Staff (Specify) none

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.

□

After reviewing the Progress Report, Standardized Test Data and NYSELAT results, it was determined that our ELL population in testing grades 3-6 significantly performed lower in the area of mathematics and literacy due to the increasing demand for literacy in problem solving and processing skills in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore by linking new CCSS instructional strategies (differentiated instruction, cooperative learning, Workshop Model and inquiry and investigative problem solving) coupled with proven research based on second-language acquisition, we can better target the specific needs of our test taking ELL population. A focal point of the Title III Instruction is to provide language development through Imagine Learning software, during the Extended day sessions Monday-Thursday, as well as an early morning program involving students in grades K-5 beginning in October and ending in June. The early morning program will run 4 days a week Monday-Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- o Vocabulary development/fluency and comprehension
- o Test sophistication skills/targeted support
- o Literacy based activities in English with reinforcement prompts in their native tongue for language support
- o Articulation exercises in English with native language support for encouragement and reinforcement
- o Activity based lessons at the end of every section for positive reinforcement.

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.

□

Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

Time provided for collaboration between classroom teachers and ESL teachers

Instruction on use/incorporation of Technology for ELL students

Analyzing ELL interim assessments to be better drive instruction

Adapting written materials into appropriate language for students and parents

in-service will be provided

Language Acquisition Development workshops provided by NSS

Additional Strategies to be implemented in the following school year (2010-2011)

We have begun to examine the individual needs of students by looking at teachers' assessment data, IEPs, classroom observations, running records to determine special needs students in this subgroup who would benefit from mainstreamed English Language Arts instruction

Indicators of Success:

- Creation of a Mainstreaming Committee consisting of related service providers, administrators, classroom teachers, who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement,
- Individual scale scores of mainstreamed students should show an increase due to increased rigor of a less restrictive learning environment.
- Increased articulation between general education and special education teachers regarding curriculum, individual student progress and instructional approaches.
- We will plan Professional Development opportunities for all classroom teachers to provide them with instruction in the use of gathered data. Some teachers are proficient at collecting data, but many more need to understand how to look at the data they have gathered to form flexible groups in which they utilize a variety of instructional strategies, and differentiate student learning processes.
- We will alter the daily schedule to include additional common preparation periods by grade, to ensure that classroom teachers understand what to teach, how to teach and what resources best support students as they learn.
- Increases use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc.)

When: All school year

Frequency: Daily

Supported by: Classroom Teachers, Instructional Cabinet

Indicators of Success:

More effective use of common planning time

Effective use of planning time

More effective use of Professional Activities (Circular 6) (for small group instruction)

Increase in the percentage of special needs students whose programs are altered to move to a less restrictive environment (mainstreaming) in which their academic needs are more effectively met.

More standardized, cohesive methods/ systems of data collection evident across all grades.

Teacher proficiency increases at data analysis.

Increased use of flexible groups, strategy groups and small group instruction in ELA (guided, shared reading)

Increased item analyses of interim assessments.

Increased planning by teachers to address findings of data analysis.

Student achievement increases across all levels as students will receive instruction as a result of their measured needs.

Data derived from Imagine Learning data base

Section III. Title III Budget

School: The Maure
 BEDS Code: 342800010055

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	6260	<input type="checkbox"/> Per session activities includes before and afterschool programs Saturday Academy (15 sessions, beginning February 2011– June 2011)
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4240	<input type="checkbox"/> 6 Replacement Headsets Parent Workshop Supplies Classroom libraries
Educational Software (Object Code 199)	4500	<input type="checkbox"/> Renewal of Imagine learning licenses and Imagine Learning PD in-house consultation
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
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.

After reviewing the Parent Surveys and Program Selection forms, the trend over the past two years has remained relatively the same, even though there has been a slight increase in different languages. We consider parents of our students to be an integral part of our community. We communicate regularly with parents regarding their child's progress and individual needs, and to keep all informed of appropriate programs and schedules. A Parent Coordinator is available everyday to address parental concerns and questions. Bilingual staff members are available to speak to parents in the following languages: Spanish and Punjabi.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings can be summarized as the following:

- a. School on the most part has communicated effectively and in a timely manner
- b. Use of Bilingual staff has been made readily available
- c. Trained Learning Leader have been utilized to perform written and oral translation

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.

Parents receive communication from the school in monthly calendars, the Home-School Agendas and official letters and announcements. Parent workshops are publicized and offered to all parents. School Messenger contacts parents, by phone, for attendance and other

issues. In several instances, the NYCDOE has provided translated versions of parental correspondence and phone services. In other cases, our Parent Coordinator is available everyday to address parental concerns and questions. Our Bilingual Guidance counselor also translates written material, usually within 48hrs of receipt. In extreme cases, parents trained as Learning Leaders provide written translations in languages not provided by the NYCDOE.

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.

As stated above, oral interpretations are conducted by our Bilingual Guidance counselor, SBST, NYCDOE phone services and parents trained as Learning Leaders.

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>.

In complying with Section VII of Chancellor's Regulations A-663 with the following will be conducted at PS55:

- DOE interpretation signs are posted throughout the building
- Informational pamphlets are located in the lobby and outside the main office
- Dissemination of information at regularly scheduled PTA meetings

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	430943	20798	451741
2. Enter the anticipated 1% set-aside for Parent Involvement:	4309		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21547	*	
4. Enter the anticipated 10% set-aside for Professional Development:	43094	*	

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

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

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

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

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

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



I. General Expectations

agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool program.
5. will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - __ the State's academic content standards
 - __ the State's student academic achievement standards
 - __ the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand .

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

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

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

:

, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall and Spring.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

- Classroom teachers need additional Professional Development in order to develop greater expertise in differentiating instructional approaches, utilizing a variety of strategies for students with diverse needs.
There was an increase in the number of special needs classes on testing grades.

No formalized approach/program/ resources utilized for AIS instructional period. Student data was not adequately utilized to identify the specific needs of mandated students and students who received at-risk services. As a result, instruction during the AIS periods was not targeted to students' specific needs. Teaching resources to support this intervention was also limited.

- Inadequate instructional resources (independent reading books, classroom libraries, writing workshop mentor texts/test preparation). Many of the classroom libraries on the testing grades and in the Special Needs classrooms are inadequate to support rigorous, leveled independent reading.

- Intervention Supports (Speech and Guidance) work independent of classroom teachers with little cross articulation. Support personnel need to work more closely with teachers so that intervention strategies are implemented inside the classroom settings (both General and Special Education classes)
- Use of student data (running records, benchmark assessments, reading / writing inventories) needs to be improved. Classroom teachers have begun to gather this data, but need to effectively use the data to structure small, flexible instructional groups that will address diverse student need.

2. Schoolwide reform strategies that:

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

SEE ANNUAL GOALS AND ACTION PLAN

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

SEE ANNUAL GOALS AND ACTION PLAN

o Help provide an enriched and accelerated curriculum.

SEE ANNUAL GOALS AND ACTION PLAN

o Meet the educational needs of historically underserved populations.

SEE ANNUAL GOALS AND ACTION PLAN

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

SEE ANNUAL GOALS AND ACTION PLAN

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

SEE ANNUAL GOALS AND ACTION PLAN

3. Instruction by highly qualified staff.

SEE ANNUAL GOALS AND ACTION PLAN

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.

SEE ANNUAL GOALS AND ACTION PLAN

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

SEE ANNUAL GOALS AND ACTION PLAN

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

SEE ANNUAL GOALS AND ACTION PLAN

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

SEE ANNUAL GOALS AND ACTION PLAN

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.

SEE ANNUAL GOALS AND ACTION PLAN

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.

☐SEE ANNUAL GOALS AND ACTION PLAN

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.

☐SEE ANNUAL GOALS AND ACTION PLAN

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	State	Yes			Title I 5% (\$21,547) and Title 1 Differentiated Instruction (\$43,840)	True	see Action Plan

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q055_110110-124755.docx

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 209	District 28	School Number 055	School Name The Maure School
Principal Ralph Honore	Assistant Principal Marc Slippen		
Coach N/A	Coach N/A		
Teacher/Subject Area Katina Kourounis/ESL	Guidance Counselor Frank Diaz		
Teacher/Subject Area N/A	Parent N/A		
Teacher/Subject Area N/A	Parent Coordinator Lena Corso		
Related Service Provider N/A	Other		
Network Leader Marlene Wilks	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	705	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.82%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PS 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 735 children from Pre-K to Grade 6. PS 55 currently serves an ELL population of 34 students in Grades K – 6. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition, without the support of their native language through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Spanish or Punjabi. We have had a small influx of new languages such as Urdu, Bengali, and Hindi. Our students are identified through the use of LAB-R and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: 1) All new admits are processed through the pupil accounting secretary. If they are new to the DOE, they are required to fill out a Parent Survey. 2) The Parent Survey is then reviewed by the ESL teacher to determine if the student has either been tested or is eligible for testing. 3) The Parent Coordinator or our Bilingual Guidance Counselor contacts the parent to discuss appropriate/alternative programs and their implications. 4) Finally, all new ELL students are discussed during our monthly PPT meeting in consultation with the ELL teacher.

After reviewing the Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. Our program is primarily literacy based and utilizes the pull-out model but incorporates the push-in model when deemed appropriate. The program follows both the NYS ESL Learning Standards and NYC Balanced Literacy curriculum. Depending on the proficiency levels outlined by the NYS ESL Standards and CR Part 154 mandates, students either receive 180 minutes or 360 minutes of instruction per week.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	7	3	6	3	5	3							30
Push-In		4												4
Total	3	11	3	6	3	5	3	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	26	2	4	8			0			34
Total	26	2	4	8	0	0	0	0	0	34

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	8	2	5	2	2	2							22
Chinese														0
Russian														0
Bengali														0
Urdu			1				1							2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1	2		1	1	3								8
Polish														0
Albanian														0
Other	1	1												2
TOTAL	3	11	3	6	3	5	3	0	0	0	0	0	0	34

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.

After reviewing the Progress Report, Standardized Test Data and NYSELAT results, it was determined that our ELL population in testing grades 3-6 significantly performed lower in the area of mathematics and literacy due to the increasing demand for literacy in problem solving and processing skills in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore by linking new CCSS instructional strategies (differentiated instruction, cooperative learning, Workshop Model and inquiry and investigative problem solving) coupled with proven research based on second-language acquisition, we can better target the specific needs of our test taking ELL population. A focal point of the Title III Instruction is to provide language development through Imagine Learning software, during the Extended day sessions Monday-Thursday, as well as an early morning program involving students in grades K-5 beginning in October and ending in June. The early morning program will run 4 days a week Monday-Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- o Vocabulary development/fluency and comprehension
- o Test sophistication skills/targeted support
- o Literacy based activities in English with reinforcement prompts in their native tongue for language support
- o Articulation exercises in English with native language support for encouragement and reinforcement
- o Activity based lessons at the end of every section for positive reinforcement.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction

Students will continue to receive services and in areas of deficiencies such as: comprehension, comparing/contrasting text and problem solving skills will be targeted through the implementation of various scaffolding strategies such as: modeling, deconstructing/reconstructing text and providing instructional conversations, this will help build up comprehension in all subject areas.

SE

LEP students with disabilities whose IEP recommends ESL or bilingual instruction (Provide an explanation)

Students will continue to receive services and in areas of deficiencies such as: comprehension, comparing/contrasting text and problem solving skills will be targeted through the implementation of various scaffolding strategies such as: modeling, deconstructing/reconstructing text and providing instructional conversations, this will help build up comprehension in all subject areas.

R

LEP students who have not met the performance standard in reading

Students will be taught various ELA strategies such as: activating prior knowledge, contextualizing and inferencing, which will be used to enhance and build stamina within the students based on their targeted needs such as building fluency and decoding, students will work on their specified areas about 3 times per week

W

LEP students who have not met the performance standard in writing

Students will continue to practice writing skills and practicing various writing strategies such as: text to text and text to self connections, in order to strengthen targeted areas of weakness such as: vocabulary and simple sentences by modeling sample writing pieces and conducting think-alouds, students will be able to write for a deeper meaning and amplify their vocabulary to create richer writing pieces. Students will work on writing pieces 2/3 times weekly.

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

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

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

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

Targeted before school instruction will begin with the students on grades (K-5). These students will be identified and participate in a before school instructional program. These students will be identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc.) Students will participate in small instructional groups, three times a week for approximately 30 minutes each day.

When: October - June Frequency: 4 times/week @ 30 minutes a day Monday- Thursday Supported by: ESL teacher

Indicators of Success:

- o Creation of small (no more than 15 students) instructional groups based on student performance data
- o Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in English Language Arts and Mathematics
- o Monthly Professional Development for instructor to look at student work ,progress and determine next teaching steps
- o Monitoring and recording of student achievement to set achievement goals.
- o Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Alignment of Instructional Resources with school- wide goals of increasing student performance on English Language Arts Assessment.

When: Ongoing Supported by: Instructional Team (Administration/NSS Early Childhood Coordinator), Classroom Teachers

- o Additional independent reading resources (leveled by genre, content based) will be purchased for classroom libraries to support students as they become fluent readers.
- o Additional teaching resources (mentor texts, read Aloud texts) will be purchased to support each of the Units of Study in Reading and Writing Workshop
- o Grades K-2 will utilize formalized programs for the Word Study portion of the Reading Block (Words Their Way/FUNDATIONS)
- o All Special needs classes will utilize formalized program for Word Study (Foundations/ Wilson)

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.

sdProfessional development initiatives have already been implemented at PS55. These are primarily in Balanced Literacy strategies for LEP students and workshops, familiarizing teachers with the ESL mandates and Mathematics. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- o Time provided for collaboration between classroom teachers and ESL teachers
- o Instruction on use/incorporation of Technology for ELL students
- o Analyzing ELL interim assessments to be better drive instruction
- o Adapting written materials into appropriate language for students and parents
- o If budget allows, outside consultation and/or in-service will be provided

- o Language Acquisition Development workshops provided by NSS

Additional Strategies to be implemented in the following school year (2010-2011)

We have begun to examine the individual needs of students by looking at teachers' assessment data, IEPs, classroom observations, running records to determine special needs students in this subgroup who would benefit from mainstreamed English Language Arts instruction

Indicators of Success:

- o Creation of a Mainstreaming Committee consisting of related service providers, administrators, classroom teachers , who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement,
- o Individual scale scores of mainstreamed students should show an increase due to increased rigor of a less restrictive learning environment.
- o Increased articulation between general education and special education teachers regarding curriculum, individual student progress and instructional approaches.
- o We will plan Professional Development opportunities for all classroom teachers to provide them with instruction in the use of gathered data. Some teachers are proficient at collecting data, but many more need to understand how to look at the data they have gathered to form flexible groups in which they utilize a variety of instructional strategies, and differentiate student learning processes.
- o We will alter the daily schedule to include additional common preparation periods by grade, to ensure that classroom teachers understand what to teach, how to teach and what resources best support students as they learn.
- o Increases use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc.)

When: All school year Frequency: Daily Supported by: Classroom Teachers, Instructional Cabinet

Indicators of Success:

- o More effective use of common planning time
- o Effective use of planning time
- o More effective use of Professional Activities (Circular 6) (for small group instruction)
- o Increase in the percentage of special needs students whose programs are altered to move to a less restrictive environment (mainstreaming) in which their academic needs are more effectively met.
- o More standardized, cohesive methods/ systems of data collection evident across all grades.
- o Teacher proficiency increases at data analysis.
- o Increased use of flexible groups, strategy groups and small group instruction in ELA (guided, shared reading)
- o Increased item analyses of interim assessments.
- o Increased planning by teachers to address findings of data analysis.
- o Student achievement increases across all levels as students will receive instruction as a result of their measured needs.
- o Data derived from Imagine Learning data base

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent and Community

Improvement in sharing the goals of curriculum, instructional methods /strategies, home/school links with parents

When: ALL year Supported by: Parent Coordinator, Administration, Early Childhood Coordinator , Teachers

- o Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- o Creating a Yearlong calendar of Parent Workshops in response to Parent Survey
- o Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments etc.)
- o Increasing the participation of Parents in Learning Leaders to facilitate use of a class parent model. The role of the class parent will

be to assist in coordination of class activities, share information with parents and encourage participation in Parent workshops on curriculum.
 o Requiring that classroom teachers include celebration as the final phase of each Unit of Study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

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	4		2	1	3								12
Intermediate(I)		7	1	4	2		2							16
Advanced (A)	1		2			2	1							6
Total	3	11	3	6	3	5	3	0	0	0	0	0	0	34

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4			2						2
5	3				1				4
6	1		1				1		3
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	2				1				3
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

After reviewing the School Report Card, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing, grades 3-6 continually perform better in the area of mathematics than literacy. However with a more intense and rigorous application of knowledge through the use of higher order thinking skills, this will build upon the strengths of ELL's and we should be able to see a continuous increase in performance in literacy, while aligning methodology to the new Common Core Standards.

The implications these results have on the LAP are as follows: 1) We must provide common planning time for collaboration between classroom teachers and the ESL provider to identify specific linguistic and academic difficulties of individual students. 2) We must select themes for interdisciplinary units revolving around the Balanced Literacy Workshop Model to increase differentiated instructional strategies and to increase Accountable Talk. Increasing Accountable Talk, will build the confidence and support that ELL's need to feel comfortable to speak and participate in their everyday classroom environments. 3) We must increase classroom libraries in native languages and in multicultural

We are currently addressing these instructional goals through the implementation of the following programs:

1. Supplemental Literacy and Mathematics Instruction for ELL Grades 3 – 6. Academic Success Academy. The program will run for 6 weeks beginning 3/1/11 and ending 4/28/11. This program will include both ELA and Math and run on Tuesdays and Thursdays for 1.5 hours each day after school.
2. An early morning A.I.S. Program for ELL students Grades K-5 with a start date in the month of October (Mon-Thurs) and an end date in June 2011.
3. Parent Workshops in Literacy, Mathematics and Technology conducted by the Assistant Principals, Guidance Counselor, Parent Coordinator and Teachers (i.e. technology).
4. Use of supplemental residencies in specific grades which include ELLs.
5. Chorus which includes ELLs in grades 5 and 6.

Addressing these specific areas will provide our students with the necessary problem solving and language acquisition/sophistication skills necessary to be successful students, by linking core instructional strategies (accountable talk, cooperative learning, inquiry and investigative skills) with proven research. Based on second-language acquisition, we can better service the specific needs of our test taking ELL population by building and implementing strategies that will align with the CCSS such as: "The 3 Phases of Instruction," (preparing to learn, interacting with text and extending the learning). With strategies like these our ELL's will be able to learn the academic language behind the content.

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.

In terms of dealing with ELL populations that have significant language needs and are at a particularly at-risk of not meeting the three year goal or not exiting the program (SIFE and long-term ELL students), special programs or instruction should be designed for these children to enable them to achieve English proficiency. The following steps should be put into action: 1) Establish clear goals and provide a curriculum aligned with CCSS, ELA and ESL standards that involves intensive daily instructional time. 2) Provide additional professional development to support staff servicing the children. 3) Increase use of scaffolding strategies (i.e. visuals, bridging, inflection, and contextualization). 4) Communicate effectively with parents with additional orientations, referral to community agencies and workshops. 5) Be cognizant of multiple learning styles and background to assist in effective planning. 6) Provide targeted instruction in deficiency areas and peer tutoring. 7) Additional support service (i.e. counseling, SETSS, speech). 8) Alternative assessments (i.e. portfolios, oral presentations). When these recommendations are considered, students are provided with multiple opportunities for success.

In order for ELLs to meet the high standards set by NYC and State mandates in literacy, mathematics and other core subjects, it is imperative that our approach and policy are consistently aligned with the LAP. Research has shown that ELLs who move among different programs tend to perform poorly as compared to those who participate in strong, coherent programs that span their tenure as ELLs. (NYC Department of Education, 2000).

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 055 Maure					
District:	28	DBN:	28Q055	School		342800010055

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		93.3	94.1	93.5
Kindergarten	98	103	85				
Grade 1	101	109	105	Student Stability - % of Enrollment:			
Grade 2	103	94	105	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	88	114	94		91.0	91.1	91.1
Grade 4	85	84	116				
Grade 5	114	82	91	Poverty Rate - % of Enrollment:			
Grade 6	85	110	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.8	85.2	81.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	7	18
Grade 12	0	0	0				
Ungraded	0	3	0	Recent Immigrants - Total Number:			
Total	710	734	700	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	46	55	Principal Suspensions	0	6	2
# in Collaborative Team Teaching (CTT) Classes	23	53	36	Superintendent Suspensions	0	0	0
Number all others	34	20	13				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	54	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	6
# receiving ESL services only	35	36	TBD				
# ELLs with IEPs	3	8	TBD	Number of Educational Paraprofessionals	6	2	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	5	% fully licensed & permanently assigned to this school	100.0	98.1	100.0
				% more than 2 years teaching in this school	86.3	77.8	88.0
				% more than 5 years teaching anywhere	72.5	70.4	82.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	100.0	98.0
American Indian or Alaska Native	2.4	3.8	6.3	% core classes taught by "highly qualified" teachers	100.0	88.3	100.0
Black or African American	14.5	14.0	14.6				
Hispanic or Latino	30.4	29.6	29.3				
Asian or Native Hawaiian/Other Pacific	49.7	48.2	45.9				
White	2.5	3.3	3.1				
Male	54.4	54.6	52.3				
Female	45.6	45.4	47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

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