



P.S. 65 - THE RAYMOND YORK ELEMENTARY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 65 - THE RAYMOND YORK ELEMENTARY SCHOOL
ADDRESS: 103-22 99 STREET
TELEPHONE: 718-323-1685
FAX: 718-323-1785

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010065 **SCHOOL NAME:** P.S. 65 - The Raymond York Elementary School

SCHOOL ADDRESS: 103-22 99 STREET, QUEENS, NY, 11417

SCHOOL TELEPHONE: 718-323-1685 **FAX:** 718-323-1785

SCHOOL CONTACT PERSON: RAFAEL MORALES **EMAIL ADDRESS** RMorale@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Madeline Cruz

PRINCIPAL: RAFAEL MORALES

UFT CHAPTER LEADER: Joan Doctor

PARENTS' ASSOCIATION PRESIDENT: Tylika Lennard

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Rafael Morales	Principal	Electronic Signature Approved. Comments: approved by SLT Approved as per final SLT meeting Yes, all goals approved at final meeting
Joan Doctor	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
madeline Cruz	UFT Member	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
Nicole Lake	Admin/CSA	Electronic Signature Approved. Comments: approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
Lana Sodarsian	Parent	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
Jennifer McNamara	Parent	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting

Tylika Lennard	Parent	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
Eyra Beato	UFT Member	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting
Kathleen McGowan	UFT Member	Electronic Signature Approved. Comments: Approved by SLT Approved as per SLT meeting Yes, all goals approved at final meeting

* 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. 65Q was granted a waiver to utilize the Success for All Acceleration Model in Reading. Originally implemented by means of CSRD Title I Grant in 1998, the school continues to implement this literacy, math and tutorial program through a multi-million dollar grant funded by a private benefactor. Our students in Grades 1-5, are leveled and placed into reading groups based on benchmarks utilizing the Scholastic Reading Inventory Assessment. Every staff member provides literacy instruction in a mandated 100 minute block which enables us to reduce the student-teacher ratio. Students not reaching the required levels are placed in even smaller reading groups with hand-selected staff. Success For All has designed a theme-based Kindergarten program. It provides students with experiences that prepare them for success in primary grades by including language development, literacy, mathematics, fine and gross motor skill development, and social interaction. The themes are focused around social studies and science concepts that are aligned with our New York State and New York City curriculum guidelines. The Kindergarten program lays the foundation for the success of the students' future reading proficiency. Through our private grant funds we have hired full and part-time tutors to provide intensive individual and/or small group instruction tailored to student need. We are very proud of our ability to mainstream special needs students as well as to provide a challenging and enriching program for students at the high end of the academic spectrum. The model is also able to facilitate mandates for our ELLs.

We have recently switched our math curriculum to the EnVision math program. This decision was based upon student results on the NYS Mathematics exam as well data from this year's Progress Report which shows that student median performance levels did not increase significantly for students at performance levels 3 and 4. As of 2005-06 we began hiring math tutors to provide student support based on information derived from an extensive database developed by our math facilitator as well as, more recently, the school's Progress Report, Quality Review and school based data from Predictive and Instructionally Targeted Assessments. In 2007-08 an advanced math pull out program was implemented to meet the needs of our accelerated children. This group will continue throughout the 2010-2011 school year. Additionally, we have organized professional development for staff in regards to differentiating and creating goals within the classroom in order to provide an enriched and engaging curriculum to meet the needs of all students. As well as the use of the RTI model, Reading Academy training and Writing Aviator training.

Our school climate, through the use of the Success For All Model, fosters a sense of community through its common school wide goals and high expectations for student success. Our Project ARTS program further enhances our school environment by implementing a cluster model that links content area curriculum to the arts. The exemplary displays throughout our building recognize the

accomplishments of our students.

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. 65 - The Raymond York Elementary School								
District:		27	DBN #:		27Q065	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.1	94.5	TBD	
Kindergarten		88	75	76						
Grade 1		87	89	86	Student Stability - % of Enrollment:					
Grade 2		101	90	93	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		87	99	91			91.3	91.11	TBD	
Grade 4		109	90	99						
Grade 5		91	110	103	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			67.4	67.4	81.3	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	3	TBD	
Grade 12		0	0	0						
Ungraded		2	1	2	Recent Immigrants - Total Number:					
Total		565	554	550	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	4	1	
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		29	28	26	Principal Suspensions		4	3	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	17	24	Superintendent Suspensions		0	1	TBD	
Number all others		23	23	26						
<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	60	63	60	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	5	12	Number of Teachers	44	46	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	11	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	77.3	76.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	68.2	69.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	89	TBD
American Indian or Alaska Native	0	0	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.5	TBD
Black or African American	8.8	8.5	9.5				
Hispanic or Latino	42.3	43.9	44.7				
Asian or Native Hawaiian/Other Pacific Isl.	42.3	42.6	39.6				
White	6.6	5.1	4.2				
Multi-racial							
Male	54.7	55.4	54.5				
Female	45.3	44.6	45.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	98	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	56.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	12	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?

Student performance trends show that over 90 percent of students in grades 3-5 achieved the promotional criteria for NYC. Additionally, there was an increase of students at level 1 on the ELA exam from 9 to 11 students. In regards to the NYS Mathematics exam, there was an increase in the number of students scoring a level 1 from 9 to 17 students. Based upon data available, Performance as well as progress has gone up in our school as evidenced by the school's 2008-2009 school progress report.

What have been the greatest accomplishments over the last couple of years?

- We have been steadfast with our implementation of the Success For All literacy program. Through our extensive use of data and the Success For All program, we have the ability to utilize our teacher staff to match student needs. We are able to move students every eight weeks and strategically place them in literacy groups to either provide support or enrichment. At present, we have 32 reading groups in Grades 1-5 that take place during our school-wide block.
- Our teachers have taken the next steps in literacy and math instruction to utilize additional strategies that incorporate critical thinking skills. They have received professional development in the use of thinking maps as well as in the use of formative assessments to plan curriculum. In addition, training has been given in the use of multiple intelligences to guide delivery of instruction.
- Data has always been an integral part of our school program. In the past, the collection and dissemination of data was primarily done by the administration and selected staff to track school-wide trends and make decisions on instruction. Now, classroom teachers access and analyze data in regards to ECLAS and DIBELS as well as in NYC periodic assessments in order to provide for differentiation and individualization. Teachers have become proficient at goal setting for student populations as well. Teachers have taken ownership and developed professional learning communities that support pedagogy.

- Differentiation and Goal setting has become an integral part of classroom instruction. Teachers create classroom as well as student individual goals throughout all curricular areas. Teacher confer with students on a bi-weekly basis and differentiate process and product often.
- Progress reports have been instituted on a monthly basis to parents to provide student data in all curricular areas. Additionally, parents were afforded the opportunity to provide feedback to the teachers as well.

AIDES: The Success For All Program provides horizontal and vertical continuity of instruction. Inherently prescribed by the program are clear expectations, high academic standards, organization, fair and creditable evaluations, and academic rigor for every child and teacher. This is the underlying foundation for the entire school community.

Our grant enables our school greater flexibility in funding. It affords us the opportunity to hire additional support personnel to use for team teaching, small group and individualized instruction. We can purchase content area and supplemental material to meet all student needs. There is an abundance of material available as well as the capability to add resources throughout the school year.

Through the efforts of our Parent Coordinator, an atmosphere of community is continually fostered. Her collaborative efforts, with parents, staff, and community resources have led to a multitude of events that benefit all constituents such as: Divali Festival, Multicultural Extravaganza, Job Fair, Health Fair, Movie Nights, Daddy and Me Arts Workshop, Grandparents' Breakfast, Volunteer Breakfast, and academic workshops. Additionally, our Parent Coordinator has been honored for Best Practices citywide.

BARRIERS: Barriers which exist moving into the 2010-2011 school year are in regards to the loss of staffing due to budget cuts. We have lost several teachers over the past two fiscal years which has dramatically cut our staffing. Moving into 2010-2011, there are no ancillary staff available to provide additional services. In addition, all relationships we have created with outside agencies such as 144 Music and Arts and Dancing Classrooms will cease next year due to a lack of funding to support these programs. In addition, our Project Arts program has been changed to a cluster position instead of a co-teach model due to the budget cuts.

Many of the students who did not achieve promotional criteria on the ELA as well as NYS Math exam were ELL students who have been in the country for two years or less. Due to our high ELL population and their mobility, it is difficult to ove them towards showing adequate progress on the NYS exams.

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"/> Describe your goal. Goal 1: To Provide Professional development to all classroom teachers in the area of Literacy through the use of the Reading Academy as well as Response to Intervention training and professional development in Writing Aviator. Measureable objective: During the 2010-2011 school year, 100% of classroom teachers participate in professional development in the RTI model, Writing Aviator as well as Reading Academy. 100% of teachers will begin to implement the use of Centers within their classrooms.	<input type="checkbox"/> Throughout the 2010-2011 school year staff will be provided professional development in implementation of the Response to Intervention Model. This training will be provided by our UFT teacher center staff facilitator as well as our SFA literacy facilitator and administrative staff. In additional, staff will receive instruction in the areas of fluency, phonemic awareness, phonics, vocabulary and comprehension through professional development in the Reading Academy that will be provided by the UFT teacher Center personnel as well as the principal. Finally, professional development will be provided to staff in the writing process through the Writing Aviator program. These trainings will be facilitated by the assistant principal. These professional development opportunities will be provided during the school day as well as through the use of study groups.
<input type="checkbox"/> Goal 2: To utilize staff so as to provide smaller class sizes in grades k, 1, 2, 3, and 5. Measureable objective: During the 2010-2011 school year, the number of classes per grade	<input type="checkbox"/> Reassignment of current staff as well as adjustment of funding will be utilized to increase the number of grade 1, grade 2 and grade 5 classes. This adjustment will include the addition of a grades 1 small class for low functioning students as well as the creation of full classes in grade 5.

<p>will be maintained or increased so as to lower the number of students per class .</p>			
<p><input type="checkbox"/> Goal 3: <input type="checkbox"/> 100% of staff will be provided professional development in the use of Promethean Board technology in the areas of literacy and mathematics.</p> <p>Measureable objective: 100% of classroom teachers will receive training in delivering lessons through the envision math online program</p> <p>100% of staff will receive professional development in the use of technology to differentiate for various learning styles.</p>	<p><input type="checkbox"/> During the 2010-2011 school year staff will be trained in and will implement the use of Promethean board technology within the classroom. Staff will be provided training through Promethean as well as in house staff such as our SFA math facilitator.</p>		
<p><input type="checkbox"/></p> <table border="1" data-bbox="154 1094 548 1934"> <tr> <td data-bbox="154 1094 349 1934"> <p>Goal 4: To increase student academic performance in the areas of literacy and math as evidenced by a growth in students at levels 3 and 4 on the</p> </td> <td data-bbox="349 1094 548 1934"> <p>Measureable objective: In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS ELA exam. In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS Math exam.</p> </td> </tr> </table>	<p>Goal 4: To increase student academic performance in the areas of literacy and math as evidenced by a growth in students at levels 3 and 4 on the</p>	<p>Measureable objective: In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS ELA exam. In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS Math exam.</p>	<p><input type="checkbox"/> Our student population in grades 3-5 showed a dramatic drop in performance as evidenced by the 2009-2010 Progress report. Based upon these results, a concerted effort is in place including implementation of the Response to Intervention model which should increase student performance by providing targeted instruction.</p>
<p>Goal 4: To increase student academic performance in the areas of literacy and math as evidenced by a growth in students at levels 3 and 4 on the</p>	<p>Measureable objective: In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS ELA exam. In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS Math exam.</p>		

NYS Math and ELA exam		
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SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Describe your goal. Goal 1: To Provide Professional development to all classroom teachers in the area of Literacy through the use of the Reading Academy as well as Response to Intervention training and professional development in Writing Aviator.</p> <hr/> <p>Measureable objective: During the 2010-2011 school year, 100% of classroom teachers participate in professional development in the RTI model, Writing Aviator as well as Reading Academy. 100% of teachers will begin to implement the use of Centers within their classrooms.</p> </div>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Professional development will be provided to staff on use of writing aviator prior as well as during the school year. Writing Aviator pacing calendar will be followed as well as prescribed curriculum plan A professional Development plan will be generated and distributed to staff on a monthly basis. Reading Academy training will be provided to all staff by our UFT teacher center staff member. RTI model trainin will be provided by our literacy specialist. Student data will be maintained and reviewed monthly to preserve the integrity of the 3 tier RTI model.</p>

	<p>The first two weeks of the year will be used to screen all students in all areas including their learning styles.</p> <p>Classroom intervisitations will occur monthly.</p> <p>Our SFA model will now utilize the 6th day to provide learning centers for students.</p> <p>Professional development will be provided in the use of learning centers.</p> <p>Teacher teams will focus on these models on a weekly basis</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> <p>Tax Levy Funds (training rate)</p> <p>Title 1 professional development funds</p> <p>NYSTL library funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agendas and Attendance sheets from professional development opportunities</p> <p>Data sheets from screening and progress monitoring</p> <p>walkthrough sheets</p> <p>observation reports</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 2: To utilize staff so as to provide smaller class sizes in grades k, 1, 2, 3, and 5. Measureable objective: During the 2010-2011 school year, the number of classes per grade will be maintained or increased so as to lower the number of students per class .</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>FSF funds will be used to create more classrooms per grade There will be a 1/2 class in grade 1 for struggling students there will be a self contained ELL class in grade 3 as there is a large population of ELLS (18) in this grade Title 2A funds will be utilized in order to create classes in grades 1 and 2</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> <p>FSF Title 2A FSF incremental TL DRA</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Galaxy Classroom visits Walkthorughs/ observations
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal 3: <input type="checkbox"/> 100% of staff will be provided professional development in the use of Promethean Board technology in the areas of literacy and mathematics. <div style="border: 1px solid black; padding: 5px;"> <p>Measureable objective: 100% of classroom teachers will receive training in delivering lessons through the envision math online program</p> <p>100% of staff will receive professional development in the use of technology to differentiate for various learning styles.</p> </div>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Provide professional development in the use of promethean technology-in house as well as external External Professional Development by CE!-PEA staff Professional development will be provided by our Math facilitator in the use of online Envision

	<p>component Intervisitation schedule will be utilized to view use in action</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"/> Tax Levy Title 1 CEI PEA Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Agendas/ Attendance sheets from professional development meetings regarding technology Inter-visitation Logs Attendance and agendas from PD held Grade conference agendas regarding technology</p>

Subject Area
(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific,</p>	<p><input type="checkbox"/></p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4: To increase student academic performance in the areas of literacy and math as evidenced by a growth in students at levels 3 and 4 on the NYS Math and ELA exam</p>	<p>Measureable objective: In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS ELA exam. In 2010-2011, there will be an increase of 3% of students scoring at a level 3 or 4 on the NYS Math exam.</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"/> Professional development in RTI model</p> <p>Professional development in Writing Aviator</p> <p>Professional development in Reading Academy-phonics, phonemic awareness, fluency, vocabulary and comprehension</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"/> tax levy funds</p> <p>title 1 funds</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> classroom observations</p> <p>informal walkthroughs</p> <p>intervisitation logs</p>	

	PD agendas and Attendance sheets
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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	40	50	N/A	N/A	5			
3	43	43	N/A	N/A	6			
4	40	40			5			
5	34	34		27	3		3	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> AfterSchool: Ell Students in levels 3-5 participate in additional test preparation and skill development in a reduced student-teacher ratio. The sessions begin in early January and end in April. They are held two times a week for three hours. Extended day: Grade 2 through 5 students most at risk, including all special education and ELLs, are placed in small groups of 10:1 or 5:1 for academic support. Areas of concentration are ELA, Math, Writing, Social Studies and Science. The sessions are held Monday through Thursday for 37 ½ minutes. SFA tutoring: Based on Success For All student benchmarks, students are identified for one to one tutoring in literacy/writing. Using the Success For All tutorial program including Alphie’s Alley, Reading Comprehension. 20 minute sessions are held three to five times weekly. All reading first components are addressed based on data. AIS personel: Through a push in/pull out model students are given support in either a small group, individual or reduced class size model. Through programs such as Coach and Achieve It students are given additional instruction in order to enhance classroom activities. The frequency of instruction is based on student need and holdover status. Saturday academy is provided for 16 weeks, 3 hours per Saturday
Mathematics:	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> After school:ELL Students at all levels participate in additional test preparation and skill development in a reduced student-teacher ratio. The sessions begin in early January and end in April. They are held two times a week for three hours. </div>

	<p>Extended day: Grade 2 through 5 students most at risk, including all special education and ELLs, are placed in small groups of 10:1 or 5:1 for academic support. Areas of concentration are ELA, Math, Writing, Social Studies and Science. The sessions are held Monday through Thursday for 37 ½ minutes.</p> <p>AIS services: Through a push in/pull out model students are given support in either a small group, individual or reduced class size model. Through programs such as Coach and Achieve It students are given additional instruction in order to enhance classroom activities. The frequency of instruction is based on student need and holdover status.</p> <p>Students performing at Levels 1, 2 or below standard on Envision unit assessments are given individualized instruction three to five times weekly at 20 minutes per session. Saturday Academy-Instruction for 16 weeks until May for 3 hours per Saturday</p>
Science:	<input type="checkbox"/>
Social Studies:	<input type="checkbox"/> Saturday Academy is provided to students based upon their needs. Students are also provided instruction through use of extended day and after school as well.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance counselor provides at risk counseling for students based upon teacher recommendation as well as parent need.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The psychologist provides at risk counseling for students based upon teacher recommendation as well as parent need.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social worker meets with students at risk based upon PPT recommendation.
At-risk Health-related Services:	<input type="checkbox"/> Based on teacher recommendation students are referred to our speech teacher for intervention services prior to evaluation. Students are provided with either individual or small group

services based on the informal assessment

Department of Health nurse for six hours each day monitors the health needs of all students and provides first aid when needed. Nurse makes referrals to supportive agencies when the needs arise for students requiring additional support. For students with asthma, the School Nurse, through the Open Airways Asthma

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

k-5

Number of Students to be Served:

LEP 69

Non-LEP 481

Number of Teachers 2

Other Staff (Specify) 3

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.

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Students entering into the building are identified for services based upon parent responses on the Home Language Survey. Upon review of these forms by designated ELL staff, student are administered the Lab-R assessment to derive whether ELL services are needed. Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition. Our students come from many different native-language backgrounds and English is the only common language among students. At P.S. 65Q, we follow a pull out model and adhere to all CR Part 154 Mandates. ELL's who spend most of their day in all-English content instruction are brought together from various classes for English-acquisition focused instruction. In addition we will have a grade 3 self contained ELL class for 17 ELL students in grade 3 to better prepare them for the NYS ELA exams. ESL teachers will continue to plan carefully with general education teachers to ensure curriculum alignment. Time is allocated via professional development, for general education teachers and ESL teachers to plan curriculum alignment and instruction for ELL's. Instructional ESL methodologies and content area expertise can complement each other to facilitate and accelerate both English language acquisition and content learning for ELL's.

In conclusion, our ESL program adheres to the "Children's First" initiative's uniform curriculum. Our program uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELL's. The program also adheres to the New York State Learning Standards for all academic areas, and has an ESL component based on the New York State ESL Standards.

ESL teachers are provided with the ESL and the New York State Learning Standards, as well as the Department of Education and school prototype. ESL lesson plans and learning experiences are aligned with these standards. Math, Science, Social Studies and other subject areas are integrated into daily lesson plans. ESL teachers link with classroom teachers to ensure that all schoolwide initiatives are integrated into instruction. Visual and print materials, manipulatives, extra help, and physical demonstrations also play a role in the development of each lesson.

In our school, ELL students are pulled out of their mainstream classes. During our Success For All literacy block, our ESL teachers instructed targeted ELL students. Where possible, ESL teachers can push into Science, Social Studies, and Math classrooms and utilize vocabulary strategies to enhance literacy. Core content area instruction is provided. A writing workshop model is used at P.S.65Q. Our ESL teachers link with classroom teachers to plan curricular alignment and instructional improvement for ELL's. Students are tested annually utilizing the NYSESLAT exam. Results of this assessment are used to generate ELL goals for the students. In addition we will have a grade 3 self contained ELL class for 17 ELL students in grade 3 to better prepare them for the NYS ELA exams. Students are given the opportunity and encouraged to participate in academic as well as enrichment programs. These include our Saturday academy for ELA, Mathematics and Social Studies. Afterschool programs in ELA, Mathematics and Social Studies.

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.

Professional Development initiatives at this time include: Success For All Reading with emphasis on phonemic awareness using Fasttrack Phonics for early learners, Roots and Wings for Grades 1-5, Envision Math Professional Development and professional development in Writing Workshop as well as use of the Writing Developmental Continuum. We will provide ongoing ESL professional development for our ELL staff through consultants and U.F.T. Teacher Center staff. ESL teachers have also gone to staff development provided by NYCDOE regarding the instruction of ELL student. Training through the AUSSIES has also been provided for the staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with our curriculum, and that of the Department of Education. Professional development opportunities will also be explored through BETAC.

ESL professional development for our monolingual classroom teachers is being provided in order to address the large number of ESL students in all grades. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL's support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of Department of Education personnel to provide high quality training. ESL teachers will continue to require professional development on differentiation, ELA preparation, vocabulary development and content area instruction.

Section III. Title III Budget

School: **27Q065**

BEDS Code: **342700010065**

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	15,000	<input type="checkbox"/> <table border="1"> <tr> <td>\$9108.00</td> <td>Afterschool/saturday academy: 2 teachers, 3 hours a week, 22 weeks @ \$46.00 per hour including fringes</td> </tr> <tr> <td>\$3036.00</td> <td>Morning: 2 teachers, 1.5 hours a week for 22 weeks</td> </tr> <tr> <td>\$2856.00</td> <td>Materials to support after school programs</td> </tr> </table>	\$9108.00	Afterschool/saturday academy: 2 teachers, 3 hours a week, 22 weeks @ \$46.00 per hour including fringes	\$3036.00	Morning: 2 teachers, 1.5 hours a week for 22 weeks	\$2856.00	Materials to support after school programs
\$9108.00	Afterschool/saturday academy: 2 teachers, 3 hours a week, 22 weeks @ \$46.00 per hour including fringes							
\$3036.00	Morning: 2 teachers, 1.5 hours a week for 22 weeks							
\$2856.00	Materials to support after school programs							
Purchased services	0	<input type="checkbox"/> N/A						

- High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2856.00	<input type="checkbox"/> materials such as paper and ink
Educational Software (Object Code 199)	0	<input type="checkbox"/> NA
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> NA
TOTAL	2856	

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.

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1. We use the ATS ethnicity report to ascertain the various languages of our community. Additionally, a parent survey is sent out in multiple languages to determine parent's need of oral and written translation so we can better serve the needs of the community. This information is also recorded on a form which is sent home to parents asking what language they speak at home. This is separate and apart from the Home Language Survey.

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.

69% of our non-English speaking community speaks Spanish. 29% speaks an Asian language which includes: Chinese, Bengali, Punjabi and Urdu. These findings were reported to the school community via a parent survey sent early in the school year as well as at the Open House held in September.

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.

All letters, calendars and meeting minutes will be translated into the necessary home languages. We rely on staff and parent volunteers to assist in translation. All documents that we are unable to translate, are sent to NYCDOE translation unit for translations. The Bill of Parent Rights and Responsibilities is available to parents in their home language. All school notices are sent home in multiple languages as is the school monthly calendar. A staff member is paid per session to translate all documents that are to go to the homes of students.

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.

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Staff and parent volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at meetings. Electronic translators were also purchased to aid in this process.

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

a

Upon registration and at all parent meetings, parents will be informed that translation services are available and interpreters can be provided. The parent coordinator will keep a list of those parents that require services. This information is also posted within the main office and the vestibule of the building. Outreach will be made to newly registered students' parents who have completed the home language survey and indicated a language other than English as the first language. Information on these services will be displayed prominently in the Parent Association room, main office as well as the main lobby of the school. Parents will also receive notification of the availability of these services through our school newsletter which is distributed bi-monthly. Furthermore, notification will be given to parents of these services through a correspondence letter in September. Staff and parent volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at 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:	339,233	15,648	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3392.33		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16961.65	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33923.3	*	

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.

N/A

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

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

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

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



P.S. 65Q Parent Involvement Policy

I. General Expectations

P.S.65Q 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—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

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.

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School-Parent Compact

P.S.65Q 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 2008-2009.

Required School-Parent Compact Provisions

School Responsibilities

P.S.65Q will:

1. 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 as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment]

Through the use of our Research based Success For All literacy and math model our students are ensured of a seamless standard based curriculum Kindergarten through Grade 5. This model stresses cooperative learning strategies which foster team work, collaboration, and mutual respect. Students are expected to reach quarterly benchmarks in literacy and mastery level on each unit in mathematics.

2. 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: [Describe when the parent-teacher conferences will be held.]

Back to School Night in September 2007, Parent Teacher Conferences in November 2007 and March 2008 and at designated individual student meetings all throughout the year.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Parents will be given Success For All literacy report cards for each 8 week assessment as well as Department of Education report cards as mandated. All standardized as well as practice test data such as ELA, Math, Science, Social Studies, Interim Assessments and GROW Reports will be disseminated as available.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Staff is available at mandated Parent Teacher Conferences in Fall and Spring as well as daily during preparation times. Parents are notified of teacher availability and are required to schedule appointments.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

P.S.65Q is involved in the Learning Leaders Volunteer Program. Parents are trained to work in specified school areas. Parents are able to participate in school trips and volunteer for assisting in schoolwide events. Parents can observe their child's classroom during Open School Week as well as by individual appointments as the need arises.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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, (entire school population) and will encourage them to attend.
9. 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.
10. 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.

11. 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.
12. 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.
13. 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: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and punctuality.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in classrooms.
- 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.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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.

All students will be screened upon entering school in September. Lower grades students will be screened using DIBELS and ECLAS in ELA and Envision Math assessment. Additionally, writing samples will be collected and a learning styles inventory will be done. Throughout the year students will be assessed through SFA as well as math unit assessments. Progress monitoring will be done for students falling into the RTI model tier 2 or 3. In the upper grades students will be screened using Performance Series in math and ELA. Additionally they will create a writing baseline and will complete a learning styles inventory. All students will also be given a baseline assessment in Science which will be given by the science cluster teachers. Throughout the year students will take the SRI as well. Prior year ELA and Math trends will be used as well as Acuity ITA and Predictive assessments.

2. Schoolwide reform strategies that:

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

Our school will be following the Response to Intervention Model for all students which includes screening, diagnosing and providing additional differentiated instruction to students. Students will be screened, classified as tier 1 2 or 3 and will be provided interventions in class as well as by trained staff. In addition, progress monitoring will be done in lower grades through the use of MCLASS palms and in the upper grades through acuity and performance series. Professional development will be provided in the new common core standards as well to begin to ensure alignment.

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.

Throughout the year, students at risk will be afforded the opportunity to participate in extended day. In addition, SFA tutors will provide small group instruction. Students will also be provided opportunities to attend Saturday academy in ELA and Math.

- o Help provide an enriched and accelerated curriculum.
 - The SFA model allows for acceleration and remediation. Students are assessed every 8 weeks and grouped by ability. Students who are working above grade level are provided instruction at that level. In addition, students who are advanced in the area of mathematics will be provided the opportunity to be a part of our advanced math group.

- o Meet the educational needs of historically underserved populations.
 - We will continue with two ELL teachers. One will follow the pullout model, the second will follow the whole class model. AIS and intervention services will be provided for these students as well. Students in our special education population will receive direct instruction as well as remediation based upon their IEP goals.

- 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.
 - Counseling, pupil services, and AIS services will be provided to our at risk population. These decisions will be made at our PPT meetings. These services include tutoring, at risk SETSS, counseling, referral to SE as well as review of student data for in house programs such as afterschool, Saturday academy or Wilson.

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

3. Instruction by highly qualified staff.

We will continue to provide high level professional development to all staff with a special emphasis on providing explicit, differentiated instruction to students. Training will be provided in literacy (RTI, Reading Academy, Writing Aviator) as well as mathematics, the use of learning centers and technology. At present, all staff are working under their license areas.

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.

We will continue to provide high level professional development to all staff with a special emphasis on providing explicit, differentiated instruction to students. Training will be provided in literacy (RTI, Reading Academy, Writing Aviator) as well as mathematics, the use of learning centers and technology. At present, all staff are working under their license areas. In addition, staff will continue to go to trainings off site. A needs assessment will be given to staff to ascertain their needs in the area of professional development and will be redistributed quarterly.

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

All staffing will be done by administration in consultation the School Leadership team.

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

We will continue to provide opportunities for parents to be a part of our schoolwide community. Our parent coordinator provides needs assessments in October to parents. This data is utilized to create a workshop series for parent. In addition monthly programs are held for parents to celebrate various cultures as well as to provide valuable information regarding instruction.

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.

Parents are provided with all pertinent information regarding entering elementary school. In addition, all students will be screened and provided intervention as necessary.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will continue to have a voice at faculty conferences, grade conferences as well as as active members of the school leadership team.

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.

We will continue to provide in house intervention programs such as our Saturday academy, Wilson program, afterschool programs as well as extended day. In addition, students will be regularly assessed and progress monitored to provide immediate tier 2 and 3 interventions.

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.

All funding sources will be utilized as specified by mandates.

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.

		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			284956	True	section V
Title I, Part A (ARRA)	Federal	Yes			15492	True	Section 4 and 5
Title II	Federal				214625	True	section 4 and 5
Title III	Federal	Yes			not yet known	True	Appendix 2
Tax Levy	Federal	Yes			2,505,711	True	

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.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
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;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 n/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A
4. Coordinate with and support the regular educational program;
 N/A
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.)
1
2. Please describe the services you are planning to provide to the STH population. Counseling will be provided for students in temporary housing. Additionally, attendance records will be maintained and communication will be opened between the parents and school.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 65 - The Raymond York Elementary School					
District:	27	DBN:	27Q065	School		342700010065

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.1	94.5	93.9
Kindergarten	75	76	71				
Grade 1	89	86	89	Student Stability - % of Enrollment:			
Grade 2	90	93	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	91	87		91.3	91.1	94.7
Grade 4	90	99	95				
Grade 5	110	103	89	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		67.4	81.3	81.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	3
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	554	550	510	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	1

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	28	26	28	Principal Suspensions	4	3	9
# in Collaborative Team Teaching (CTT) Classes	17	24	29	Superintendent Suspensions	0	1	7
Number all others	23	26	21				

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	44	46	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	11	7
# receiving ESL services only	63	60	TBD				
# ELLs with IEPs	5	12	TBD	Number of Educational Paraprofessionals	3	3	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.3	76.1	92.9
				% more than 5 years teaching anywhere	68.2	69.6	78.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	89.0	90.5
American Indian or Alaska Native	0.0	0.4	1.0	% core classes taught by "highly qualified" teachers	100.0	98.5	100.0
Black or African American	8.5	9.5	9.4				
Hispanic or Latino	43.9	44.7	44.5				
Asian or Native Hawaiian/Other Pacific	42.6	39.6	39.8				
White	5.1	4.2	4.9				
Male	55.4	54.5	53.7				
Female	44.6	45.5	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	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:	38.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA	District 27	School Number 065	School Name Raymond York E.S.
Principal Rafael Morales		Assistant Principal Nicole Lake	
Coach Kimberly Ferina		Coach Maryann Natale	
Teacher/Subject Area Susana Domingo - 3rd Grade		Guidance Counselor Jan McDougal	
Teacher/Subject Area Margarita Soria - ESL		Parent Barbara Watson	
Teacher/Subject Area Kathleen Washington - 3rd		Parent Coordinator Pattie Musalin	
Related Service Provider Felix Regalado - AIS		Other	
Network Leader Althea Serrant		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	5	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	520	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	9.23%
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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.
- 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.)
 - 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.

The parents of every newly admitted student is given a Home Language Identification Survey (HLIS) in English and in their native language. Once completed, the licensed ESL teachers will call the families of students who listed a language other than English to be certain that the form was filled out correctly. Thus our ESL students are identified and given the LAB-R assessment. In the spring, all ELL's are given the NYSESLAT to ensure that they are entitled to services and if so based on their results, the quantity of their entitlement. The parent's choice letters (survey and selection) are sent to those parents who were identified as to have ESL students. There are three choices of programs listed: ESL, Dual Language Program and Transitional Bilingual Education. Each parent was asked to list in order of preference from first to third, the educational program they preferred for their child. 100% (12/12) of all responses indicated that ESL was their first choice. None of the parents indicated a second or third choice. There is no interest in DL or TBE programs as a result of the success of the ESL program that has been in place for ten years. The efforts to inform parents of their choices have included workshops, attendance at these workshops has improved from the previous year. Approximately 30% of ESL parents have been informed of choices via workshops. The trend of 100% of parents choosing ESL has continued at PS 65Q over the last several years. Parents overwhelmingly request ESL services for their children and prefer that their children remain in a regular classroom setting. They believe that their children need to learn English and acclimate themselves to the school environment. It should also be noted that we do offer Dual-Language or Bilingual education programs in PS65. We offer workshops for parents of ESL students through our parent coordinator to describe the ESL program in our school.

The school sends out parent choice letters at the beginning of the school year to all new students entering PS65. The parents of students that were receiving ESL services in the past receive a "continuation of services" letter. We have had 100% of the letters returned over the past several years request ESL services. There has been no interest in DL or TBE programs here at PS65. When the letters are returned, members of the LAP team meet to review them and make decisions that will best affect the student's education. As a result of those meetings and the data from the letters, we offer appropriate ESL services to all of the mandated students.

Part III: ELL Demographics

A. ELL Programs

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

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------	-----------------------------	-----------------------------

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	6	6	7	13	8	8								48
Push-In														0

Total	6	6	7	13	8	8	0	0	0	0	0	0	0	48
-------	---	---	---	----	---	---	---	---	---	---	---	---	---	----

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	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	38	0	4	9	0	5	1	0	1	48
Total	38	0	4	9	0	5	1	0	1	48

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			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																
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
Spanish	5	2	5	9	7	7								35
Chinese			1											1
Russian														0
Bengali		2	1	3	1									7
Urdu				1										1
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other		1				1								2
TOTAL	6	6	7	13	8	8	0	48						

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.

Our Freestanding English as a Second Language (ESL) programs provides instruction in English, emphasizing English-language acquisition. Our students come from many different native-language backgrounds and English is the only common language among students. At P.S. 65, we follow a Pull-Out Model and adhere to all CR Part 154 Mandates. ELLs who spend most of their day in all-English content instruction are brought together from various classes for English-acquisition focused instruction. This is sometimes at the cost of content instruction time in their classroom. ESL teachers will continue to plan carefully with general education teachers to ensure curriculum alignment. Time is allocated via professional development, for general education teachers and ESL teachers to plan curriculum alignment and instruction for ELLs. Instructional ESL methodologies and content area expertise can complement each other to facilitate and accelerate both English language acquisition and content learning for ELLs.

75% of our ESL population speaks Spanish, as a result the ESL teachers and other staff members that speak Spanish use their knowledge of that language to help with instruction. They use Spanish to help students develop comprehension, vocabulary and other skills that can be used while the students are learning English. The student's native language is intertwined with English to further develop their language skills in the ESL model. We currently do not have a DL or TBE program in PS65 that requires language allocation.

In conclusion, our ESL program adheres to the "Children First" initiative's uniform curriculum. Our program uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. The program also adheres to the New York State Learning Standards for all academic areas, and has an ESL component based on the New York State ESL Standards.

Beginner/Intermediate students are placed via testing, using a pull out model with ESL teachers twice daily to meet the requirement of 360 minutes per week. Strategies that are used are based on the Success for All ELA/ELL Literacy model. They include auditory and visual aids, Fast Track phonics, language links, and partner guided reading in interactive learning groups. Children are assessed every eight weeks to monitor progress using a one to one inventory or SRI levels. Advanced children are grouped for ESL at a grade and age appropriate level.

Where possible, based on student eligibility numbers, a push in model will be used to enhance classroom instruction during content area periods.

ESL teachers are provided with the ESL and the New York State Learning Standards, as well the Region and School prototype. ESL lesson plans and learning experiences are aligned with these standards. Math, Science, Social Studies and other subject areas are integrated into daily lesson plans. ESL teachers link with classroom teachers to ensure that the writing genre of the month is integrated with instruction. Visual and print materials, manipulatives, extra help, and physical demonstrations also play a role in the development of each lesson.

In our school, ELL students are pulled out of their mainstream classes. During our Success for All literacy block, our ESL teachers instruct targeted ELL students. Where possible, ESL teachers can push into Science, Social studies, and Math classrooms and utilize vocabulary strategies to enhance literacy. Core content area instruction is provided. A writing workshop model is used at PS 65. Our ESL teachers link with classroom teachers to plan curricular alignment and instructional improvement for ELLs.

Our ESL program focuses on language acquisition and incorporates school-wide initiatives (i.e. Reading Skill of the Week, Genre of the Month and the 4 Square writing organizational tool). We stress weekly reading comprehension skills, as well as the monthly writing genre focus. Students identified as ELL also receive intensive one on one tutoring through grant funds to supplement instruction. The LAP is used to identify the areas of weakness that need to be addressed.

A feature of the Success For All Reading program is that students are grouped by ability and need. This allows us to have our certified ESL teachers instructing our ELL's in literacy. Our reading block is one hundred minutes a day yielding 400 minutes of direct contact per week, this is in addition to those students being pulled in other subject areas.

At this time we do not have SIFE students. However, these students would receive extended instructional time. This would be provided during after-school classes, tutoring, Saturday programs, and summer programs. All other opportunities available for ELL students would be available to SIFE's.

Greater outreach to parents needs to be provided from the school to better educate them in making intelligent choices that will best suit their child's needs. This not only includes the various ELL programs to choose from, but the structure and methods of the current ESL program that is in place.

ELL students new to the school, and those that have been here for less than three years will acquire the use of English through literacy immersion, content area learning and daily socialization skill instruction. Visuals, manipulatives, and physical demonstrations will be utilized to aid in the growth of their vocabulary. There will be more emphasis on listening and speaking skills to get them prepared for reading and writing. It is imperative that these students learn basic classroom English, procedures and routines as to build their self-esteem and self-confidence when they are in their classrooms. An afternoon program is offered to support student progress.

Long-term ELL students will have more emphasis placed on their reading and writing skills integrating content area to prepare them prepared for the State assessments. Since there is a small amount of these students, instruction is individualized. An afternoon program is offered to support their progress.

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

ELL students with special needs require individual methods of instruction. Different materials, teaching techniques, and approaches are needed to accommodate each child's special needs. Morning and afternoon programs are offered to support student progress.

Additionally, small group supplementary services are provided after school. These programs focus on enhancing literacy, math, and test sophistication strategies differentiated to meet the educational strengths and needs of each student. Student grouping is based on the level of language acquisition to assist our ELL students to learn

English, and to meet age appropriate academic achievement standards for grade promotion and graduation. Exit requirements for the program will be based on results of NYSESLAT.

We will be continuing our early morning ESL study program. This program was initiated in 2008 in order to provide additional support to our ELL's. Students meet with certified ESL teachers twice a week for a total of ninety minutes. Various subjects are covered with a focus on vocabulary.

Our goal is to help each student attain higher levels of proficiency each year, and to reach and attain the goal of language acquisition. There is a greater emphasis on reading and writing skills to help these students achieve this goal. Challenging work is given to motivate students to strive for greater success.

The CR Part 154 mandates that 360 minutes of ESL instruction be given to Beginner and Intermediate level ELL students, and 180 minutes of ESL instruction for Advanced ELL students. It is assured that these mandates are met by designing a schedule that the students follow. Beginner and Intermediate students meet for a minimum of eight 50-minute periods each week, for a total of 400 minutes, which exceeds the mandate. Advanced students meet for four 50-minute periods each week for a total of 200 minutes. These students are also incorporated into the regular "Success for All" program, which meets for 100 minutes daily, 500 minutes weekly. The Advanced students far exceed the CR Part 154 mandate. In addition to these mandates, we also offer, before and after school, small group instruction, and one on one tutoring. A Saturday program is also available in various sites.

In response to CR Part 154 (A-11) mandate, the following intervention services are available to ELLs for students identified for Extension of Services on A-11: After School Literacy/Math Instruction for Grades 3-5; a push in model by support staff; one to one tutoring.

In addition to the vast supply of Success for All resources that the school provides its ESL teachers, the teachers also use but are not limited to:

- Success for All Reading
- Pearson "EnVision Math"
- "Read All About It" by Lori Howard
- "Can You Believe It?" by Jan Huizenga
- The Oxford Picture Dictionary
- Leveled library books-fiction and non-fiction
- DVD's and videos, specifically: SFA – "Reading Reels for Roots"
- "Craft Lessons" and "Non-fiction Craft Lessons" by Ralph Fletcher
- Rigby In Step Leveled Reading Intervention Program

The Leap Frog program, which is a technology based interactive literacy program, is utilized for early learners K – 3. It stresses visual and auditory strategy cues via the Leap Pad system. The use of wireless i-Books is also used as a motivational tool designed to enhance and eliminate frustration for our ESL population. In the near future we will be utilizing "Options" as supplementary math materials for our ELL students to use along with their Pearson "EnVision Math" curriculum.

Through Success for All, our ELL students are instructed during the Literacy Block using ESL strategies that are incorporated in our program. Our Success for All Literacy program incorporates a newly developed resource for teaching phonemic awareness through the use of a DVD. This has been, and continues to be an excellent strategy for reaching our ELL population.

We have ordered the Rigby In Step leveled reading program. This reading leveling system provides scaffolded instruction in reading characteristics, developmental phonics and language building. Each level focuses on the key content areas of science, math, and social studies to help our ELL students build essential knowledge while strengthening their reading skills.

Using the LAP Tool Kit, the eight principles were reviewed and prioritized. Focus will be on all LAP Policy Principles that relate to our school's ESL program. We will, however, place special emphasis on Principles Two and Eight. Having students actively engaged in standards based curriculum using textbooks and classroom literacy materials ensures principle Two, Academic Rigor. Students will participate in small group instruction that guides and emphasizes verbal and written discourse. Principle Eight- Quality teachers of ELLs, deals with the specific knowledge of both content and language development. Teachers will demonstrate effective practices and differentiation of instruction based on needs

During the course of the school year, ESL classrooms will be monitored by administrative staff and regional support staff in order to ensure all LAP mandates are being implemented. LAP committee meetings will be held on a monthly basis to discuss implementation and modifications as needed.

The ESL teachers use the student's native language where possible to help clarify the student's understanding of a concept. Translation and communication between student and teacher is continuous. Students that do not yet know how to express their needs and wants in English can use their native tongue to do so. Native language is also used when communicating with the parents of ELL students. It is often necessary to have a translator present to guarantee understanding.

For the 2010/2011 school year we will include a focus on new admits that come to P.S.65Q having no English skills and speak a variety of languages at home. These students have no English training with limited formal education. We will initiate a zero period to target the needs of these students.

ESL students are grouped in our reading program based on SRA reading level along-side every student in the school. Beginner and Intermediate students specifically are taught by ESL licensed instructors. Through the pull-out model, ELL's are supported in their grade level correlated to their proficiency level on the NYSESLAT.

Orientation activities are offered to all new students and parents entering PS65 before the beginning of the school year.

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)?

Not Applicable

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.

Professional Development initiatives at this time include: Success for All Reading with emphasis on phonemic awareness using Fast track Phonics for early learners, Pearson enVisoin Math and Writing Workshop. Our region provides monthly ESL/Bilingual professional development for our ELL staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with core curriculum, and the application of the regional ESL prototype.

ESL professional development for our monolingual classroom teachers is being provided in order to address the large number of ESL students in grades K – 2. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL's support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of network personnel to

provide high quality training. ESL teachers will continue to require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise, as well as content area integration.

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?

Through a multitude of events, the parents maintain integral involvement with the school. Parent conferences in the fall and spring, meet the teacher night, workshops through the parent coordinator, project arts with the parents, Saturday ESL program, weekday ESL program (twice a week total of five hours), Family Math Night, Daddy and Me night, Divali and Multicultural Celebration, School Leadership Team, Parent Volunteers, and our extensive PTA provide opportunities for all parents to be a part of PS65. All of these opportunities are available to the parents of ELL students.

Our school partners with EPIC to provide workshops for the parents of ELL students as well as Cornell University. These programs are run throughout the year and are made known to the parents through news-letters and calendars that the parent coordinator distributes.

We evaluate the needs of the parents through a survey conducted by the parent coordinator during various events through the year. It is from this feedback that the school prepares activities and workshops to meet the needs of the parents. The parent coordinator is the liaison between the parents and the school and ensures that the parent's needs are met.

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)	6	4	2	3	5	2								22
Intermediate(I)	0	2	3	8	2	2								17
Advanced (A)	0	0	2	2	1	4								9
Total	6	6	7	13	8	8	0	0	0	0	0	0	0	48

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

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Other	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
3	Comprehensive English									0
4	Math	2				1				3
5	Biology	1		3		1				5
6	Chemistry									0
7	Earth Science									0
8	Living Environment									0
8	Physics									0
8	NYSAA Bilingual Spe Ed									0
	Geography									
	US History and Government			NYS Math						
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total
Grade	Other	English	NL	English	NL	English	NL	English	NL	
3	Other									0
4	NYSAA ELA	2		3						5
5	NYSAA Mathematics	2		5						7
6	NYSAA Social Studies									
6	NYSAA Science									0
7										0
8										0
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	
		Level 1		Level 2		Level 3		Level 4		
	ELE (Spanish Reading Test)	NL	English	NL	English					
	Chinese Reading Test		2		4					
8										0
	NYSAA Bilingual Spe Ed									0

NYS Social Studies

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

- | | | |
|-----|---|--|
| 5 | 1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response. | |
| 8 | 2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? | |
| NYS | 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? | |
| Bil | 4. For each program, answer the following: | |
| Sp | | a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? |
| | | b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. |
| | c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used? | |

The assessments we use to assess the early literacy skills of our ELL's are; ECLAS-2, Diebls, SRA, NYSESLAT, and the LAB-R. The data from these assessments clearly show a gap in our ELL's ability to read and write, as evidenced by the NYSESLAT Modality report.

Statistical Breakdown of Proficiency Levels (Based on Spring 2010 scores):

- 46% (22/48) based on the NYSESLAT/LAB-R scores are at the Beginner Level
- 35% (17/48) based on the NYSESLAT/LAB-R scores are at the Intermediate Level
- 19% (9/48) based on the NYSESLAT/LAB-R scores are at the Advanced Level

From the collected data, it can be ascertained that a majority of our school's ELL population 81% (39/48) is at the Beginner to Intermediate Level. There has been an increase in the percent of students at the beginner level over the past few years. This is what will drive instruction and programming. As our ELL students progress through the grades, more students attain language acquisition.

The NYSESLAT breakdown by modality yields the following information:

- 3% of ELL students are at the Beginner Level in listening and speaking.
- 18% of ELL students are at the Intermediate Level in listening and speaking.
- 24% of ELL students are at the Advanced Level in listening and speaking.
- 55% of ELL students are Proficient in listening and speaking.

- 12% of ELL students are at the Beginner Level in reading and writing.
- 62% of ELL students are at the Intermediate Level in reading and writing.
- 26% of ELL students are at the Advanced Level in reading and writing.

It is apparent that our ELL students are stronger in listening and speaking (18%, 24% and 55% respectively are at the Intermediate, Advanced, Proficient Level) than in reading and writing (12% and 62%) respectively are at the Beginner and Intermediate Level). This has major implications. It is essential for students to be able to read and write and reach their goal of language acquisition. It is imperative that the instructional focus be on reading and writing, as well as on integrating content area instruction.

NYS Exams:

SPRING 2010

4th grade ELA (3) 66% level 1 0% level 2 33% level 3
5th grade ELA (5) 20% level 1 60% level 2 20% level 3

4th grade Math (5): 40% level 1, 60% level 2, 0% level 3
5th grade Math (7): 28% level 1, 72% level 2, 0% level 3

4th grade Science (6): 0% level 1, 33% level 2, 66% level 3

FALL 2009

5th grade Social Studies (6): 17% level 1, 17% level 2, 66% level 3

Data Analysis and Summary:

To assess early literacy skills of ELL students we use the SRI assessment. This assessment is used to determine the students reading ability as well as place them with a reading group that is going to meet the needs of that students. With-in the reading group, instruction is differentiated to meet their needs further. The data provides us valuable information regarding the students prior knowledge

This data reflects how our ELL's fared in tests taken in English. Our ELL students scored at levels 1 and 2 on the standardized math, and ELA exam, and at levels 2 and 3 on the science test they took last spring. These scores are lower than their age/grade counterparts. This year there was an emphasis placed on ensuring that our students have more exposure and access to math and science vocabulary, as well as manipulatives utilized at their grade level. ESL teachers are encouraged to link with classroom teachers and content area teachers to review pacing calendars to align instruction. In addition to ESL mandates, students are provided with one to one tutorials during the course of the week to enhance instruction.

The student's native language skills are used for instructional purposes. Teachers use the native language to develop cognate skills. They identify relationships from words in their native language to English to build the student's vocabulary. By forming a bridge from the word in the native language to the word in English, the student gains an ownership of the new word. Furthermore, students use translation dictionaries to help with their understanding of English. The skills necessary to use a dictionary, transcend language barriers.

Parents of our ELL population have shared that although their children are fluent in speaking in their native language, they are not fluent in reading and writing. Therefore, it is assumed that each ELL student is more proficient in his or her native tongue in listening and speaking. In addition, we can hypothesize that if the student had the skill to read and write in his or her native language and had been provided exposure in the content areas, the student would perform better on exams provided in the child's native language.

While children at the Advanced NYSESLAT level demonstrate more proficiency in listening and speaking, they still have limited ability and sophistication in processing various subject-oriented terminology based in the English language and content areas. Students are scoring lower than their age/grade appropriate counterparts.

The results of the NYSESLAT indicate that students at all levels are performing at a higher proficiency level in listening and speaking standards as compared to reading and writing standards. Students who were born and started schooling in America are able to take tests in English and do fairly well in America. Those students will do equally on the same test in their native language. Students who are new to the country, and who have not been enrolled in our school system lack exposure to content area material, and therefore are unable to answer test questions. However, children that are proficient in their native language have a high level of proficiency in transference.

The implications of the patterns across the four modalities will continue to affect instructional decisions. NCLB, Title III-A states that our ELL's must meet the same standards as all other students and are required to take the State assessments in the core subject areas appropriate to their grade level. Our teachers will continue to use student performance data on multiple assessments to plan instruction, and differentiate learning and teaching, to meet the needs of each of our English Language Learners. Our ESL teachers will continue to prepare for these exams by interweaving the vocabulary, concepts and language functions of the content areas throughout their lessons and learning experiences.

School leaders and teachers are using the results of the ELL Periodic Assessment to make instructional decisions that benefit the students. From the data, the teachers can differentiate instruction as needed in the classroom. The pull-out ESL teacher use the information to support ELL students in the areas that are most needed. Administrators use this data in conjunction with the SRI data to determine which student will further services through AIS teachers, or our tutoring program.

We do not have a Dual Language Program.

The School Leadership Team and staff members will continue to use the results of the ELL Interim Assessments, as well as the results from many other assessments to determine the instructional areas that address the needs of our ELL students. Our students receive tutoring during the day in addition to small group instruction before or after school. From the results of these assessments, we focus on what should be taught during these extra help periods. School Leadership has discussed the LAP at meetings in order to modify the instructional program focus for the current school year, and for the development of the CEP for the next year.

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.

The Raymond York Elementary School (PS 65Q) is located in the Ozone Park section of Queens. It was established in September of 1996 as a K - 6 Elementary School originally designed to absorb the overflow population of seven different overcrowded feeder Elementary Schools in Community District 27. At present, it has its own designated zone, and services Kindergarten through Grade 5. The entire school is heterogeneously grouped.

Our LAP team is comprised of 11 members:

- Rafael Morales – Principal
- Nicole Lake – Assistant Principal
- Pattie Musalin – Parent Coordinator

Additional Information

- Margarita Soria – ESL Service Provider
- Susana Domingo – ESL Service Provider
- Mary Ann Natale – Literacy Coach

Part VI: LAP Assurances

- Felix Regalado – Related Service Provider
- Barbara Watson – Parent

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		

years and less than six years, and 2% (1/48) have been receiving services for more than six years.