



**[P.S. 68 QSCHOOL NAMEQ]**

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

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)24 Q 068**

**CAMBRIDGE SCHOOL**

**ADDRESS: 59-09 ST. FELIX AVENUE  
RIDGEWOOD, NY 11385**

**TELEPHONE: 718 821-7246**

**FAX: 718 497-8945**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 68      **SCHOOL NAME:** The Cambridge School

**SCHOOL ADDRESS:** 59-09 Saint Felix Avenue, Ridgewood, NY 11385

**SCHOOL TELEPHONE:** (718) 821-7246      **FAX:** (718) 497-8945

**SCHOOL CONTACT PERSON:** Anne Marie Scalfaro      **EMAIL ADDRESS:** asnadec@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Karen Gleason

**PRINCIPAL:** Anne-Marie Scalfaro

**UFT CHAPTER LEADER:** Frank Boyle

**PARENTS' ASSOCIATION PRESIDENT:** Rosemarie Damato

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24      **CHILDREN FIRST NETWORK (CFN):** 208

**NETWORK LEADER:** John O'Mahoney

**SUPERINTENDENT:** Madelene Chan

**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
Anne-Marie Scalfaro	*Principal or Designee	
Frank Boyle	*UFT Chapter Chairperson or Designee	
Rosemarie Damato	*PA/PTA President or Designated Co-President	
Melody Ramos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Gleason	Member// Assistant Principal	
Kerri Torres	Member/ Teacher	
Danielle Gallagher	Member/ Teacher	
Marysol Velez	Member/ Parent	
Kerri Torres	Member/Teacher	
Lisa Lopez	Member/Parent	
Gloria Harris	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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**Mission Statement:** We believe that all children can learn. We believe that parents are one of our greatest resources and support systems. We dedicate ourselves to continue to create an exemplary educationally rich environment. We will continue to communicate with the parents and community to show our responsibility and commitment to achieve the highest academic standards possible. We will continue to develop the whole child, to foster a positive self esteem in each child and help children become informed, life long learners so that they reach their fullest potential.

P.S. 68 is located in the Ridgewood section of Queens, New York. We currently have pre-kindergarten to fifth grade classes that service approximately 767 students. Most of our students are from a predominantly Hispanic background. Our school works hard to provide an environment "where learning never ends".

This year we will host schools from across our district, P.S. 13 and P.S. 12 to focus on lifting the level of student achievement. We collaborate with Instructional AUSSIE staff developers and our Network facilitators on implementing best practices.

Over the years, P.S. 68 has served as a model school for the Teacher's College Reading and Writing Project and has been visited by Lucy Calkins, founder of the Reading and Writing Project at Columbia University. We have also hosted principals from across the country and Canada who were interested in the way we implement the Reading and Writing Project. We have two staff developers from Teacher's College coming to work with our teachers throughout the year. Barb Golub will be working with our K-2 teachers and Emily Deliddo will be working with our 3-5 teachers. These staff developers hold a labsite for teachers and a follow-up meeting for teachers to reflect on new and effective strategies that were exposed during the labsite. Our teachers attend Calendar Days hosted by Teacher's College, they then turnkey the information to other staff during common preps. We have also invited parents as well as school Paraprofessionals to help us move instruction within our school building. They also attend TC Calendar Days and turnkey the information learned.

We promote school unity and instill a sense of community among our students through participation in: Field Day, Dance Festival, Hat Day, Pajama day, Magic Show, Family Fun Night, Halloween Parade, and Valentine's Bingo. In addition, we have a Memorial Day Parade where each class creates a banner honoring a branch of the Armed Forces in which local VFW veterans attend. We encourage students to attend school daily through attendance incentives. Classes with the best attendance each month are rewarded with a movie. We continue to implement the "Be-Here-Be-A Winner" program that rewards randomly-selected students that are in school each day.

As part of our school-wide Arts initiative this year we are resurrecting Music and the Brain and expanding our Arts program. This year our second grade students will be receiving instruction in keyboards or recorders. This year we were able to bring back "Show Kids", a program that exposes the students to Broadway song lyrics along with choreography. The students put on an assembly after a six week cycle that parents are invited to attend. In addition, we have junior and senior

chorus, and band that perform in a winter and spring concert. We also have an Art Gallery each year where students study an artist and try to create an art piece that mirrors the artist's style. The galleries are displayed during parent/teacher conferences. Last year we received a Move-To-Improve Grant that taught teachers how to incorporate physical activity throughout the day and this year these teachers will turnkey the information to teachers to incorporate some of the activities to supplement physical education. In an effort to tap into the talents and interests of our students we have created an enrichment program during the school day. All students will attend enrichment classes of their choice twice a month.

In order to provide our students with a wide range of support in math and literacy, we offer a literacy coach, five reading teachers, six ESL teachers, of which three are push in, and two math specialists. This has enabled our school to provide our students more than adequate small groups to address their needs and provide differentiated instruction in literacy and math. Our wide range of support staff provides our students with more individual instruction and AIS services. We schedule congruence time for teachers and specialists to meet and plan instruction.

Our PTA has worked to increase and expand school activities for our children and parents. The PTA plans to sponsor the following events: Pumpkin Patch with a Petting Zoo, Student of the Month breakfast in which parents are invited to attend and children receive a special t-shirt, Crafts with Parents, and **Family Fun Nights**. Our PTA has purchased an information sign that stands erect outside the front of our building, keeping parents abreast of school activities, important dates and events.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	P.S. 68 The Cambridge School				
<b>District:</b>	24	<b>DBN #:</b>	24Q068	<b>School BEDS Code:</b>	342400010068

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	34	36		92.9	93.7	93		
Kindergarten	124	115	105						
Grade 1	126	131	131						
Grade 2	146	125	130	<b>Student Stability: % of Enrollment</b>					
Grade 3	140	138	134	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	140	138	139		84.6	72.3	TBD		
Grade 5	124	142	140	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					72.3	72.3	88.7		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	12	7		
Grade 12									
Ungraded		2		<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	832	828			15	18	19		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	52	54	51						
No. in Collaborative Team Teaching (CTT) Classes	16	19	34	Principal Suspensions	14	24	18		
Number all others	66	45	33	Superintendent Suspensions	8	4	8		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	180	173	191	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	2	35	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	71	70	100
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	16	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	14
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.1	0.0	0	Percent more than two years teaching in this school	69.0	78.6	TBD
Black or African American	3.2	3.9	3.4	Percent more than five years teaching anywhere	53.5	55.7	TBD
Hispanic or Latino	79.1	77.9	79.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.8	4.5	Percent Masters Degree or higher	85.0	84.4	TBD
White	13.0	12.8	11.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.4	98.3	TBD
Multi-racial	0	0	0				
<b>Male</b>	52.8	53.0	51.6				
<b>Female</b>	47.2	47.0	48.4				

## 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<b>Differentiated Accountability Phase:</b>	
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1
	<input type="checkbox"/> Improvement – Year 2

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1
<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	

**Differentiated Accountability Category:**

<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
--------------------------------	----------------------------------	-----------------------------------

Individual Subject/Area Outcomes	Elementary/Middle Level	Secondary Level
ELA:	√	ELA:
Math:	√	Math:
Science:	√	Grad. Rate:

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NP
Overall Score	97.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	29.5	Quality Statement 3: Align Instructional Strategy to Goals	

Student Progress (Comprises 60% of the Overall Score)	56		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Due to a cut in raw scores on the state tests our scores in ELA and Math have significantly decreased.

### **As we look at the results of our ELA State Test results**

All tested students in grades 3-5 scoring levels three and four decreased from 79% in 2009 to 49% in 2010. Special education students in grades 3-5 scoring levels three and four decreased significantly from 40.0% in 2009 to 12% in 2010. ELL students in grades 3-5 scoring levels three and four decreased slightly from 43.8% in 2009 to 42.3% in 2010.

In third grade all tested students scoring levels three and four decreased from 75% in 2009 to 46% in 2010. General education students scoring levels three and four decreased from 83% in 2009 to 56% in 2010. Special education students scoring levels three and four decreased from 40% in 2009 to 7% in 2010. ELL students scoring levels three and four decreased 50% in 2009 to 9% in 2010.

In fourth grade all tested students scoring levels three and four decreased from 76% in 2009 to 50% in 2010. General education students scoring levels three and four decreased from 85.6% in 2009 to 59% in 2010. Special education students scoring levels three and four decreased from 45.8% in 2009 to 14% in 2010. ELL students scoring levels three and four decreased from 86.7% in 2009 to 12.5% in 2010.

In fifth grade all tested students scoring levels three and four decreased from 84% in 2009 to 50% in 2010. General education students scoring levels three and four decreased from 92.2% in 2009 to 59% in 2010. Special education students scoring levels three and four decreased from 33.3% in 2009 to 15% in 2010. ELL students scoring levels three and four decreased from 41.2% in 2009 to 20.8% in 2010.

In the 2010-2011 school year we will continue to implement Foundations in grades K-2 to provide phonics instruction. We will be using Focus as supplemental material for comprehension in second through fifth grade.

K-2 teachers have access to and have received staff development on navigating Assessment Pro, an on line data source, created by Columbia's Teacher's College. Teachers are able to put in their

students running record levels throughout the year and analyze individual, subgroup, and whole class achievement through the year. In grades 3-5 teachers will continue to use ACUITY to track and analyze data and track student progress.

### **As we look at the results from the State Math Test**

All tested students in grades three to five scoring levels three and four decreased from 84.6% in 2009 to 53% in 2010. Special education students in grades 3-5 scoring levels three and four decreased from 53.8% in 2009 to 10% in 2010. ELL students in grades 3-5 scoring levels three and four decreased from 70.8% in 2009 to 22% in 2010.

In third grade all tested students scoring levels three and four decreased from 89.4% in 2009 to 53% in 2010. General education students scoring levels three and four decreased slightly from 93.7% in 2009 to 64% in 2010. Special education students scoring levels three and four decreased 66.7% in 2009 to 11% in 2010. ELL students scoring levels three and four decreased from 74.1% in 2009 to 19% in 2010.

In fourth grade all students tested scoring levels three and four decreased from 87.1% in 2009 to 49% in 2010. General Education students scoring levels three and four decreased from 93.4% in 2009 to 59% in 2010. Special Education students scoring levels three and four decreased from 61.5% in 2009 to 7% in 2010. ELL students scoring levels three and four decreased from 69.2% in 2009 to 21% in 2010.

In fifth grade all students tested scoring levels three and four decreased from to 89.9% in 2009 to 56% in 2010. General Education students scoring levels three and four decreased from 96.6% in 2009 to 68% in 2010. Special Education students scoring levels three and four decreased from 54.5% in 2009 to 11% in 2010. ELL students scoring levels three and four decreased from 68.4% in 2009 to 25% in 2010.

### **As we look at our progress report:**

We made exemplary gains with the high need students who are in the 75th growth percentile in ELA: 3.3% of self contained, 12.0% of CTT, 37.5% in SETTS, 61.9% of ELL, 62.7% of Lowest Third Citywide, and 70.2% of self contained/CTT/SETSS.

We made exemplary gains with the high need students who are in the 75<sup>th</sup> growth percentile in Math: 6.7% of self contained, 12.0% of CTT, 12.5% SETSS, 37.0% in ELL, 41.7% of lowest third citywide, 47.9% of self contained/CTT/SETSS.

Although our initial referral is slightly higher than the city our declassification is 5.4% as compared to the city 2.0%.

### **Math Program**

Last year we launched the Envision Math program. This year we will work to ensure that all teachers are effectively implementing this program and taking advantage of all the supplemental materials it offers. We will be sending our Math specialists and one lead teacher to Envision math training Pearson Mathematics Leadership Conference. In addition, we will be sending three teachers to P.S. 123K, a school that has been using Envision for three years, to observe and turnkey exemplary practices. Envision Math specialists will provide three professional development sessions for teachers.

To further support special education students each special education teacher has a smart board to enhance math lessons and will have smartboard training.

Our network along with AUSSIE will support us in Instructional Rounds, a practice where principals and teachers from other schools come and help with a problem of practice which is based on our most prominent need which is math.

This year we have made a room for gym so that on days when weather is inclement the physical education teacher has space to conduct class. We were also able to create a room for Music and the Brain, a keyboarding program we implemented again last year. In addition, this year we were able to bring back Show Kids, a program that teaches students musical lyrics and choreography of Broadway shows.

## **Barriers**

Due to budget cuts this year we had to increase class sizes in all grades.

## **Support**

Each faculty member keeps their own data binder which includes running records, predictive exams, ACUITY tests, writing samples, target plans, and Envision math unit assessments. These binders have hard and soft data organized in a clear concise way and are accessible for support staff as well as administration.

We also receive support from our CFN, Children's First Network led by Charles Amundsen. Our network leader, John Mahoney, keeps abreast of upcoming policies, procedures, and deadlines. She also supports us in Learning and Instructional professional development Quality Review, CEP, and Progress Report.

We have two staff developers from Columbia University's Teacher's College provide grade specific curriculum support through lab sites and follow up meetings. In addition, teachers are sent to calendar days at Columbia University.

Our PTA has worked to enrich the home school connection by providing our students and parents with a variety of school based events. In addition, last year they bought us an information sign that stands erect outside our main entrance and provides information to our parents and community.

Our parent coordinator has planned several workshops throughout the year to involve parents in our school community focusing on the following topics: nutrition, educational standards, health care and arts and crafts. She has also worked to create an e-mail list as an additional way to communicate with parents.



## SSECTION 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.

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**Annual School Goal:** To improve the math skills of the 4<sup>th</sup> and 5<sup>th</sup> grade students with a particular emphasis on **ELLs so there will be a 2%** increase in the amount of students reaching levels 3 and 4 on the state math test by May 2011.

Last year we implemented a new math program, Envision Math by Scotts Foresman. Teachers were given professional development from Envision math specialists and our own math specialists to support them as they implemented the program. We found that we need to work on using the supplement portions of this program including ELL, special education, and enrichment to ensure more disaggregated instruction. In addition, we will incorporate math centers to enhance problem solving skills. To further support our ELL fourth and fifth grade students our two math specialists will service the ELL classes twice a week. Level 1 ELL students will be the focus of one of our inquiry teams. Math specialists will also pull out at risk ELL students for AIS services once a week. We will attempt to schedule more time for math in our daily schedule to place a stronger school-wide emphasis on Math. In addition, we will have an early bird and afterschool program for grade 2-3 ELL and at risk students.

**Annual School Goal:** To improve the literacy skills of the 4<sup>th</sup> and 5<sup>th</sup> grade students with a particular emphasis on students with disabilities so there will be a 2% increase in the amount of students reaching levels 3 and 4 on the State ELA Test by May 2011.

In order to improve the literacy skills of our 4<sup>th</sup> and 5<sup>th</sup> grade students our licensed reading teachers will be pushing in to all classes including Integrated Co-Teaching (ICT) classes and self contained classes. These will provide more small group and individual instruction during the reading period. Our special education teachers are all trained in Wilson and provide instruction to at risk special education students as needed. In addition, AIS services will be provided for at risk students once a week. In addition, we will have early bird (for grades 2-3) and afterschool programs (for grades 4-5) for ELL and at risk students.

Annual School Goal: To increase Art Education within the school in order to achieve compliance on our annual arts survey by June 2011.

Our Art Liaison will continue to oversee the implementation of art education. Art leaders on each grade will be given time to plan according to New York State Standards. Two periods per month will be dedicated to arts learning.

Annual School Goal: to improve parent and community engagement so that there is a .5% increase on the parent survey by June 2011.

We have planned many activities in collaboration with our PTA in order for parents to become more aware of events that occur in our school. Calendars and newsletters are sent home monthly. Goal letters will be sent out monthly to keep parents up to date with curriculum and student expectations.



**SSECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the math skills of the There will be a 2% increase of 4th and 5th grade students with a particular emphasis on ELLs reaching so there will be an increasea 2% increase in the amount of students reaching levels 3 and 4 on the state math test with a particular emphasis on ELL students by MayJune 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>We will provide professional development on implementing the supplement portions of the Envisionthe Envision Math program such as ELL, Students with Disabilities, and Enrichment in an extended effort to offer disaggregated instruction.</b></li> <li>• <b>We will also provide professional development on incorporating math centers to improve problem solving skills.</b></li> <li>• <b>We will sSchedule adjustments to offer more time concentrated on math.h???????</b></li> <li>• <b>Our two math specialists will be scheduled service the ELL fourth and fifth grade classes twice a week. This will provide two additional math periods for these classes to focus on an areas in need of remediation and further instruction.</b></li> <li>• <b>Our math specialist will also be scheduled to push in to fourth and fifth grade ELL classes during extended day to further support these students.</b></li> <li>• <b>Dependent on budget Tthere will be an after school program available for fourth and fifth grade ELL and at risk students.</b></li> <li>• <b>Fourth grade teachers will be taking part in the core curriculum pilot program where they will be focusing on implementing national math standards.</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Principal</b> (Fair State Funding)  <b>Assistant Principals</b> (Fair State Funding, Title I Arra, SWP, Children First, Tax Levy)  <b>2 Math Specialists</b> (Fair State Funding, Children First, Title I, Tax Levy)  <b>Classroom teachers</b> (Fair State Funding, Children First, Title I, Tax Levy)  <b>ESL teachers</b> (Fair State Funding, Tax Levy)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>ITA's</b> (fall, winter)  <b>and one predictive assessment</b><b>predictive assessments</b>  <b>Envision topic tests</b> (Monthly)  <b>Envision quick checks</b> (Daily)  <b>Snapshots</b> (periodically)  <b>Formal and informal observations</b> (periodically)  <b>Inquiry team notes and tracking forms</b> (Quarterly)</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the literacy skills of the 4th and 5th grade students with a particular emphasis on students with disabilities so there will be a 2% increase in the amount of students reaching levels 3 and 4 on the State ELA Test by May 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Reading teachers will push in to fourth and fifth grade classes including ITI and self contained classes during the reading period five days a week to provide small group and individual instruction.</b></li> <li>• <b>Our special education teachers are all trained in the Wilson program and provide specific intervention to students at risk.</b></li> <li>• <b>AIS services are provided for at risk students once a week.</b></li> <li>• <b>Level 1 and 2 special education students will be the focus of at least one of our inquiry teams.</b></li> <li>• Two Columbia staff developers will provide professional development for our upper grade teachers. Teachers will attend <b>Columbia??? Labsites and calendar days</b> and then turnkey pertinent information during common preps and grade conferences.</li> <li>• We will use focus books as supplement material.</li> <li>• Early bird and afterschool will be available for students at risk.</li> <li>• Special education teachers have smartboards and are receiving smartboard training. <b>Supplement material focus???</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Principal</b> (Fair State Funding)  <b>Assistant Principals</b> (Fair State Funding, Title I Arra, SWP, Children First, Tax Levy)  <b>Classroom Teachers</b> (Fair State Funding, Children First, Title I, Tax Levy)  <b>Reading Teachers</b> (Early Grade Federal, Title I Schoolwide, Early Grade Sate)  <b>Special Ed teacher</b> (Tax Levy IEP)  <b>IEP teacher</b> (Tax Levy IEP)  <b>Literacy Coach</b> (Title I, Contract for Excellence)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Running Records</b> (every six weeks)  ITA's (fall, spring)  One <b>Predictive</b> Assessment (fall, spring)  <b>Inquiry Team Assessments</b>  <b>Spelling Inventory</b> (fall, winter, spring)  <b>Reading Logs</b> (daily)  <b>TC Assessments</b> (fall, winter, spring)</p>

and will be collected periodically by administration.

**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):** ARTS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase Art Education within the school in order to achieve compliance on our annual arts survey by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We will continue to have an Art Liason to oversee the implementation of art education.</li> <li>• We will continue to have an art leader on every grade. They will continue to work on and update an Art curriculum based on the NYS Blue Prints for Teaching and Learning.</li> <li>• We will create two periods of Art Enrichment per month for each class.</li> <li>• Our music teacher, trained in Music and the Brain, will continue the program with our K-2 students. A room has been assigned for the program.</li> <li>• We will continue to have a junior and senior chorus that will perform a winter and spring concert in which parents will be invited to attend.</li> <li>• Our additional licensed music teacher will expand the school band to include sixty students and???? the band will perform during the spring and winter concerts.</li> <li>• Each class will put on one assembly throughout the year. These performances will showcase performance art skills such as drama and choreography. Parents will be invited to attend their children’s performances.</li> </ul>

	<ul style="list-style-type: none"> <li>Last year we received funding from the Move-To-Improve grant that gave seven teachers the opportunity to attend workshops demonstrating how to implement physical activity throughout the school day. These teachers turn key these new techniques to other staff during common preps and professional development sessions.</li> </ul> <p>We will hold our fourth annual art exhibition on which students study a particular artist's style and create a piece of work in their likeness. Students' work will be displayed for parents to view during parent/ teacher conferences.</p> <p>In the spring we will have our International Annual Dance Festival where each grade will perform a dancee that represents a culture..</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Principal</b> (Fair State Funding)  <b>Assistant Principal</b> (Fair State Funding, Title I Arra, SWP, Children First, Tax Levy)  <b>Classroom Teachers</b> (Fair State Funding, Children First, Title I, Tax Levy)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Snapshots and walkthroughs will show an increase in the Arts.</b> (periodically)  <b>Informal and formal observations will show an increase in the amount of time spent on Arts.</b> (periodically)  <b>Assemblies will include drama and choreography</b> (monthly)  <b>An increase in samples of the students' art work displayed in the halls and classrooms.</b> (monthly)</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Communication and Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve parent and community engagement so that there is a .5% increase on the parent survey by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Last year we purchased the K-12 Alert telephone system. This system provides four ways of transmitting important information at a moment's notice through calls to a home phone and cell phone, texts and an e-mail. We found that this system helped to keep track of attendance and transmit pertinent information to parents. This year we will appoint a staff member to update the information on a more frequent basis.</li> <li>• Each grade will be sending out monthly goal letters. These letters will include specific goals for each subject area including technology, music, and physical education. In addition, these letters will include individual skills that each student needs to work on along with helpful strategies for parents to use to help their child reach these goals. This year we will work to get more parents to sign these goal letters to ensure that they have received and reviewed them.</li> <li>• We will hold Meet the Teacher night for parents to inform them of upcoming events and goals for the year. Each teacher will also hold individual parent orientation meetings where the parents will come to their child's class, meet their child's teacher, and receive important information pertaining to curriculum and classroom policies.</li> <li>• Our PTA donated an information sign for the front of our school. This sign displays important events and reminders for parents. This year we will work to update this sign more frequently each month since parents have given positive feedback regarding the sign.</li> <li>• We will continue to send home the SPARK, our monthly newsletter, which</li> </ul>

	<p>notifies parents of school events, curriculum, and other pertinent information.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Our parent coordinator will continue to hold many activities for parents including a welcome breakfast, a reading and math meeting to familiarize parents with the curriculum and state tests, healthcare workshop, and craft workshops.</li> <li>• Our PTA hosts many events that parents are invited to participate in such as a Halloween Parade, Breakfast with Santa, Movie Night, Valentine's Bingo, Breakfast with the Easter Bunny, arts and crafts, Mother's Day breakfast, and monthly breakfasts for children chosen for student of the month.</li> <li>•</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Principal (Fair State Funding)  Assistant Principal (Fair State Funding, Title I Arra, SWP, Children First, Tax Levy)  Parent Coordinator (Tax Levy Parent Coordinator, Fair State Funding)  Classroom Teachers (Fair State Funding, Children First, Title I, Tax Levy)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase in parent attendance at school events (sign-in sheets)  Increase in communication on the Learning Survey  Updated messages on K-12 Alert system  Updated message on information sign</p>

DRAFT

## **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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	0	N/A	N/A				
1	25	20	N/A	N/A	4			
2	20	20	N/A	N/A	12			2
3	44	36	N/A	N/A	3			3
4	40	44			8			3
5	43	40			6		1	2
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Reading teachers push into grades 1-5 once a week to work with at risk students to build reading fluency and comprehension.</li> <li>• IEP teacher pulls out and pushes in to work with our second through fifth grade students once a week to improve reading comprehension and fluency.</li> <li>• Two cluster teachers pull out third to fifth grade at risk students once a week to improve reading, comprehension, and fluency.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Two math specialists, 6 cluster teachers, math coach, and IEP teacher pull out second through fifth grade students to ensure that all at risk students receive small group instruction at least once a week to reinforce math concepts.</li> <li>• Quick Start Math Options is used to work on skills in which that individual students need further support.</li> <li>• Envision Math reteach and supplement review sheets will be used for AIS students.</li> <li>•</li> </ul>
<b>Science:</b>	One Science teacher provides fourth grade special education students with hands on science practice once a week.
<b>Social Studies:</b>	Fourth and fifth grade students are provided with small group instruction by reading teacher through push in pull out model two times a week.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students in grades K-5 individual and small group, during the day weekly.

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	One student in fifth grade will be seen by the social worker individually weekly.
<b>At-risk Health-related Services:</b>	School nurse provide classes for students with asthma educating them about their condition and how to us their pumps correctly.

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Form TIII – A (1)(a)**

Grade Level(s) K-5                      Number of Students to be Served: 70                      LEP 191                      Non-LEP 579

Number of Teachers 60                      Other Staff (Specify) School Psychologist 1 Social Worker 1 Paraprofessionals 14 School Aides 10

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**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**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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P.S. 68's Title III program provides English Language Learners with supplemental instruction in an Early Bird program as well as an After School program. Students' NYSESLAT scores, portfolios, ECLAS scores, State Math scores, running records and formal and informal observations are used to determine the additional instruction necessary for these children. The Early Bird program will service grades 2 and 3. The Afternoon Instructional program will incorporate ELL students in Grades 4 and 5.

The ***Early Bird Program*** specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on problem solving, numeration, measurement, etc. The Early Bird program will meet 3 days per week (Monday, Tuesday and Wednesday) for approximately 60 sessions from 7:05 a.m. to 8:05 a.m. during the months of November through April. This program will meet every morning up until the State Reading Test and the State Math Test. The Early Bird Program will service approximately 60 students in both grades 2 and 3. Instruction will be provided by a certified ESL or common branch teacher to help students meet the standards in math, reading and writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at P.S. 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings (both large and small). Our teachers will focus on four different types of reading experiences: Reading aloud to children, Shared reading, Guided reading, and Independent reading. Children will also participate in Shared writing, Writer's workshop, and Interactive writing in Grade 3 depending on the need of the students. Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the New York State Standards for Language Arts Instruction.

Supplementary non-fiction instructional materials that focus on the areas of student need will be provided to augment this instruction. General instructional supplies such as markers and chart paper will be purchased to support the program. Third graders will be given baggies of "just right" books for reading that is more content based. Third and fourth graders will receive content books to support the unit of study that will help prepare them for the social studies and science tests.

Our math program, like the reading program, is a research-based pedagogy that will help teachers prepare students to meet state standards. The Coach test (Grades 3 through 5) will review all the underlying material students encounter on the state math test and will aid in preparing students for this assessment.

For Listening/Speaking, students will listen to books on tape, tapes to enhance vocabulary and tapes to improve syntax. Students will also work in small group listening centers and participate in teacher facilitated discussions. For Reading, our teachers focus on language development through shared reading, guided reading, independent reading and read aloud. Grammatical structures, print conventions, and phonological patterns will be explored through shared reading. Vocabulary development and literary enjoyment will be explored primarily through the read aloud as well as other components. Comprehension will be explored through guided reading as well as the other components. Students will practice the skills they learn during independent reading. Independent reading will include partner discussions and teacher conferencing for assessment. For writing, the students will develop interactive and independent writing skills through activities that include instructional support in content, meaning and syntax provided by teacher models. Activities such as time lines, graphic organizers, and word work will enhance and promote language development.

P.S. 68's Title III Professional Development Program will focus on providing teachers with scaffolding differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all state assessments. Teachers will participate in professional development workshops. These professional development sessions will be facilitated by the school principal and ESL teachers. Four teachers and one supervisor working in the supplementary instructional program will receive 3 sessions of professional development before school from 7 to 8 a.m.

Topics that will be addressed during these professional development sessions are as follows:

1. One hour professional development sessions will be devoted to the strategies needed to prepare ELL students to meet the city and state standards and to gain a clear understanding of the NYSESLAT test.

2. One hour professional development sessions will be devoted to Differentiated Instructional Strategies used in the workshop model emphasizing language objectives.

One hour professional development sessions will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments. Included in this staff development, will be an increase in content area teaching including science and social studies

The **After School Program** specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on numeration, measurement, and problem solving. It will meet 3 days per week (Monday, Tuesday and Wednesday) for 60 sessions from 3:02p.m. to 4:02 p.m. The after school program will service approximately 60 students in both grades 4 and 5. Instruction will be provided by a certified ESL or common branch teacher to help students meet the Standards in math, reading and writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at PS 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on P.S. 68's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops so that they can better assist in the education and learning of their children at home. A series of one hour workshops will be held (times to be announced) to accommodate different schedules.

Workshops will address the following:

- Parents will be coached in how to use math strategies in problem solving.
- Parents will become familiar with the ESL learning standards and the NYSESLAT assessment.
- Parents will become familiar with the English Language Arts and English as a Second Language Performance Standards.
- Parents will also have the opportunity to attend an adult ESL class.

Parent workshops will be facilitated by the ESL Coordinator, the Parent Coordinator, Math and Literacy coaches, and/or administrators.

**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.

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**Form TIII – A (1)(b)**

School:     P.S. 68Q          BEDS Code:     342400010068    

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>

<p><b>Professional salaries (schools must account for fringe benefitts)</b></p> <ul style="list-style-type: none"> <li>- <b>Professional Salaries With Fringe</b> Per session</li> <li>- Per diem</li> </ul>	<p><b>\$24,106.10</b> (e.g., \$9,978)</p>	<p><b>Early Bird</b> <b><math>3 \times 49.89 \times 61 = \\$9,129.87</math></b></p> <p><b>Administrator</b> <b><math>1 \times 51.21 \times 61 = \\$3,123.81</math></b></p> <p><b>After School</b> <b><math>3 \times 59.89 \times 59 = \\$8,830.53</math></b></p> <p><b><math>1 \times 51.21 \times 59 = \\$3,021.89</math></b> (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<p>\$1893.63(e.g., \$5,000)</p>	<p><b>\$1380.35 Parent Involvement</b></p> <p><b>\$513.63</b> Professional Development (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<p>\$3,000.00(e.g., \$500)</p>	<p><b>\$ 3,000 Instructional –books, paper</b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</p>

<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$29,000.08</b>	

### **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**

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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.
2. Parent interviews and feedback from the PTA and School Leadership Team indicate that parents are interested in learning English. Most indicate that they want notices and meetings to be conducted in English with translations available on an as needed basis.
- 3.
4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
5. Parent interviews and agenda items at School Leadership Teams and P.T.A. meetings indicated a preference for English Language materials with translation services available as needed. Currently we have approximately 1500 parents. The predominate language spoken other than English is Spanish. However there are a small amount of parents that speak the following languages: Chinese, Polish, Thai, Romanian, Arabic and Serbo-Croatian. In order to accommodate parents letters sent home are translated into Spanish the dominant alternate language and other languages upon request. Results of Needs Assessments were discussed at School Leadership Team Meetings, PTA meetings and parent workshops. Parents are most concerned about understanding teachers at Parent Teacher Conferences. There is a need for translation for some parents at these conferences. This is provided by school staff upon request.
- 6.

#### **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.
2. Written translation will be provided as requested by parents. Written translations are provided by in-house school staff. Notice provided by the Department of Education and the Region are translated in various languages and distributed to those families that have been identified as needing that service.
- 3.
4. 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.
5. In house teachers, aides and/or paraprofessionals will provide interpretation as needed in the following languages:  
Spanish, Polish, Romanian, Thai, Chinese, Arabic, and Serbo-Croatian.
- 6.
7. 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>.

Interpretation and translation of all notices will be provided by school staff as available. Translations service letters are displayed in the hallway by the parent bulletin board. Each notice is displayed in all languages so that the parents can read and understand the services available for them.

**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:	523,036	26,354	549,390
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,230	263	5,494
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,111	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,223	*	

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

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

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

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

**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.

## **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.

## **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.

See pages 10-14, 27

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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



12.  
13. The parent coordinator offers regularly scheduled ESL reading and homework classes. In addition, reading, math and ESL specialists conduct workshops in their area of specialty. Our parent coordinator holds workshops for parents throughout the year to keep them abreast of school events, curriculum, and other important information.

14. 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.

- Pre-school students and their family members are invited to attend and orientation in June which includes a walking tour of the school.
- Parents of pre-school students are invited to attend workshops.
- All parents are invited to curriculum meetings as well as orientation and welcome meetings in September.
- Parents may talk to the Parent Coordinator at any time.

15. 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 are represented on the School Leadership Team and may introduce any topic for discussion. Teachers also participate in grade and staff conferences to review student information and the instructional program.

16. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 16-17, 19-28, 33-36

17. 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.

In coordination with the school cafeteria we provide food tasting, nutrition fact posters, and examples of balanced meals. Our parent coordinator conducts ESL classes for our parents. In addition provides information about violence prevention programs, adult education, and housing programs to families in need.

## 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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal		√		523,034.64	√
Title I, Part A (ARRA)	Federal		√		26,354	√
Title II	Federal		√		211,218	√
Title III	Federal		√		29,000	√
Title IV	Federal			√		
IDEA	Federal				211,542	√
C4E	State	√			224,402	√
Tax Levy	Local	√			3,295,540.84	√

#### 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.

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>2</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

Currently we have seven students in temporary housing

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

Our reading teachers will be pushing in to classes of our students in temporary housing for fifty minutes five days a week to provide individual and small group instruction. These students will also stay for extended day tutorial to receive extra support in reading and math. These students will also be pulled out during the day for AIS services. The guidance counselor and school social are available for support for these students as needed.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011**

*This appendix will not be required for 2010-2011.*

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

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

*The Cambridge Family School*

*Anne-Marie Scalfaro, Principal*

P.S. 68 Queens

*Karen Gleason, Assistant Principal*

"Where Learning Never Ends"

*Kathleen Murphy, Assistant Principal*

59-09 St. Felix Avenue  
Ridgewood, N.Y. 11385  
Phone: 718-821-7246  
Fax: 718-497-8945

## School-Parent Compact

The Cambridge School, and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), 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 2010-2011.

### School Responsibilities

The Cambridge school will:

1. *Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:*

- P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
  - We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
  - P.S. 68 has implemented a new math program Envision Math.
  - Students are expected to arrive at school on time and are expected to have minimal days absent.
  - Our school expects students to read a minimum of 25 books per year.
  - Students are expected to complete their homework each night.
  - Our teachers foster academic rigor by teaching to individual needs through small group instruction.
2. *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*
- Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
  - P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
  - In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.
3. *Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:*
- Report cards are distributed three times a year.
  - We have recently implemented Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.

- **P.S. 68 administers interim assessments. These reports are made available to parents.**
- 4. *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:*
  - **P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.**
- 5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:*
  - **Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.**
  - **This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.**

**Parent Responsibilities:**

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

- **Monitoring attendance**
- **Making sure homework is completed**
- **Becoming a parent volunteer**
- **Participating in decisions relating to my children's education**
- **Communicating with teachers in an effort to improve my child's education.**



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 068 Cambridge					
<b>District:</b>	24	<b>DBN:</b>	24Q068	<b>School</b>		342400010068

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	34	36	32		92.9	93.7	93.0
Kindergarten	115	105	118				
Grade 1	131	131	104	<b>Student Stability - % of Enrollment:</b>			
Grade 2	125	130	121	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	143	134	132		84.6	89.0	90.1
Grade 4	138	139	128				
Grade 5	142	140	131	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		72.3	88.7	88.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	22	32
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	828	816	766	(As of October 31)	2007-08	2008-09	2009-10
					15	18	19

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	54	51	56	Principal Suspensions	14	24	18
# in Collaborative Team Teaching (CTT) Classes	19	34	35	Superintendent Suspensions	8	4	8
Number all others	45	33	30				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	173	191	TBD	Number of Teachers	71	70	64
# ELLs with IEPs	2	35	TBD	Number of Administrators and Other Professionals	13	16	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	14

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	98.5
				% more than 2 years teaching in this school	69.0	78.6	96.9
				% more than 5 years teaching anywhere	53.5	55.7	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	87.5
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	92.4	98.3	98.8
Black or African American	3.9	3.4	4.2				
Hispanic or Latino	77.9	79.2	81.2				
Asian or Native Hawaiian/Other Pacific	4.8	4.5	3.8				
White	12.8	11.8	10.6				
<b>Male</b>	53.0	51.6	52.0				
<b>Female</b>	47.0	48.4	48.0				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	55.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](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 <b>2</b>	District <b>24</b>	School Number <b>68</b>	School Name <b>Cambridge School</b>
Principal <b>A. Scalfaro</b>		Assistant Principal <b>K. Gleason/K. Murphy</b>	
Coach		Coach <b>Andrea Evert (Literacy)</b>	
Teacher/Subject Area <b>Melissa D'Amato</b>		Guidance Counselor <b>Carolyn McNulty</b>	
Teacher/Subject Area <b>Eliza Chiriac</b>		Parent <b>Rosemarie Damato</b>	
Teacher/Subject Area <b>MonaLisa Sanchez</b>		Parent Coordinator <b>Barbara Malave</b>	
Related Service Provider <b>Elaine Kazane</b>		Other <b>type here</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>type here</b>	

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

### C. School Demographics

Total Number of Students in School	<b>766</b>	Total Number of ELLs	<b>174</b>	ELLs as Share of Total Student Population (%)	<b>22.72%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. What structures are in place at your school to ensure that parents understand all three program choices?

Orientation meetings are scheduled at least twice a year for the parents of our new ELL students. At these orientations, a video is shown explaining the various instructional programs offered to ELL students. Brochures are distributed in various appropriate native languages. The staff and coordinator, who are all certified ESL teachers, are introduced. Parents are encouraged to ask questions. There is an open forum for questions and concerns. The parent coordinator works with the staff in order to field any questions that the parents may have. In addition, at these meetings, parents are given information that pertains to their child. ESL coordinators reach out to parents during this orientation meeting to explain the reason their child/children are eligible for ESL instruction, why they are continuing in an ESL program or why they no longer require the services of the ESL department. Program selection letters as well as all letters are distributed at the orientation (if the parent is present) or through teacher communication. All letters are returned to the school and are copied and kept on file in the ESL office. Parents are made aware of the fact that we traditionally host English as a Second language and are made aware of bilingual and dual language programs in the district.

2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.)

After reviewing the Parent Survey and Program Selection Forms for the past two years, we have noticed that parents consistently select the ESL model of instruction. The parents have overwhelmingly expressed their preference for English-based instruction as opposed to Bilingual or Dual language instruction. 99.9% of the parents in our school have selected the ESL model.

We inform parents that we have six certified ESL teachers on staff to service the ELL students. During orientation meetings, which are scheduled at least twice per school year, we review the instructional choices offered by the New York City Department of Education and their right to select a program.

3. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

The ESL program at our school is aligned with what the parents have been requesting. We will continue to offer the ESL model as long as it is requested by our parents. Our three certified teachers push-in to classrooms to support instruction using ESL methods and strategies to provide meaningful instruction. In addition, we have three certified teachers that teach a self-contained ESL class.

For those parents who wish a different program for their child our parent coordinator and ELL specialist must provide information on other schools in the area that can meet their child's educational needs. We make the parents aware that they can opt out of a Bilingual Program; however, they must pick one of the programs offered by New York City. If the parents do not indicate a preference, a program will be chosen for their child. The child must stay in the selected program for one year before selecting another program.

In order to place students in appropriate programs, the ESL department communicates with the parents with regards to their choice. Most parents select the ESL program after its description is explained. All communication with parents is done in their native language through translation if necessary.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
All ELLs	174	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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	98	0		35	0		0	0	0	133
<b>Total</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>133</b>

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

**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
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	30	31	21	29	29	17								157
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic		1	1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	1				2								5
Albanian	1													1
Other	1	2	1	1	2									7
<b>TOTAL</b>	<b>34</b>	<b>35</b>	<b>23</b>	<b>30</b>	<b>31</b>	<b>19</b>	<b>0</b>	<b>172</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

The instructional materials used to support the ELL student in the classroom include visual aids such as charts with pictures, manipulative materials and realia. We encourage a print-rich environment by labeling centers and objects in the room. We introduce word walls by using student names. We have leveled libraries to suit the interest and level of all the children. Books have a high level of picture support. Big books are based on everyday life experiences such as the laundromat, shopping and the supermarket. In the lower grades, we use Foundations to support language skills. We celebrate children's accomplishments by hanging up their work. In addition, we encourage the use of computers, videos and recordings.

Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons. In addition, we recently purchased the Santiana bilingual/read aloud library.

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

VIII. Program Model Description

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have four certified ESL teachers that “push-in” to service our English Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction.

Instruction follows the research supported workshop model for reading, writing and mathematics where students receive explicit instruction and then given time to practice. We schedule more than two hours for balanced literacy including Shared Reading, Guided Reading, Independent Reading and Partner Reading. Read Alouds are also scheduled. There is a fifty minute writing block. During both literacy and mathematics blocks there is whole-class instruction as well as small group and one-on-one instruction.

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

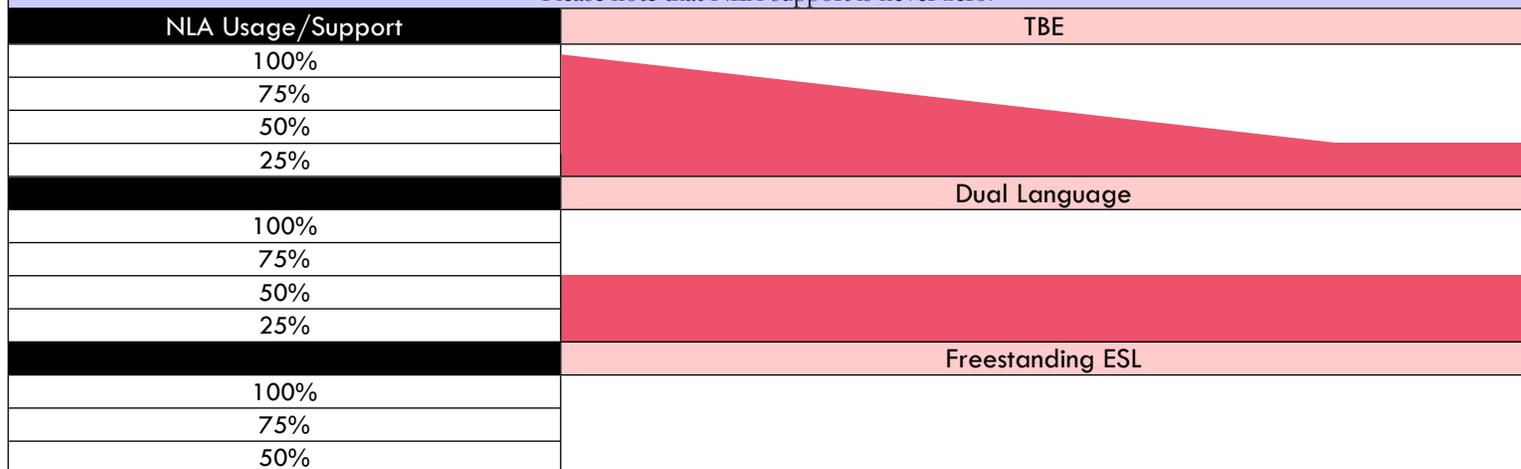
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

**1. Describe your plan for SIFE students**

At the present time we do not have any SIFE children. If any SIFE student is ever registered we address the parental needs as well as the students' needs. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

**2. Plan for Newcomers**

**2. Describe your plan for ELLs in US schools less than three years (newcomers).**

Our new ELL students are placed in the age appropriate grade and then assigned to instructional groups based on their level of proficiency. Certified ESL teachers provide instructional services which are tailored to meet the needs of each child. Our students are provided with a peer buddy who speaks their language to help them adapt to their new environment and who may act as a translator during the school day. In addition, our students receive AIS services and continued enrichment during our extended day tutorial.

Parents of new ELL students are welcomed into the school by our staff and our parent coordinator. The parent coordinator gives the new parents a tour of the school and gives the parents her telephone number and encourages them to call her. To the best of our ability, a translator is provided if necessary. If a translator is not present on staff, we utilize the translation services provided by the regional office.

The parents of ELL students are also invited to parent orientations which are scheduled throughout the year. At these orientations, parents are given information about the various services provided to their children. An open discussion is encouraged. In addition, parent-workshops are also given in order to bridge the gap between home and school.

### 3. Plan for long-term ELLs

Children who are here for three or more years are given extra AIS help during the day and are invited to our before or after-school program. They are also invited to the regional Saturday Academy if it is offered. These students also receive additional help during our 37.5 minute tutorial period. In addition, if funds are available, we offer a before school and after school tutorial program for ESL students.

### 4. Plan for Alternate Placement in Special Education

Currently we have nine self-contained special education classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS.

### 5. Transition Plan for Students reaching Proficiency

At the end of the 2010 school year 19 students exited the ESL program based on their NYSESLAT scores. We hope to continue this progress in the future. To help these children to continue to succeed, we offer: AIS Instruction, After-School program, and a Before-School Program. We also keep a close eye on these students by asking the classroom teachers to target these children for extra help if they see a need to provide an extra service. In addition, these students are serviced for an additional year by our certified ESL teachers.

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

At P.S. 68 we offer English-As-A-Second-Language Program. On our pedagogical staff we have four certified ESL teachers who “push-in” to classes. Almost all of our student body speaks more than one language. What distinguishes an ELL from the rest of the student population is that our ELLs were first identified on the HLS as speaking another language at home. When tested, these children were not able to pass English proficiency tests i.e. the LAB-R. After the initial exam ELLs are given the NYSESLAT in the spring to see if they have reached proficiency. If the student has not tested out they continue in an ESL program and are placed in appropriate classes where ESL support is provided. In addition, small group strategy lessons are taught.

A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by an ESL certified teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by an ESL teacher.

### 7. How is explicit ESL delivered in each program?

The ESL teacher pushes in during the Teachers College reading workshop period. The workshop model includes a mini lesson with a teaching point, shared reading, guided reading and conferencing. During this time the ESL strategies and methods are implemented based on ESL Standards. ESL approaches includes activities that stimulate language development. Such strategies and methods may include: total physical response, rephrasing, repetition, role-play, scaffolding using the Sheltered Instruction Observation Protocol (S.I.O.P.) activities, language experience and integrated language arts approach.

In addition, Foundations is utilized as an additional intervention strategy in our lower grade classes.

A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by an ESL certified teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by an ESL teacher.

At the present time, we do not have any programs that we plan to discontinue. We are currently using the Teachers College model for reading and writing and have a staff developer for the lower and upper grades. In addition, our upper grade staff developer is strong in supporting ESL teachers. We are looking to expand our early bird and afterschool program in an effort to support more of our ESL population.

8. To what extent are students served by ESL teachers pushing-in or pushing-out?

All of our students are serviced by six certified ESL teachers that follow a push-in/ self-contained model.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Our ESL teachers attend Teachers College Workshop/Calendar Days in order to enhance their ESL teaching. They turnkey this information to the staff at professional development workshops. In addition, our ESL teachers have congruence sessions with the classroom teacher during their common preps. They discuss each students' progress, reflect on instruction and plan lessons. Professional development which focus' on ELL strategies is also provided during grade conferences, faculty conferences and school-based and regional professional development sessions. Assistant Principals, common branch teachers, ESL teachers, guidance counselors, special education teachers, OT/PT, speech therapists and the parent coordinator are invited to staff development that will ensure they are working as best they can with ESL students. Staff attend curriculum training in reading and writing at Teachers College and at in house meetings with our staff developer. In addition, our content area teachers attend meetings outside of school. Our guidance counselor,OT/PT, speech therapists etc are involved in all in house staff development and work closely with the ESL department to identify the students they work with and communicate how to best address their needs.

### E. Parental Involvement

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

1. Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
  - We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
  - P.S. 68 has implemented a new math program Envision Math.
  - Students are expected to arrive at school on time and are expected to have minimal days absent.

- Our school expects students to read a minimum of 25 books per year.
  - Students are expected to complete their homework each night.
  - Our teachers foster academic rigor by teaching to individual needs through small group instruction.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
    - Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
    - P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
    - In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - Report cards are distributed three times a year.
    - We have recently implemented Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.
    - P.S. 68 administers interim assessments. These reports are made available to parents.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
    - Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.
    - This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.

## 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)	21	11	5	3	1									41
Intermediate(I)	10	3	7	12	8									40
Advanced (A)	5	8	16	16	11									56
Total	36	22	28	31	20	0	0	0	0	0	0	0	0	137

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

	<b>A</b>		18	5	10	8	10							
	<b>P</b>		13	18	22	26	16							
READING/ WRITING	<b>B</b>		21	10	5	3	1							
	<b>I</b>		3	4	7	12	8							
	<b>A</b>		10	8	16	16	11							
	<b>P</b>		21	6	6	5	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	14	3	0	31
4	6	14	3	0	23
5	7	9	5	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15		13		5		1		34
4	5		15		5		1		26
5	8		10		5		2		25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		11		7		26
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

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

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

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

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

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

### 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.

#### NYSESLAT Results: (2010)

	K	First Grade	Second Grade	Third Grade	Fourth Grade
Fifth Grade		Total per level			
Beginner Level Scores		21	11	5	3
41					1
Intermediate Level Scores		10	3	7	12
40					8
Advanced Level Scores		5	8	16	16
56					11
Proficient	1	6	6	5	8
26					
Total	37	28	34	36	28
					163

#### Part A

1. What is revealed by the data patterns across proficiency levels and grades?

NYSESLAT scores are analyzed in the early fall. The ESL department in conjunction with the Assistant Principal, Principal and ESL teachers look at the four modalities record the strengths and weaknesses observed. In addition, the team analyzes the scores for trends. Based on the findings, instruction is designed to enrich the learning of the students.

Looking at the spring 2010 NYSESLAT scores on the four modalities of speaking, listening, reading and writing the following was observed:

In the first grade, the listening and speaking range was as follows: A total of 13 out of 37 students scored proficient. A total of 18 students out of 37 scored at the advanced level (573-615), 6 scored at the intermediate level (511-572), and 0 scored at the beginning level(510 and below). This indicates that 48% scored at the advanced level, 0.16% at the intermediate level, and 0.00% at the beginning level. In the reading and writing, the range was as follows: A total of 3 students out of 37 scored at the advanced level (582-608), 10 scored at the intermediate level (537-581), and 21 at the beginning level (536 and below). This indicates that .08% scored at the advanced level, .27% at the intermediate level, .56% at the beginning level, and 3 scored proficient.

## Additional Information

In the second grade the listening and speaking range was as follows: A total of 18 students scored proficient and total of 5 students out of 28 scored at the advanced level (582-648), 2 scored at the intermediate level (520-581), and 3 scored at the beginning level (519 and below). This indicates that .17% scored at the advanced level, .07% at the intermediate level, .10% at the beginning level and .64% scored proficient.

In the reading and writing, the range was as follows: A total of 8 students out of 28 scored at the advanced level (609-654), 4 scored at the intermediate level (559-608) and 10 scored at the beginning level (558 and below). This indicates that 28% scored at the advanced level, .14% scored at the intermediate level, .35% at the beginning level and 6 students scored proficient.

In the third grade the listening and speaking range was as follows: A total of 22 students scored at the proficient level, A total of 10 students out of 34 scored at the advanced level (602-660), 2 scored at the intermediate level (543-601) and 0 students at the beginning level (542 and below). This indicates that .29% scored at the advanced level, 0.5% at the intermediate level, 0.00% at the beginning level, and 64% scored proficient.

In the reading and writing, the range was as follows: A total of 16 students out of 34 scored at the advanced level (623-662), 7 scored at the intermediate level (571-622) and 5 students at the beginning level (570 and below). This indicates that 47% scored at the advanced level, .20% at the intermediate level 0.14% at the beginning level and 17 scored proficient.

In the fourth grade the listening and speaking range was as follows: A total of 8 students out of 36 scored at the advanced level (611-674), 2 scored at the intermediate level (555-610) and 0 scored at the beginning level (554 and below). 26 students scored proficient.

In the reading and writing, the range was as follows: A total of 5 students scored at the proficient level. A total of 16 students out of 36 scored at the advanced level (630-678), 12 scored at the intermediate level (580-629) and 3 scored at the beginning level (579 and below). This indicates that .44% scored at the advanced level and .33% at the intermediate level, .08% at the beginning level.

In the Fifth Grade, the listening and speaking range was as follows: A total of 16 students scored at the proficient level. A total of 10 students out of 28 scored at the advanced level. 2 scored at the intermediate level and 0 scored at the beginning level.

In Reading and Writing, the range was as follows: A total of 11 out of 28 students scored at the advanced level. 8 students scored at the intermediate level and 1 out of 28 students scored at the beginning level. 8 out of 28 scored at the proficient level.

### 2. How will patterns across the four modalities affect instructional decisions?

The NYSELAT scores drive instruction in listening and speaking, as well as in reading and writing.

The early elementary scores continue to show stronger skills in listening and speaking than in reading and writing. However, as the children move into the upper elementary grades, students begin to improve and more score in the advanced range in reading and writing. Our instructional program includes differentiated instruction based on the specific learning style of each student. Instructional strategies are taught through scaffolding and include visual, audio and kinesthetic techniques. Teachers target lower performing students during conferencing and small group instruction. Instruction occurs before and after school through our Title III grant as well as during the regular school day periods.

### Part B (Content Area)

#### ELA Results(2010)

Level	Grade 3	Grade 4	Grade 5
1	14	6	7
2	14	14	9
3	3	3	5
4	0	0	0

## Additional Information

### Math Results: (2010)

#### Math Exam

Level	Grade 3	Grade 4	Grade 5
1	15	5	8
2	13	15	10
3	5	5	5
4	1	1	2

### SCIENCE

#### SCIENCE TEST LEVEL 1 LEVEL II LEVEL III LEVEL IV TOTAL

	GRADE	LEVEL I		LEVEL II		LEVEL III		LEVEL IV		TOTAL	
		ENG.	NL	ENG.	NL	ENG	NL	ENG	NL		
NY State Assessment	8	4	1	0	7	0	11	0	7	0	26

#### PART B:

1. 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?

Our ELL students take content area tests in English and need further support to gain proficiency in content areas.

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

Our School Leadership Team along with our ESL teachers, Literacy and Math Coaches, and classroom teachers meet regularly to review all Interim Assessments. This information is used to plan staff development and to differentiate the instruction to the student's individual needs.

3. What are the implications for the school's LAP and instruction? How is the Native Language used?

Our LAP is based on the results of the NYSESLAT and all other assessments, both formal and informal. In order to improve the instruction of our students both in literacy and the content areas we plan for extensive professional development in strategies that are effective for ELL Learners including TPR, repetition, picture-word association, picture walks, role playing and guided conversation as well as SIOP- Sheltered Instruction Observation Protocol- activities, language experience and integrated language arts approach.

In addition, the "Foundations" Program is utilized as an additional intervention strategy. A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by a certified ESL teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by a certified ESL teacher.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		