



**P.S. 071 FOREST**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 071 FOREST**  
**ADDRESS: 62-85 FOREST AVENUE**  
**TELEPHONE: 718-821-7772**  
**FAX: 718-386-7088**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342400010071      **SCHOOL NAME:** P.S. 071 Forest

**SCHOOL ADDRESS:** 62-85 FOREST AVENUE, QUEENS, NY, 11385

**SCHOOL TELEPHONE:** 718-821-7772      **FAX:** 718-386-7088

**SCHOOL CONTACT PERSON:** WALKYDIA OLIVELLA      **EMAIL ADDRESS:** WOlivel@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Donna Graff / Linda Schneider

**PRINCIPAL:** WALKYDIA OLIVELLA

**UFT CHAPTER LEADER:** Nancy Wagner

**PARENTS' ASSOCIATION PRESIDENT:** Fransico Pina Jr.

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24      **CHILDREN FIRST NETWORK (CFN):** 410

**NETWORK LEADER:** ALTAGRAC SANTANA/Wladimir Pierre

**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
Walkydia Olivella	Principal	Electronic Signature Approved. Comments: Written signature accepted
Linda Schneider	UFT Member	Comments: Written signature accepted approved by written signature
Donna Graff	UFT Member	Comments: Written signature accepted approved by written signature
Rabiije Perovic	Parent	Comments: Written signature accepted approved by written signature
Fransico Pina Jr	Parent	Comments: Written signature accepted approved by written signature
Ljumnige Ljubanovic	Parent	Comments: Written signature accepted approved by written signature
Vincenzo Gino	DC 37 Representative	
Patricia Villegas	Parent	
Ilesha Cornejo	Parent	
Nancy Wagner	UFT Member	

\* 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.

□

**Forest Elementary School (PS71) has been in existence since 1863. We serve a population of over forty ethnic groups who speak more than twenty languages. Many of our students and a number of our staff members come from traditional working class families who have lived in the neighborhood for three or more generations. PS 71 is staffed by approximately 125 highly professional, dedicated faculty, as well as non-teaching personnel, all of whom are dedicated to the children of Ridgewood.**

**We provide an environment that encourages open communications as well as nurtures trusting relationships among students, parents, and staff. We have a number of staff members who are fluent in the major languages spoken in our community. In our efforts to reach out to all members of our Forest Elementary family, we have also recruited parents to become Learning Leaders, who serve as translators, in addition to their many other roles.**

**During the school day, we provide our parents with workshops on a variety of curricular topics to bridge the gap between home and school. This provides the parent community with the ability to support and reinforce at home the learning that takes place in school. The Parents' Association, in conjunction with our parent coordinator, works to increase parent attendance by planning and holding activities together. Various staff members, including the parent coordinator, guidance counselors, coaches, teachers, AIS providers, and the school's nutritionist conduct parent workshops. In addition, we hold monthly family night activities, where students, parents, and teachers have an opportunity to interact in a social setting. Family Night Orientation and Family Math Night are among the many evening activities held at Forest Elementary that continue to bring our school community together in meaningful ways.**

**In an effort to build a school culture that engages and supports all students in learning, we have created a framework for planning and supporting change. In order to ensure that every child receives a fair and equitable opportunity to learn, we are building a professional learning community that encourages teachers to reflect on instructional successes and challenges to move their practice forward. We are doing this by providing teachers with twice weekly professional development sessions, individual coaching and one-on-one support sessions, and differentiated professional development offerings after school. The Professional Teaching Standards serve as the basis for our professional development plan.**

**At Forest Elementary School our responsibility is to provide our children with an environment that promotes a love of and thirst for knowledge and encourages a positive attitude towards learning. It is our belief that schools must be safe places where learning becomes a life-long pursuit in a quest to becoming literate adults in a constantly changing and technologically challenging world.**

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 071 Forest								
<b>District:</b>	24	<b>DBN #:</b>	24Q071	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.3	94.6	TBD		
Kindergarten	162	155	182						
Grade 1	170	176	184	<b>Student Stability - % of Enrollment:</b>					
Grade 2	159	181	169	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	142	151	169		92.9	92.57	TBD		
Grade 4	149	135	145						
Grade 5	162	147	137	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		56.4	56.4	76.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	8	TBD		
Grade 12	0	0	0						
Ungraded	20	0	5	<b>Recent Immigrants - Total Number:</b>					
Total	964	945	991	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	8	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	36	45	42	Principal Suspensions	2	4	TBD		
# in Collaborative Team Teaching (CTT) Classes	37	42	56	Superintendent Suspensions	4	0	TBD		
Number all others	63	57	50						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	196	204	197	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	11	41	Number of Teachers	75	82	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	17	TBD
				Number of Educational Paraprofessionals	8	10	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.7	98.8	TBD
				% more than 2 years teaching in this school	66.7	59.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	48	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	88	TBD
American Indian or Alaska Native	0	0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5	98.7	TBD
Black or African American	1.4	2	1.2				
Hispanic or Latino	49.9	49.3	45.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.9	5.8				
White	44.2	43.8	45.8				
Multi-racial							
<b>Male</b>	51.7	52.7	51.5				
<b>Female</b>	48.3	47.3	48.5				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	80.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

□

PS 71's Progress Report indicates that we have made exemplary proficiency gains in narrowing the achievement gap with the following student sub-groups:

The success we have had in our efforts to close the achievement gap can be attributed to the staff's ability to differentiate instruction by forming strategy groups based on unit specific individual goals and assessment results. Our significant gains can also be attributed to our strong relationship with the Teachers College Reading and Writing Project. Our staff has been receptive to the Project and is eager to implement the latest approaches to teaching reading and writing, and to share best practices with colleagues through common planning periods and interclass visitations.

In mathematics, structures have been created to develop differentiated instruction with a focus upon increasing the pace and challenge for higher-achieving students. Accelerated classes in grades one through five have been formed based on formative and summative assessments. Based on the success of the last two years' Mathematics triad model in grades three through five, we have continued this structure on grades three and four.

To further support students' growth, we have implemented departmentalization in Math and ELA in grade five and with a pilot group of two classes on grade four. This configuration is designed to build capacity among teachers and to deepen the understanding of the subject areas, lifting the level of instruction.

The gains that we have made can clearly be attributed to becoming a professional learning community that

- analyzes data,
- identifies critical skill areas,
- collaborates,
- looks at the data to drive differentiated instruction,
- aligns curriculum materials with standards (math) and students' needs,
- differentiates coaching and support based on instructional rounds, walkthroughs, formal, and informal evaluations,
- encourages teachers to share best practices,
- sets student goals,

- involves parents actively in their children's education,
- sets and monitors teachers' goals based on data such as reports, Professional Teaching Standards, informal, and formal observations and teachers' individual needs, and
- promotes self-reflection through inquiry and study groups.

This year PS 71 will continue our inquiry-based collaboration at each grade level to design and implement a year-long plan for targeted students, focused on effective use of student data to improve and align best practices in literacy and mathematics.

For the past two years, we have used the Santa Cruz Professional Teaching Standards to assess and reflect on our instructional practices. This year, we are continuing our focus on Planning Instruction and Designing Learning Experiences for all Students to enhance and strengthen teacher goal setting.

To meet the increasingly rigorous cognitive demands that are being required of our students as evidenced by both the New York State Language Arts and Mathematics Test Specifications and the Common Core State Standards, we have determined the necessity of aligning our curriculum with these demands/ Therefore, teachers across the grades will collaborate to integrate fiction and nonfiction within each unit of study.

To improve our communication, we will collaborate with families, staff and the community at large by continuing to share PS 71's mission and vision through daily Principal memos, e-mails, ARIS parent link and communities, parent coordinator, parent workshops, evening student performances, award ceremonies, exhibition displays, monthly calendars, professional development sessions and an administrative open-door policy enabling all families and staff members to be heard.

This year, we will continue a highly successful program that we implemented last year, a Mommy/Daddy and Me program to expose our future kindergarteners and their parents/guardians to key components of the curriculum, thereby increasing communication with families of children in their formative years.

## BARRIERS

The building was designed and built over one hundred years ago. Over time, changes in our school population have determined the use of areas throughout this facility. Currently all available space geared for instructional purposes and/or related services have been utilized. Additional space is needed to house a library and gymnasium, as well as art rooms.

After analyzing the results of our NYC School Survey report, we found a lack of consistency in the data. For example, our score in the area of Academic Expectations decreased. Yet, 91% of our parents indicate that they believe the school sets high expectations for their children and 96% of teachers in the school agree that they set high standards for student work in their classes.

One of the ways we have decided we can address this discrepancy is through the establishment of a new protocol. With the support of our CFN, teams of teachers, parents, and administrators, both from within the school and from other schools within our network's community, will come together through learning rounds to look for patterns and trends, highlight best practices, and determine how to support all students in building academic rigor.



## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, teachers will collaborate to create and continue to revise units of study in writing, aligning the curriculum with the Common Core State Standards as evidenced by revised rubrics for each writing unit of study.	<input type="checkbox"/> Upon the release of the Common Core State Standards, it was determined that our literacy curriculum must be more rigorous to enable students to meet and exceed the Common Core State Standards.
<input type="checkbox"/> 2. By June 2011, 10% of students not making acceptable gains including Students with Disabilities and ELLs in kindergarten through grade five will demonstrate academic progress by moving up one benchmark level as measured by the Teachers College Reading Assessment Benchmarks.	<input type="checkbox"/> After analyzing the New York State English Language Arts data on ARIS, and student reading levels on TC PRO, we have determined that critical skill areas must be identified and targeted through differentiated strategy lessons enabling identified students to make progress.
<input type="checkbox"/> 3. Beginning September 2010 Departmentalization in Math and ELA will be implemented to build capacity among teachers and deepen the understanding of the subject area, lifting the level of instruction as measured by a minimum of one level growth in each area of the PTS standards and rubric for "Planning instruction and designing learning experiences for all students".	<input type="checkbox"/> After reviewing last year's observation reports, PTS walk through rubric results, and school data (test scores), the Instructional Cabinet determined that strategic lesson planning is needed to integrate data-based goals, standards, and learning activities to promote understanding and critical thinking for all students. All fifth grade teachers and two fourth grade teachers will participate in departmentalization of their teaching and professional development.
<input type="checkbox"/> 4. By June 2011, all teachers in grades three through five will effectively target the needs of identified students to provide support such as: data-driven differentiated instruction, strategic planning and small group instruction, as measured by teacher-created pre/post math assessments, in order for 20% of targeted students, including ELLs and Students with Disabilities, to demonstrate one plus years of academic progress in math.	<input type="checkbox"/> -
<input type="checkbox"/> 5. By June 2011, 90% of our staff will be involved in the inquiry process as evidenced by greater participation by classroom and cluster teachers in the Learning Rounds	<input type="checkbox"/> After reflecting on the successful vertical K-5 inquiry teams in ELA and grade level mathematics inquiry teams last year, we have determined that to continue to improve our culture

Practice.

of inquiry, learning rounds will be conducted to improve student achievement.



## 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**

**Curriculum Planning**

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**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1 . By June 2011, teachers will collaborate to create and continue to revise units of study in writing, aligning the curriculum with the Common Core State Standards as evidenced by revised rubrics for each writing unit of study.</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>	<p><input type="checkbox"/></p> <p><b>Classroom Teachers</b> <b>Assistant Principal of Literacy, Literacy Coaches and Literacy Liaisons in grades kindergarten through fifth.</b> <b>August 2010 through May 2011</b></p> <ul style="list-style-type: none"> <li>Professional Development Sessions on the CCSS and turnkey information at faculty conferences</li> <li>Units of Study in depth during common planning periods on a monthly basis</li> <li>Coaches and teachers will collaborate to create rubrics aligned with the CCSS as evidenced by agendas from Town hall workshops, professional development periods on a monthly basis</li> <li>Rubrics will be approved by the Literacy Assistant Principal on a monthly basis and posted on the PS 71Q ELA Community in ARIS</li> <li>Each grade level will analyze student work/progress and give constructive feedback to peers on improving the teaching of writing to improve student achievement on a monthly basis</li> </ul>



	<p><b>Implementation Timeline:</b>  October 2010 - June 2011</p> <p>-Teachers will plan strategy lessons and guiding reading during common prep, Town Hall workshops, study groups, and grade level inquiry team meetings.</p> <p>-Teachers will work with the targeted population during the 37 ½ minutes.</p> <p>Monitor and Revise:  November 1, 2010  March 1, 2011  June 1, 2011</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><input type="checkbox"/> <b>-Professional instructional materials to support best practices</b>  -Professional development provided by literacy coaches and outside literacy consultants  -Supervisor per session (12 sessions of 2 hours) for after school ELA program</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><input type="checkbox"/> <b>Examination of reading level data using the Teachers College Assessment Pro to determine students in need of support.</b>  <b>Gains will vary from two to four levels between progress points, depending on targeted students' grade and original level assessed on.</b></p> <p>November 1, 2011 – Teachers will share latest reading level scores with administration to align 37 ½ minutes and after school programs with needs of targeted students</p> <p>March 1, 2011- After administering a Running Record, teachers will enter current reading levels into TC Pro and continue to align teaching with student needs based on RR results.</p> <p>June 1, 2011 – Students' progress will be evaluated.</p>

Subject Area

Departmentalization Math/ELA

(where relevant) :

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>3. Beginning September 2010 Departmentalization in Math and ELA will be implemented to build capacity among teachers and deepen the understanding of the subject area, lifting the level of instruction as measured by a minimum of one level growth in each area of the PTS standards and rubric for "Planning instruction and designing learning experiences for all students".</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>	<p><input type="checkbox"/></p> <p><b>Teachers:</b> <b>Fifth Grade Teachers, Two Fourth Grade Teachers</b> <b>Math and Literacy Assistant Principals, TC Staff Developers, and Coaches</b> <b>: September 2010 through June 2011</b></p> <p>Teachers will analyze multiple data sources and plan next steps for instruction during common preps, Town Hall workshops, study groups and Grade Level Inquiry Meetings.</p> <p>Teachers will design unit lessons that align with the CCSS</p> <p>Teachers will create pre and post unit assessments in mathematics</p> <p>Feedback will be given to teachers – walkthroughs, snapshots, formal and informal observations (checklists, letters, reports)</p> <p>Monitor and Revise - For the remainder of the school year teachers will continue to reflect on student progress and their teaching. Professional goals will be set and revised on the following: November 1, 2010</p> <p>June 1, 2011</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p><input type="checkbox"/>As a Title As a Title I School Wide Program School, Conceptual Consolidation will allow us to combine Title I Funds and Tax Levy Funds to implement this action plan from September 2010 until June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>-Professional development by Literacy and Math Coaches</li> <li>-Professional development from outside sources</li> <li>-Math Manipulatives</li> <li>-Leveled Libraries</li> </ul>

<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><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- Teachers will receive professional development on goal setting using the Santa Cruz Professional Teaching Standards.</li> <li>- Teachers will reflect on their data and professional practices to determine where they are on the PTS continuum. Findings will be shared with the administration. Teachers will receive feedback.</li> </ul> <p>Teachers will reflect on goals met as measured by the PTS Continuum. Findings will be shared with the administration. Teachers will receive feedback. Teachers will receive a survey to enable the administration and coaches to align support with the needs of the staff.</p> <p>Projected gains: <b>80%</b> of teachers involved in this initiative will have successfully met their goal of moving up one level in each area of the PTS continuum.</p>
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**Subject Area**  
(where relevant) :

**Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>4. By June 2011, all teachers in grades three through five will effectively target the needs of identified students to provide support such as: data-driven differentiated instruction, strategic planning and small group instruction, as measured by teacher-created pre/post math assessments, in order for 20% of targeted students, including ELLs and Students with Disabilities, to demonstrate one plus years of academic progress in math.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b>Professional Development</b> : PD will be given on the following topics: infusing Common Core State Standards (CCSS) into unit planning; use of rubrics and other tools to provide effective feedback to students regarding their work; use of student data to plan and set goals and to inform differentiated lesson planning; deepening content knowledge of mathematics</p> <p><b>Target Population(s)</b> : Students at risk of not making adequate progress in mathematics, including SWDs and ELLs; math teachers, including support staff, of targeted student group.</p>

	<p><b><u>Responsible Staff Members</u></b> : Math Assistant Principal, Math Coach, Math Teachers on Grades 3 – 5, including support staff</p> <p><b><u>Implementation Timeline</u></b> : September 2010 through May 2011</p> <p>-----</p> <ul style="list-style-type: none"> <li>-Student data will be reviewed each marking period to ensure students are placed in appropriate triads in Grades 3 and 4(top, middle and bottom third).</li> <li>-Departmentalization in Math for grade five and a pilot of two classes on grade 4<sup>th</sup></li> <li>-Assistant Principal will work with the teachers and coach to establish professional teaching goals for every unit of study to support the implementation of differentiated instruction and student progress.</li> <li>-Each grade level will analyze its performance and progress at regular intervals during Inquiry Team meetings.</li> <li>-Teachers will plan with each other during common preps, Town Hall workshops, study groups and grade level Inquiry Team meetings.</li> <li>-Professional Development sessions will be provided by AP, math coach, and other members of the staff</li> <li>-Feedback to teachers – walkthroughs, snapshots, formal and informal observations (checklists, letters, and reports), Reflection meetings with individual teachers, Conference notes on individual students’ goals and action plans</li> <li>-Item analysis of NYS Mathematics data in NY Start and ARIS</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>□</p> <p>As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Title I Funds and Tax Levy Funds to implement this action plan from October 2010 until June 2011 as indicated below.</p> <ul style="list-style-type: none"> <li>-Professional instructional materials to support best practices</li> <li>-Professional development provided by math coach and outside math consultants</li> <li>-Supervisor per session (12 sessions of 2 hours) for after school Math program</li> </ul>

<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><input type="checkbox"/> <b>Initial indicator:</b> September 2010 Initial analysis of the student data to determine target population.  <b>Intervals of Periodic Review:</b> November 2010; January 2011; March 2011; May 2011  Teacher-Created pre/post assessments.  Projected Gains: 20% of identified students will demonstrate one plus years of academic progress as measured by teacher-created pre/post assessments.</p>
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**Subject Area**  
(where relevant) :

**Inquiry Process**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. By June 2011, 90% of our staff will be involved in the inquiry process as evidenced by greater participation by classroom and cluster teachers in the Learning Rounds Practice.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  Arrangements will be made for teacher teams to visit similar schools within the network to conduct learning rounds. Educators from other schools within the network will visit our school  <b>Targeted Population:</b> The initial Learning Rounds Team will consist of the principal, 2 assistant principals, 2 coaches, cluster teacher (UFT union representative) six general education teachers and one special education teacher  <b>Responsible Population:</b> The initial Learning Rounds Team mentioned above  <b>Implementation Timeline:</b> October 2010 – June 2011  <b>The initial team will identify a focus for the Instructional Rounds as a result of analyzing the school report card, Progress report, Quality Review Rubric, teacher standards, and student data. Upon completion of professional development on the Instructional Rounds Process, the initial team will conduct a learning round to determine the problem of practice. The teams’ findings on the problem of practice and how to support optimal learning will be shared with the staff by teachers involved at grade level professional development periods. The team will further elaborate on their findings during the monthly faculty conference. To strengthen the capacity of the initial team, they will conduct rounds at similar schools within the network.</b></p>

	<p>Rounds will be conducted on  October 28, 2010  November 8, 2010  November 12, 2010</p> <p><b>Monitor and Revise:</b> January 2011 Staff involved will reflect on the process. Additional teachers on each grade level will be trained on the process by a colleague from the initial team at their grade level during a professional development session, building capacity in the building. Additional Rounds will continue targeting the grade below and above the current grade i.e. A second grade teacher will have the opportunity to participate in the instructional rounds process in first grade classrooms and third grade classrooms. Cluster teachers will be involved in the same process. Team members will meet to collaborate on findings and give constructive feedback.</p> <p>January 2011 – Instructional Rounds in current grade  March 2011 – Instructional Rounds in grade below  May 2011– Instructional Rounds in grade above</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><input type="checkbox"/> <b>Professional Texts to support study</b>  Professional development by Literacy and Math Coaches  Coverages for classroom teachers while conducting Instructional Rounds (initial team)</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>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1	16	66	N/A	N/A	5			5
2	27	33	N/A	N/A	6			2
3	27	40	N/A	N/A	10	6		4
4	44	8	49	49	7			3
5	37	12	52	52	8	1		4
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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>	<input type="checkbox"/> Small group instruction is given in a number of ways to support Level 1 and 2 students in developing language skills on a daily basis. These ways include “unpacking” juicy sentences and building phonemic awareness through Foundations and Words Their Way programs. Comprehension skills are worked on throughout reading and writing workshops, based on the TCRWP model. Effective planning and quality instruction is created to meet the specific needs of the students based on student conferring data, small group strategy lessons, guided reading, and formal assessment tools. In grades K-2, Headsprout, an Internet-based early reading program, effectively reinforces the essential skills and strategies required for rapid reading success. Headsprout focuses on phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension. Students in grades 3 through 5 also receive support in after an school program. ELL students receive additional support through our after school program and a Saturday Academy.
<b>Mathematics:</b>	<input type="checkbox"/> Intervention services for Mathematics are provided during the school day through workstations, small group instruction, and triads. A push-in teacher supports students at the bottom 1/3. Workstations are centers intended for skill practice in grade-level concepts and skills in number sense and operations, algebra, geometry, measurement, and statistics and probability. Small group instruction is provided using Everyday Math materials and other resources, including manipulatives. Students are also supported through differentiated materials developed in Acuity and Scantron. Students in grades 3 through 5 also receive support in after an school program. ELL students receive additional support through our after school program and Saturday Academy.
<b>Science:</b>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;">           Services are provided throughout the school day in Special Education and CTT classes by a cluster and technology teacher. Intervention is provided to assist students in fostering the development of scientific inquiry and process skills based on a series of discoveries. Through the use of small group and individual instruction, students incorporate inquiry and process skills in a problem-solving approach in each unit of study. The following skills are incorporated into instruction as appropriate: classifying, communicating, compare/contrast,         </div>

	<p>creating models, gathering and organizing data, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing and predicting. Students in grade 4 also receive support in our after school program</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> Services are provided throughout the school day in Special Education and CTT classes by a cluster and technology teacher. Intervention is provided to assist students in fostering the development of Social Studies thinking and process skills. Through the use of small group and individual instruction, students will understand and investigate important issues in the world around them. The following skills are incorporated into instruction as appropriate: thinking, research and writing, interpersonal/group relation, sequencing and chronology, map/globe and graph/image analysis. Students in grade 5 also receive support in an after school program.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Students identified as at-risk receive mandated counseling services either on a one-to-one basis or in a group setting. Students are counseled during the school day. Our guidance counselors work with positive reinforcement. Appropriate ways to handle different situations are discussed. Guidance counselors facilitate conversations on consequences of actions both positive and negative. Our guidance counselors also act as consultants, supporting teachers on various behavior strategies to be implemented in the classroom.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Our school psychologist acts as a consultant supporting teachers on various behavior modification strategies enabling at-risk students to succeed.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><input type="checkbox"/> When a situation arises our social worker provides small group support for any student that may be a possibly "at risk" child.</p>
<b>At-risk Health-related Services:</b>	<p><input type="checkbox"/> Students identified as at-risk are closely monitored by the school nurse through a careful analysis of medical records. Asthma prevention education and other health-related issues are provided to students and their family. Staff members are trained by the school nurse in matters pertaining to at-risk students, such as use of the epi pen.</p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 208**

**Non-LEP 803**

**Number of Teachers 10**

**Other Staff (Specify) 0**

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

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

□

The students are spread among the grades: 46 in kindergarten, 45 in 1<sup>st</sup> grade, 26 in 2<sup>nd</sup> grade, 32 in 3<sup>rd</sup> grade, 34 in 4<sup>th</sup> grade, and 25 in 5<sup>th</sup> grade. The majority of the populations of ELL students are Spanish speaking (45%), with 19% speaking Arabic, and 14% speaking Polish.

The balance of the ELL population speaks various languages.

with a total of two sessions per week. The program begins on Monday January 24, 2011 and will be completed after the administration of the NYSLAT.

Our school guidance counselor offers various workshops for parents during the supplemental ESL programs. Title III funds are not used to fund her services.

Our school guidance counselor offers various workshops for parents during the supplemental ESL programs. Title III funds are not used to fund her services.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional development on differentiated and data driven instruction is scheduled twice a week during grade level PD periods by our coaches and assistant principals. Teachers are supported by our ESL Coach/Coordinator on an individual basis to guide teachers in the use of ESL methodologies in the classroom. Our guidance counselor and speech therapists discuss ESL students and plan strategies with our ESL Coordinator/Coach to meet their specific needs on the last Friday of every month. In addition to our in house professional development, teachers also have the opportunity to attend workshops at Teachers College to learn how to differentiate strategies that will enable our ESL students to succeed. Staff developers from TC are also scheduled to work exclusively with our administrative cabinet, literacy coaches, and ESL teachers. Our Learning Support Organization provides ESL professional development to our instructional cabinet, math and literacy coaches, throughout the school year. Topics such as Vocabulary/Language Acquisition are covered.

### **Section III. Title III Budget**

—

School: 24Q071 Total Allocation = \$31,240  
 BEDS Code: 342400010071

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5987.00	<input type="checkbox"/> ESL After School Program  (Teachers)*(Hours)*(Rate)**including fringe benefits 2 teachers, 4 hours per week, 15 weeks > 120 hours (\$5987.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> 0
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$23,257	<input type="checkbox"/> <b><i>Nonfiction books with picture support to scaffold ELL comprehension, Hybrid texts that combine fiction and nonfiction to prepare and support ELLs on the ELA State Exams. Books in Spanish, Polish, and Arabic to enhance our ESL classroom libraries and support ESL students in their native language. Laptops will also be provided for differentiated instruction</i></b>
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> 0
<b>Travel</b>	0	<input type="checkbox"/> 0
<b>Other</b>	\$1996.00	<input type="checkbox"/> <b><i>Family nights aligned with our curriculum and that incorporate ESL methodology such as Dr. Suess night with dual language read alouds. Snacks purchased to encourage parents to attend workshops and family nights, building capacity in the community.</i></b>

TOTAL	0	
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## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Immediately upon a student's enrollment at PS 71, the primary language spoken by the parent is identified by the home language survey given by our pupil personnel secretary. If the language is not English, it will be determined whether the parent(s) requires language assistance in order to communicate effectively with the school.

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

□

According to the Home Language survey, after English, the largest percentages of languages spoken at home are Spanish, Polish, and Albanian. The home language data are immediately shared in reports with our school parent coordinator, parents association, and staff members working with identified students. This process ensures that those staff members working with these students are providing their parents with appropriate and timely information in a language they can understand. .

### **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.

Written translations include but are not limited to calendar items, important school announcements, report cards, progress reports, supply lists, school closing information, trip permission slips, student specific critical documents and future upcoming events. We utilize the DOE

Translation and Interpretation unit to translate important documents and notices in a timely fashion. Our culturally diverse staff is always available to translate any written communication when needed. Learning Leaders also assist in interpreting notices in their native language.

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

We provide identified parents interpretation of our family night events, parent teacher conferences, adult classes, parent workshops, school events and closings. This form of interpretation is done orally by our parent coordinator, educators, paraprofessionals, and other school personnel. Learning Leaders support the instructional needs and interpretation services of our school by communicating in the language needed during the school day as well as after school events. In addition, we utilize the DOE Translation and Interpretation unit to translate important documents and notices in a timely fashion.

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

Immediately upon a student's enrollment at PS 71 the primary language spoken by the parent will be identified by our pupil personnel secretary. If the language is not English, it will be determined whether the parent requires language assistance in order to communicate effectively with the school. PS 71 will maintain an appropriate and current record of the primary language spoken by each parent. The information will be maintained in ATS and on the student emergency card. This information will be shared with all staff members working with identified students.

All written translations including, but not limited to calendar items, important school announcements, report cards, parent teacher conferences, progress reports, supply lists, school closing information, trip permission slips, student specific critical documents and future upcoming events will be translated by our parent coordinator, specific staff members who are fluent in the language needed and the DOE Translation and Interpretation Unit.

**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:	\$560,228.00	\$84,308.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5602		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28011	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$56023	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98%

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

Teacher was working out of certification has since filled requirements by receiving the correct license (special education.)

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

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

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

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

□

**FOREST ELEMENTARY SCHOOL**

**Public School 71**

62-85 Forest Avenue  
Ridgewood, New York 11385  
(718) 821-7772 **FAX** (718) 386-7088  
Ms. W. Olivella  
Principal

Ms. R. Scaturro  
Asst. Principal

Ms. A. Napoli  
Asst. Principal

Mr. C. LaBarbera  
Asst. Principal

**PARENT INVOLVEMENT POLICY**  
PS71 Forest Elementary School

Parents and families of students in PS71 will be provided with opportunities to participate in School Leadership Teams and parent educational activities that lead toward building strong home-school partnerships, family literacy, child development, and accessing the services of community resources. To increase parent involvement PS71 will

Identify a Parent Coordinator who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts.

Offer parent training workshops related to:

- \*Math workshops
- \*Promotional criteria
- \*ARIS training

- \*ESL Strategies
- \*Literacy standards
- \*School policies
- \*Assessments
- \*Parenting
- \*Health Issues
- \* Teacher’s College Parent Partnership
- \* Kindergarten Orientation, as well as orientations for new program initiatives such as CTT class setup and Math Triads
- \*Mommy/Daddy and Me program
- \*Saturday ESL classes

- **Encourage parents to network with each other and to communicate with school staff.**
- **Maintain a school bulletin board to provide parents with information related to parent meetings and events and to their children’s educational programs, as well as send home a monthly calendar of school related events**
- **Implement K-12 phone alert system**
- **Encourage parental involvement by having the school:**
  - § **Establish a PA, a Monthly Family Night and School Leadership Team**
  - § **Conduct outreach activities and train parents, especially new parents and non-English speaking parents.**
  - § **Train teachers in strategies that enhance meaningful parental involvement.**
  - § **Hold orientation meetings to present overall goals of school, as well as specific grades, and class goals.**
  - § **Encourage and train parents as Learning Leaders to volunteer and assist in classrooms and on trips, as well as assist with translations and other school wide initiatives like Family Nights and H1N1 vaccinations.**

\*\*The above Parent Involvement Policy will be revised in June 2011.

## **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.

□

## **FOREST ELEMENTARY SCHOOL**

**Public School 71**  
62-85 Forest Avenue  
Ridgewood, New York 11385  
(718) 821-7772 **FAX** (718) 386-7088  
Ms. W. Olivella  
Principal

Ms. R. Scaturro  
Asst. Principal  
Asst. Principal

Ms. A. Napoli  
Asst. Principal

Mr. C. LaBarbera

PS71 Parent Compact

We, the school and parents agree to work cooperatively to provide for the successful education of our children

### **SCHOOL**

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to deal with communication issues between teachers and parents through:

- . Parent-Teacher conferences
- . Reports to parents on their children's progress
- . Reasonable access to staff
- . Opportunities to volunteer and participate in their child's class
- . Observation of classroom activities

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the state and city's high performance standards.

#### PARENT/GUARDIAN

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need for me to monitor my child's:

- . Attendance at school
- . Homework
- . Television watching
- . Health needs

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities

I understand: the need to communicate with my child's teachers about his/her educational needs and the need to share responsibility for my child's improved academic achievement

I understand: the need to ask parents and parent groups to provide information to the

school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

See IV Needs Assessment

2. Schoolwide reform strategies that:

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

See Action Plan/Goal 2

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.

To increase the amount of quality learning time, PS 71 offers students in need the opportunity to strengthen their skills, targeting deficit areas, through the extended day program and after school programs such as Fifth Grade Social Studies, English Language Arts (grades third-fifth), Mathematics (grades third-fifth), Fourth Grade Science, and English as a Second Language (grades kindergarten through fifth).  
o Help provide an enriched and accelerated curriculum.

See Action Plan/ Goals 1, 3

o Meet the educational needs of historically underserved populations.

Action Plan/ Goal 2

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

See Action Plan/Goal 2

See Appendix 1 Academic Intervention Summary Part B

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

See Appendix 1 Academic Intervention Summary Part B

3. Instruction by highly qualified staff.

5% of funds have been set aside to support teachers in becoming highly qualified. Grants from the DOE and the State have been utilized to provide teachers with the opportunity to become certified in their area of instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Action Plan/Goals 4, 5

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

The Principal will utilize NYCDOE resources to hire pre-screened and qualified teachers.

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

We provide our parent community with workshops on a variety of curricular topics to bridge the gap between home and school. This provides the parents with the ability to support and reinforce at home the learning that takes place in school. The Parents' Association, in conjunction with our parent coordinator, facilitates workshops thereby increasing parent involvement. Various staff members, including the parent coordinator, guidance counselors, coaches, teachers, AIS providers, and the school's nutritionist conduct parent workshops. In addition, we hold monthly family night activities, where students, parents, and teachers have an opportunity to interact in a social setting. Family Night Orientation and Family Math Night are among the many evening activities held at PS 71 that continue to bring our school community together in meaningful ways.

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

Due to the success of our Mommy/Daddy and me program launched in January 2010, we have determined the program is vital in preparing out preschool students both socially and academically for kindergarten. We will continue to offer the program to siblings of our students who are age appropriate for the 2010- 2011 school year.

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

See Action Plan/Goal 5

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

PS 71 has established benchmarks in September, November, March, and June for grades Kindergarten through Fifth in reading and writing. Monthly unit goals have been established in mathematics based on the March to March State grade level expectations. The Teachers College Reading Assessment, Teachers College Narrative Writing Continuum, Acuity Reading and Writing Predictive and Instructionally Targeted Assessments, and Everyday Mathematics Unit Tests are used to determine students' level of academic achievement and to identify specific areas of strength and weakness. Additional assistance is immediately provided to students in specifically targeted deficit areas through small strategy group lessons, small guided reading instruction, academic intervention services, and extended day small group instruction and after-school programs. Student progress in relation to benchmarks is closely monitored by the classroom teacher through assessment results and weekly one on one conference.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

- PS 71 is a Learning Leadership Partnership School. Learning Leaders are parents of our students who collaborate closely with the instructional cabinet, parent coordinator and teachers on an ongoing basis. The program is designed to foster successful learners and create positive, welcoming environments for children and family members.
- Our parent coordinator facilitates EPIC (Every Person Influences a Child) workshops for parents on fostering self esteem for infants and toddlers.
- Adult Education in English Language is provided by our parent coordinator during our Saturday Academy Program and on Wednesday and Thursday mornings.
- PS 71 offers the Open Airways Program to educate our students and their families on asthma prevention strategies.
- The Greater Ridgewood Youth Council Discovery After-School Program is offered to the students of PS 71. This program provides a fun and safe environment for which students partake in recreational, educational and creative activities. Snacks are provided for every child. Activities are designed to provide educational enrichment through language arts, mathematics, science, fine and performing arts and sports. The Homework Help program enhances the students' school day experience. The Discovery program also emphasizes computer literacy along with health and social development. Our participants have covered such topics as drug prevention and nutrition.
- Our school nutritionist works with a student committee comprised of fifth graders on educating students about making healthy food choices. The committee then works with the nutritionist in educating their peers by creating posters which are displayed in the cafeteria.

## **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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$470,583.00	True	Title I School Parental Involvement Policy and School-Parent Compact
Title I, Part A (ARRA)	Federal	Yes			\$84,308.00	True	School Goals/Action Plan
Title II	Federal	Yes			\$55,561.00	True	School Goals/Action Plan
IDEA	Federal	Yes			\$481,156.00	True	School Goals/Action Plan
Tax Levy	Local	Yes			6,551,187.00	True	School Goals/Action Plan

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<sup>1</sup>**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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.  
N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
20

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

Upon identification of students living in temporary housing, our pupil personnel secretary notifies the assistant principals who supervise that particular grade. From that point, the assistant principal notifies the teacher and guidance counselor of the student's situation in order to track student attendance and to determine if one-on-one counseling is necessary for the student to cope with his/her current situation. We will ensure parents are aware how our school can support these children through free breakfast and lunch programs, the extended day program, after-school academic programs, the community-based *Discovery* program, and the on-going support from the parent coordinator and guidance counselors.

Monies will go towards guidance counselors' salaries due to the fact that they will be engaged in parent outreach to support this population.

**Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_24Q071\_020111-214415.doc

## 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>CFN 410</b>	District <b>24</b>	School Number <b>071</b>	School Name <b>Forest Elementary</b>
Principal <b>Walkydia Olivella</b>		Assistant Principal <b>Ciro La Barbera</b>	
Coach <b>Orit Sperber, ESL coordinator</b>		Coach <b>Jeanine Kucher</b>	
Teacher/Subject Area <b>Donna Graff/Grade 4</b>		Guidance Counselor <b>Norma Canepa</b>	
Teacher/Subject Area <b>Piedad Munoz, Science</b>		Parent <b>Beata Jazniec</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Angelica Morales</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Altagracia Santana</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>10</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>1006</b>	Total Number of ELLs	<b>208</b>	ELLs as Share of Total Student Population (%)	<b>20.68%</b>
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### Part II: ELL Identification Process

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

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

Upon initial registration, parents receive a packet and are asked to fill out a Home Language Identification Survey (HLIS). If a language other than English is indicated on the HLIS form, then the School personnel secretary will inform the ESL coordinator. The ESL coordinator sits with the parents and asks questions to the parents and student. Translation services are available during the ELL identification process. Once the interview is complete, the ESL coordinator indicates whether the student is eligible for LAB-R testing or not. The Otele code is written by the ESL coordinator on the HLIS form. Based on the HLIS, if the student is eligible for LAB-R testing, the process begins. The student is taken to a separate room and is tested by a licensed pedagogue or the ESL coordinator and the LAB-R test is administered. The LAB-R and the Spanish LAB are administered within ten days of registration. The Spanish LAB is administered only if the student speaks Spanish and is indicated on the LAB-R. The LAB-R and Spanish LAB are hand-scored by a fully certified pedagogue. The ESL coordinator indicates whether the student should be placed in an ESL class or not. According to the LAB-R results, students identified as English language learners are placed in the proper classes. LAB-R grids are hand-scored and results are kept on file and used to determine and provide students with appropriate units of ESL instruction. Then, the hand-scored LAB-R and the Spanish LAB are then submitted to the Borough Director for scanning and data entry into ATS.

Within the first ten days of school, parents of all newly admitted ESL students are invited to attend a parent orientation workshop where they are given information regarding various ESL/Bilingual programs that are available in our district and our school. The parent orientation is an ongoing process. The ESL coordinator leads these workshops, along with other licensed pedagogues, the parent coordinator, and learning leaders (volunteers and are fluent in other languages). The learning leaders serve as translators for speakers of languages other than English who may need assistance during the orientation process. These orientation team members work hand in hand with the ESL coordinator. During these orientations we inform parents that they have the right to program options and select any program that meets their specific needs. We show parents a video, The Parent Choice video from the NYC Department of Education on the various programs available in NYC and make them aware of which schools have specific programs and where they are located. We show the video in the native language. This process is implemented as ELL students register in our school. We hold make-up orientations for parents who have missed the orientation the first time. After the videos have been viewed, parents are asked to fill the program choice forms. In the past three years, the trend has been that most parents choose the ESL program offered in our school, a program design that has been in place at PS71 for the past several years. We will continue to align our program choice with parent requests and make them aware of what is available to them in our school and within the NYC school system.

After viewing the videos and Parent Program Choice forms, the children are placed in an appropriate setting. We track parents who have attended and who haven't. Parents who have not attended the orientations are requested to attend a make-up orientation. They are notified via telephone (translated when necessary) or a back pack letter to make up and attend the orientation. Parents who do not attend the orientation are placed in the default program in our school, which is the freestanding ESL program.

The ESL coordinator is responsible for keeping a record of parent program selection forms. She is also in charge of distributing and ensuring that entitlement letters and program selection forms are returned and filed. The forms are distributed to the parents immediately upon registration. Should fifteen students speak the same language in continuous grades and parents request a transitional bilingual or dual language program, a class would be created to meet the request of those parents as per the Aspira Consent Decree. Our ESL orientation team is well versed on all three program options that are offered in the NYC Department of Education. Members of the team communicate and inform parents about options of programs that are available and offered in the NYC Department of Education. The information in the orientations comply with with the mandates by CR Part 154. In addition, for students who did not receive a proficient level on the previous year's NYSESLAT, letters to parents are sent indicating that their child will continue in our ESL program based on the previous program selection from the previous years. ALL these letters and forms are kept in the ESL coordinator's office.

The NYSESLAT is administered yearly to our ELL students. The RLAT and RLER reports are drawn from ATS to indicate who is eligible to take the NYSESLAT exam. ALL ESL teachers take part in this exam and have the opportunity to test our students. Accommodations are provided as per the students' IEPs. Based on the CR Part 154, students who received an Advanced placement receive at least 180 minutes of ESL instruction. Students who have received an Intermediate or Beginner placement receive at least 360 minutes of ESL instruction. All instruction is provided in English 100% of the time. The same applies for the results of the LAB-Rs. Students are placed in the ESL class and receive the same amount of ESL instruction based on the English proficiency level they have received.

Parent orientations also inform parents of the methodologies used in teaching math, reading and writing. A general orientation given on each grade level is conducted to ensure the understanding of our freestanding ESL program and how we align the standards within the curriculum. The curriculum and expectations of students are shared. Currently we use TC as the curriculum in reading and writing. We have a word study period in which students use "Words Their Way" to obtain a better understanding of the English language. We are also proud to indicate that this year we have added books in the Native language to our classroom libraries. This allows students to maintain the home language and acquire the desired language. Again, parents are made aware of the ESL program offered in our school and we try to make this learning transition as smooth as possible. Should a parent or a child need to speak regarding a concern or educational needs, they know they can speak to the teacher, our ESL Coordinator, the parent coordinator, our guidance counselors or any licensed pedagogue that can assist them. Newcomers are introduced to the guidance staff as well as the principal and Assistant principals to ensure a smooth transition into the school. The classroom teachers assign a newcomer student to a buddy student with the same language background to help him/ her around the building, to explain procedures, routines and rituals, classroom assignments and work. Teachers also speak to parents outside during dismissal to discuss daily events, activities, and special upcoming events for the ELL parent. A Parent monthly calendar also indicate special orientations and upcoming events for our ELL parents.

ESL Students are eligible to attend after school Reading and Math Programs, as well as Social Studies and Science preparation programs where applicable. The school holds Parent Conferences twice a year and translators are available via parent coordinator and parents' requests. The parent coordinator also holds workshops based on parent requests as determined by a survey approved by the SLT team.

Once a month parents are also welcome to attend Family night where parents are introduced to different skills in reading and writing via a theme chosen by the parent coordinator and the ESL coordinator. Parents of ELLs love to attend Family Night since they feel a bond and a connection between the school and their children. Often ESL teachers attend family night since they know their some of their students will attend. Fun literacy activities are done to engage parents and their children.

Different ESL methodologies are implemented during the course of the day. Our ESL teachers know to include picture supports and use an interactive word wall in math, reading and writing. Technical supports such as the use of the smart board and ELMO are great tools too that help our teachers to engage our ELLs and support them in the acquired language. Differentiated instruction using different ESL methodologies is provided as whole class, small group and individual conferences to meet the specific needs of the ESL students. In addition to the buddy system, Learning Leaders are often found in the classroom assisting teachers to help our ELLs and providing a smoother and happier environment.

## 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	1	1	2	1								9
<b>Push-In</b>	0	2	2	2	2	2								10
<b>Total</b>	3	3	3	3	4	3	0	0	0	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	155	Special Education	41
SIFE	0	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 155	<input type="checkbox"/> 0	<input type="checkbox"/> 25	<input type="checkbox"/> 51	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 208
<b>Total</b>	<input type="checkbox"/> 155	<input type="checkbox"/> 0	<input type="checkbox"/> 25	<input type="checkbox"/> 51	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 208

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

### C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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	
	EL L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	21	21	11	16	17	7								93
Chinese	2	2	2	1	0	1								8
Russian	0	2	0	2	0	0								4
Bengali	0	0	0	0	0	1								1
Urdu	0	0	0	0	0	1								1
Arabic	7	7	6	7	9	5								41
Haitian	0	0	0	0	0	0								0
French	0	0	0	2	0	0								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								1
Polish	10	8	4	2	2	4								30
Albanian	3	2	1	1	3	3								13
Other	3	3	2	1	3	2								14
<b>TOTAL</b>	<b>46</b>	<b>45</b>	<b>26</b>	<b>32</b>	<b>34</b>	<b>25</b>	<b>0</b>	<b>208</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.

Ten licensed ESL teachers provide services for PS 71's ELL population. The ESL program at PS 71 utilizes several models. There are nine self-contained ESL classes, two of which are the transitional model containing ELL students with proficient students. In addition to the transitional model, there is at least one push-in model in each grade to provide ESL services as per the CR Part 154 and individual IEPs. Based on the NYSESLAT and the LAB-R results, students who performed at the Beginner and Intermediate levels receive at least 360 minutes of ESL services. Students who have been deemed as advanced proficiency level receive at least 180 minutes of ESL instruction. Our self-contained ESL classes consist of mixed proficiency levels. Each self-contained class has a full-time ESL teacher. One of our fourth grade ESL classes consists of advanced proficiency leveled students with non ELL and former ELLs. This was done to give our former ELLs support they may need as well as support to our advanced proficiency leveled students to move them as proficient. The programs were set by the administration at the beginning of the year, along with the ESL coordinator. The ESL coordinator, along with the orientation team and licensed pedagogues ensure the correct placement based on the results of the hand-scored LAB-Rs and results of the Spring NYSESLAT. Since we only provide freestanding ESL classes, students are placed into the appropriate ESL setting based on the parent program choice and proficiency levels. Instruction is 100% in English.

Each content area of instruction is delivered in English. Our teachers are trained and are receiving ESL training through internal and external PDs and workshops. Teachers are aware of the importance of picture supports, interactive word walls as well as various ESL methodologies to support our ESL population. Books in the native language are encouraged for students to use as well as word for word dictionaries in their native language for social studies, science and math in grades 3-5. Conferences are conducted on an individual basis or small group for support. Whenever possible, teachers use the smartboard for interactive language support. Language support can also be considered as such thorough interaction with classroom paras work with fellow students during physical education classes.

We have no students in our subgroups considered SIFE at this time. However, the plan for SIFE students would include a guidance component to address any emotional concerns. Class libraries would include high interest books at two levels below the class level as well as one level above the prescribed reading level. In addition, books in the home language are available in classroom libraries. All teachers would be trained through professional development to address the particular needs of a SIFE student. Our attendance committee would monitor student attendance to ensure students are present. The SIFE budget would be allocated through Title III monies. Teachers would have inquiry groups to help these particular students in need. Learning Leaders are also requested to assist teachers in the classroom to support the native language of our ELL students and help translate.

Our plan for continuing support (two years) for students reaching proficiency on the NYSESLAT is evident in our transitional model classes in grades four and five, where the newly proficient ELLs are grouped with ELLs for an added scaffold. ALL teachers of students of ELLs regardless of the years in our school system are notified of the ESL status of their students at the start of the school year through ARIS and the specific NYSESLAT modalities proficiency level through the RLAT, RNMR and RLER. These scores are carefully analyzed to differentiate instruction. For students that are less than three years as ELLs, differentiation is provided through small group work and conferences to meet the specific needs of the group. Students with less than three years receive extensive differentiation in reading and writing. Guided reading, small group, whole class and individual differentiation is done on a daily basis. Teachers look at various assessments such as the LAB-R and NYSESLAT and their modalities to see where to emphasize during instruction. Other data such as ELL Interim Assessments, ITA, Acuity, Classroom checklists, State exams in ELA and Math, and Predictives are carefully monitored and analyzed to drive instruction. Texts in the home language are offered in the classroom for the native language to support the English language. More picture supports are placed within the instruction. In grades 3-5, students are requested to use of word to word glossaries in their native language for social studies, science and math. In addition, students are requested to sketch as much as they can and even explain in their native language what they are sketching to support the literacy instruction in the classroom. Learning leaders are often found in the classroom to help the teachers interpret, especially our newcomers. Extended time on ALL exams, including State exams, are in place for our ELLs. Students on this level may request for translators to take State exams.

Students with four to six years will not have Learning Leaders in the classroom. However, there are books in the native language as well as differentiation in instruction with specific ESL strategies to meet the goals of these students. The word to word dictionaries are still encouraged to be used in content areas in grades 3-5. The Licenced ESL teacher provides support throughout the ELA and Math curriculum in all self-contained classes. Assessments such as the NYSESLAT, ELL Interim Assessments, ELA predictives, and writing on-demands are carefully analyzed to further differentiate instruction. Students are placed in inquiry groups to further understand and help differentiate instruction. Extended time for exams are offered to our ELLs, especially during the State exams. Computer programs for language learning are utilized during computers and classroom use. Texts in the home language are also provided in the classroom libraries. Extended day is also encouraged for these students with specific goals and plans.

Long term ELLs are also carefully analyzed in inquiry groups to understand what strategies may be used to differentiate instruction. Computer programs as well as guided reading strategies are strongly pushed to help accelerate the language process. Native language texts for Long-term ELLs are also provided in the classroom. Long-term ELLs also receive ESL services as per CR PART 154 depending on their ESL proficiency level. If however there is no progress shown or improvement, the student's name is referred to the SBST team where the teachers' actions and anecdotal records are monitored. After each case has been reviewed and tested, a student might be eligible for certain services other than ESL services. Parents are involved in this process as well. Students might even become as students with IEPs. Teachers who teach students with disabilities look at the IEPs and discuss with the SETTS or Special Ed teachers strategies that may help students with their disabilities. We have noticed that many of our long term ELLs are students with disabilities. Our plan is placing them in inquiry groups to analyze the data available and support differentiation during instruction. Extended day is offered to all ELL students where specific goals are differentiation occurs to meet the standards. Extra picture supports as well as graphic organizers are implemented in each classroom setting and content area. After school programs are also offered to these ELLs for support and differentiation. Extended time is offered in all ESL classrooms and State exams.

Former ELL students who MAY need extra time during assessments are carefully examined by the classroom teacher to determine if the student would benefit from them. Teachers, the ESL coordinator, and coaches review each student on a case-by-case situation and decide whether the former ELL should receive extended time. Some former ELLs are placed in a Transitional program to receive the extra support.

All of our administrative staff along, with the ESL Coordinator/Coach, are responsible for ensuring that structures put in place are effectively meeting NYS CR Part 154 mandated number of units of support for our ELLs according to their proficiency levels. If students received a Beginner or Intermediate proficiency level then they receive at least 360 minutes of ESL instruction with a licensed ESL teacher. If the students received an Advanced score as their proficiency level, then they will receive at least 180 minutes of ESL instruction. Schedules and class rosters are reviewed to properly place ELL students in the correct setting within the first month of school. If a student enters our school thereafter, placement is done according to the previous NYC placement, IEP, and test scores found in ATS, and recently administered LAB-Rs.

Our administrative staff, literacy coaches and ESL Coordinator/Coach work with our ESL teachers who serve students receiving services for four to six years and long-term ELLs on differentiating instruction to meet the needs of these students. The data from TC Reading and Writing Assessments, Acuity ITA, student work, ELL interim assessments and teacher created checklists are analyzed by ESL teachers during common preparation periods to drive instruction. Some of these students are placed in inquiry groups and are carefully analyzed and monitored. Teachers discuss what strategies have worked with their students and discussions during common PDs to assist these students. Teachers also provide information from one school year to the next regarding students' work and progress.

ELL students with an IEPs are provided additional support by licensed ESL teachers during our push-in program as per their IEPs and accommodations. Extended day and after school content area instruction are additionally available as supports where licensed ESL teachers and licensed Special Ed teachers teach them. The special education component works in tandem with the mandatory ESL instruction.

Differentiated, data-driven instruction is planned to support and further the development of all our students in all ELL subgroups. All instruction is standards-based and scaffolded throughout the day to address as well as small group needs. Inquiry teams on each grade level focus on providing targeted assistance and academic intervention or enrichment for all English Language Learners as per CR Part 154, State Mandates. Academic Intervention Services in literacy, math and the content area are also provided in our technology labs, workstations, literacy components and math triads.

Native Language Arts support is offered through various leveled texts found in ESL classroom libraries in Spanish, Polish, Arabic and Chinese.

Throughout the day and during after school ELA and NYSLEAT programs, we offer the opportunity for enrichment. Programs and support services focus on content area studies, literacy, math and the use of ESL strategies to support academic performance on the State standardized exams. The Greater Ridgewood Discovery Program housed in our building also provide the ELLs that are enrolled assistance with their daily homework assignments.



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

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

ELLs are included in AIS services and are offered the opportunity to attend extended-day and after school math and literacy programs. We have had to discontinue our Saturday Academy program due to budget cuts. However, ELLs are encouraged to participate in our Literacy Fair and school play, Penny Harvest, and We the People. Practice for these events occur after school and the ELL students are excited to attend these meetings. We instituted a new program last year, where a parent or a guardian of a current ELL student and a PreK student join us once a week for a computer based English program to accelerate the English Language. This program is in place to foster not only a bridge for our ELL parents but also a pathway for potential incoming students in our ELL program. Parents are enthusiastic about this program and the turnout has been a great success.

Our plan for continuing support (two years) for students reaching proficiency on the NYSESLAT is evident in our transitional model classes in grades four and five, where the newly proficient ELLs are grouped with ELLs for an added scaffold. Teachers in all grades are notified of the ESL status of their students at the start of the school year through ARIS. Differentiated instruction is provided through small group work and conferences to meet the specific needs of the group.

The PS 71 ESL Program complies with all the mandates delineated in CR Part 154. ALL beginners and Intermediate leveled students receive at least 360 min of instruction. The advanced students receive 180 minutes of ESL instruction. Monies allocated for the ELLs to supplement and support instruction include instructional supplies such as "NYSELAT and Beyond," ESL leveled libraries, Leap Pad hardware and listening software, Head Sprout, and other ESL software programs, all of which support the literacy and math components of the ESL program. The programs provide support and resources that correspond to ELLs ages and grade level. All ESL classrooms are equipped with ELMO document cameras and Smart-boards to enhance lessons. Native Language books are in every ESL classroom library to also support the native language.

Instructional materials used to support ELLs in the content areas include Smart- boards, and nonfiction books with detailed visuals from National Geographic, Attanacio, and other vendors that offer texts with ELL supports. Visuals as well as an interactive Word Wall are utilized daily to help our ELLs. Words Their Way is used to help our ELLs understand the English language. Teachers are provided with a subscription to the website Reading A-Z where differentiated content area literature can be found to meet the needs of students.

Students are instructed in small groups following the Readers and Writers Workshop models as described in the Teachers College program. The Common Core State Standards guide our curricula in both literacy and math. The push-in ESL teachers are scheduled to meet the classroom teacher on a common prep once a week in order to plan collaboratively for the coming week's lessons. The after school program teachers as well as the extended day teachers speak to the classroom teachers to differentiate instruction and share data from Scantron as

needed. In all content areas teachers use picture supports as well as word walls to differentiate instruction for our ELLs as well as use of CALLA and building language through the useage of diiferent tiers in language acquisition models. The word to word dictionaries are in use wherever requested.

### **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.

Professional development on differentiated and data-driven instruction is scheduled twice a week during grade level professional development periods by our coaches and assistant principals. Teachers are supported by our ESL Coach/Coordinator on an individual basis to guide teachers in the use of ESL methodologies in the classroom. Our guidance counselor and speech therapists discuss ESL students and plan strategies with our ESL Coordinator/Coach to meet their specific needs on the last Friday of every month. In addition to our in-house professional development, teachers also have the opportunity to attend workshops at Teachers College to learn how to differentiate strategies that will enable our ESL students to succeed. Staff developers from TC are also scheduled to work exclusively with our administrative cabinet, literacy coaches, and ESL teachers to move from one school level to another. Our Learning Support Organization provides ESL professional development to our instructional cabinet, math and literacy coaches throughout the school year. Topics such as Vocabulary/Language Acquisition are covered.

The staff is provided with ongoing professional development on the State Common Core Standards to enable them to prepare students for the transission from elementary school to middle school and support students in meeting the standards to become college and career ready.

Students are instructed in small groups following the Reader's and Writer's Workshop models as described in the Teachers College program. The Common Core State Standards guide our curricula in both literacy and math. The push-in ESL teachers are scheduled to meet the classroom teacher on a common prep once a week in order to plan collaboratively for the coming week's lessons. The after school program teachers as well as the extended day teachers speak to the classroom teachers to differentiate instruction and share data from Scantron as needed. As ELL students move in their levels, teachers share that information. In addition, at the end of the year teachers from one grade level discuss with the future grade level teacher the students' strengths and possible ways to differentiate instruction for the following year.

ELL training occurs through professional development by our administrators as well to provide the minimum ELL training for all staff members. Our administrators have noticed that a large amount non ESL students are either former ELLs or there is another language spoke at home. Therefore, the supports and training during faculty conferences, individual conferences, and PDs are readily available to all staff members. PDs are either in-house or teachers are sent out for the day. General Education teachers receive 7.5 hours of professional development focusing on ESL technique and methodology. This may be done via Network Leaders, ongoing TC workshops, inhouse PDs and the experience of interclass visitations. Learning rounds are also a great vehicle that foster ongoing support. Special Education teachers are involved in this process as well.

Teachers discuss their ELL students that are in inquiry groups with other teachers on grade level and with other ESL teachers. In addition the ESL coordinator advises the teachers with ELL students on certain ESL methodologies and supports. Teachers are advised to speak to the previous year's teacher and the next year's teacher about their ELL students and provide them with a portfolio demonstrating the students' strengths and areas of needs of improvement.

## 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?

Parents of ELLS are encouraged to become part of our community. ESL classroom teachers invite parents to attend writing celebrations at the end of each unit. Our Parent Coordinator acts as a liaison for several school events. Interactive Family Nights are held monthly to encourage parents and their children to attend. These well-attended nights are facilitated by our parent coordinator, learning leaders, the Parent Association and the ESL coordinator, to align with curriculum goals. Several workshops are provided throughout the year on ELL strategies, grade expectation overviews, mathematics, ARIS, State Assessments, health issues, and other topics that are requested by parents via the SLT approved survey. We evaluate the needs of our parents using the survey and through conversations with our Spanish speaking parents to our parent coordinator. In addition, learning leaders add to the survey by letting the school know what are the needs of the parents and students as they meet in our school.

Parents are made aware of all school functions through a monthly calendar. The Parent Association along with the ELL parents and Learning Leaders work together in the Literacy at the end of the year. It is a school wide effort and ELL parents along with non ELL parents work side by side to make these events a success. During dismissal, teachers often discuss with parents activities that occur in school, the classroom and in the neighborhood. Parents attend class and school trips and ELL parents are often included. Parents of ELLs also have their own trips that are set by the parent coordinator, the parent association and administration. All of these trips are approved by the SLT committee in conjunction with the parent coordinator and administration.

We offer a "Mommy/Daddy and Me" type program to ELL parents and non ELL parents who have a child in our school and there is a sibling in pre- k. This program is in place to foster not only a bridge for our ELL parents but also a pathway for potential incoming students in our ELL program. This program is computer-based and jump starts the English language acquisition process. Parents learn from this program the English language with their pre-k child. The Greater Ridgewood Discovery Program housed in our building also provide the ELLs that are enrolled assistance with their daily homework assignments. Parents love these services since they assist with school work they may not be able to understand.

## 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)		16	9	11	6	4								46
Intermediate(I)		14	8	8	13	9								52
Advanced (A)		15	9	13	15	12								64

Total	0	45	26	32	34	25	0	0	0	0	0	0	0	162
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0	1	1	0							
	I		11	3	6	1	3							
	A		14	9	12	20	13							
	P		13	9	13	20	13							
READING/ WRITING	B		16	5	10	5	2							
	I		13	8	9	12	6							
	A		8	5	13	14	10							
	P		5	4	0	1	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	9	13	6		28
5	11	19	2		32
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	2								2
4	8		15		18				41
5	0		16		14				30
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		8		15		1		25
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		5		10		2		22
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)								

### 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.

We use the TCRWP assessment to determine the early literacy skills of our ELLs. Students' knowledge of letter identification and sounds, concepts of print and sight words are assessed first, followed by reading levels. In June 2010, 41% of ELLs were meeting standards, 7% were approaching standards, and 52% were reading below standard in relation to the TC Benchmarks. In September, 13% of ELLs were meeting standards, 21% were approaching standards, and 66% were below standards. We can attribute and plan for this increase of ELL students functioning below standards due the lack of formal English instruction over the summer and the change in TC Reading Level Benchmarks to align with the Common Core State Standards. This year we will create an additional incentive for students to read over the summer by providing prizes for students that have read over the summer.

The reading levels are entered into TC Pro by our classroom teachers. We use this data to determine how we can differentiate our instruction through small group word work using Foundations and Words Their Way. The results of the NYSESLAT indicate that most of our beginners are in first grade (19%). Their greatest area of concern is in the reading/writing modalities. The data indicate that there is a discrepancy between the proficient reading/writing skills and the listening and speaking. This is due the fact that reading and writing are the last stages in learning to acquire the desired language. We are in the process of placing shared ideas in ARIS and tools that work for ELL teachers to use. In addition, ESL teachers learn and share with their peers in common prep grade planning different instructional strategies. The ESL coordinator/coach, as well as the literacy coaches meet with new ESL teachers as well as mentor them to provide support and analyze their data. Books in native languages were purchased to support our ELLs in the classroom, especially our newcomers. These texts are helpful since they will help students to develop their native language and acquire the desired skills in English. Students are encouraged to use their native language when they write their own glossaries in each content area notebook. In addition, the native language is used when students are asked questions and they cannot answer in English. A student who is a beginner may discuss his/ her work in the native language to their buddy in the classroom and together they work with the ESL teacher in helping the beginner. We have concluded that our ELLs fair better when taking the exams in their native language in which they are proficient. Research shows that when students are proficient in their native language we can use their understanding to construct meaning in English. Therefore we encourage our ELLs to use their native language strengths by explaining thoughts through writing. In addition, a word for word dictionary is offered to our ELL population for usage in the content area. Picture dictionaries are also readily available in the classrooms.

ELLs may take any NYS content exam in their native language, except for the ELA exam. There are enough translated versions of the exams for those students to opt to take the exam in their native language whenever possible. State exams are also offered in Spanish for ELL students who wish to use the Spanish version. Thus far we have noted that we will need at Arabic speaking translators in the third grade and a Spanish version State exam. In the fourth grade one Spanish version will be utilized, and Arabic and Serbian translators will be needed. In the fifth grade some students will take the exam with Arabic translators. A Polish translator will be needed as well.

The ELL periodic assessments help the teachers since they predict what the ELL students might receive on the NYSESLAT in the Spring

populations within the grade. Guided reading is an important tool that we use to help students move reading levels. We will also begin an after school program and target the ELL population after the winter break. We are strategically planning on targeting students who need the support in ELA. We have noticed that ELLs need most improvement in their reading and writing skills. Especially in the fourth grade, many students needed just a few points in either reading or writing to test out of the NYSESLAT and receive a proficient level. According to RLAT, the fourth grade has 14 ELLs that have received an Advanced level. To achieve the proficient level on the NYSESLAT, we noticed that almost all of them were just a few points away. We are targeting these ELLs and trying to move them within the modality needed. Therefore, this strategically minded after school program will target certain skills and utilize certain strategies to differentiate our ELLs and move to the next level.

Although only one ELL periodic assessment was administered thus far, the ELL periodic assessment indicated that students from grades 3-5 will either maintain the same level but show an upward movement within the proficiency level they have scored on the 2010 NYSESLAT or move to the next level.

Teachers created a pre-assessment literacy winter packet based on previous ELA exams to determine what critical skill areas need to be addressed. An item analysis was conducted and teachers determined that our ELLs required differentiated instruction in the areas of main idea, inferring, and determining importance to improve student outcomes. In addition to addressing student needs during the school day, we have created an after school Literacy Program that targets the specific needs of our students instructed by licensed ESL teachers.

We will continue to evaluate the success of our program for ELLs by monitoring consistent progression in reading and writing levels.

### 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.

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## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 071 Forest					
<b>District:</b>	24	<b>DBN:</b>	24Q071	<b>School</b>		342400010071

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.3	94.6	94.7
Kindergarten	155	182	156				
Grade 1	176	184	183	<b>Student Stability - % of Enrollment:</b>			
Grade 2	181	169	184	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	151	169	162		92.9	92.6	93.2
Grade 4	135	145	166				
Grade 5	147	137	151	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		56.4	76.4	76.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	8	12
Grade 12	0	0	0				
Ungraded	0	5	4	<b>Recent Immigrants - Total Number:</b>			
Total	945	991	1006	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	8	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	42	45	Principal Suspensions	2	4	6
# in Collaborative Team Teaching (CTT) Classes	42	56	57	Superintendent Suspensions	4	0	3
Number all others	57	50	42				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	75	82	79
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	17	11
# receiving ESL services only	204	197	TBD				
# ELLs with IEPs	11	41	TBD	Number of Educational Paraprofessionals	8	10	16

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.7	98.8	100.0
				% more than 2 years teaching in this school	66.7	59.8	65.8
				% more than 5 years teaching anywhere	48.0	50.0	62.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	88.0	91.1
American Indian or Alaska Native	0.0	0.2	0.1	% core classes taught by "highly qualified" teachers	98.5	98.7	100.0
Black or African American	2.0	1.2	1.6				
Hispanic or Latino	49.3	45.3	47.1				
Asian or Native Hawaiian/Other Pacific	4.9	5.8	6.0				
White	43.8	45.8	45.2				
Male	52.7	51.5	50.2				
Female	47.3	48.5	49.8				

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
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>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	36	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	2.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<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)