



P.S. 078

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 078
ADDRESS: 48-09 CENTER BOULEVARD
TELEPHONE: 718-392-5402
FAX: 718-392-5434

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000010078 **SCHOOL NAME:** P.S. 078

SCHOOL ADDRESS: 48-09 CENTER BOULEVARD, QUEENS, NY, 11109

SCHOOL TELEPHONE: 718-392-5402 **FAX:** 718-392-5434

SCHOOL CONTACT PERSON: LOUIS PAVONE **EMAIL ADDRESS:** LPavone@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gerry Gianutsos

PRINCIPAL: LOUIS PAVONE

UFT CHAPTER LEADER: Victoria Mulligan

PARENTS' ASSOCIATION PRESIDENT: Leslie Costa/Courtney Jimenez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 2.02

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

SUPERINTENDENT: PHILIP COMPOSTO

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
Louis Pavone	Principal	Electronic Signature Approved. Comments: Signature on file yes
Mary Piotrowski	Parent	Electronic Signature Approved. Comments: Signature on file yes
Jimmy DeMoss	Title I Parent Representative	Electronic Signature Approved. Comments: signature on file yes
Robert Quaco	Parent	Electronic Signature Approved. Comments: signature on file APPROVED
Gerry Gianutsos	UFT Member	Electronic Signature Approved. Comments: signature on file yes
Carmen Gibson	DC 37 Representative	Electronic Signature Approved. Comments: signature on file yes
Victoria Mulligan	UFT Chapter Leader	Electronic Signature Approved. Comments: signature on file yes
Courtney Jimenez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: signature on file yes
Sarah Atwood	Parent	Electronic Signature Approved. Comments: signature on file yes - Great job by the Leadership team
Erin Legutko	UFT Member	Electronic Signature Approved. Comments: signature on file yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 78Q, The Robert F. Wagner Jr. School finds its home on the waterfront in Long Island City with East River views of the Manhattan skyline. We provide an environment that encourages open communication as well as nurturing and trusting relationships among students, parents, and staff.

Our vision is focused on providing our students with a challenging and global education designed to encourage each student to strive for his or her highest academic potential, while meeting the emotional, creative, and social needs of all students. Our focus is on critical thinking and problem solving through daily interactive literacy and math activities, enhanced through an integration of the arts and technology into the core curriculum. We incorporate an interdisciplinary thematic study into each grade's social studies/literacy curriculum. Students learn strategies and styles that support their particular talents and learning modalities.

We implement a Schoolwide Enrichment Model (SEM), in all grades. We include parent talent, community volunteers and experts from the community at large in developing an enrichment curriculum that follows the model of the professionals in the field. We utilize the Total Talent Portfolio to assess student learning styles, interests, and talents. We have enhanced this exemplary program by expanding it to all students in grades 1-5.

In order to address the needs of all students including our special needs students, English Language Learners, and gifted students, the SEM Model engages all of the children in visual, musical, spatial, and kinesthetic activities through their particular interests and talents thereby enabling them to enhance their academic potential.

The music curriculum is centered around 2 programs. The first is Music and the Brain, a program to demonstrate the link between early musical instruction and cognitive ability, which provides instruction in playing the piano, reading music, music appreciation, rhythm, theory and ear training. The second is Little Kids Rock, a program which focuses on popular music styles such as rock, funk, blues, rap, and hip-hop and encourages students to compose, perform and record their own music.

Research done in several Music and the Brain schools produced exciting results that correlate studying music with higher achievement in math, reading and spelling, and acquiring English as a second language. All of these results are in addition to spatial-temporal skills, which have been the core of many studies done around the world.

As part of the development of music appreciation, children are exposed to different forms of music. Selections vary, but in the past have included a comparison of Tchaikovsky's nutcracker with Duke Ellington's version as well as watching a DVD of Mozart's opera, The Magic Flute.

During physical education class students engage in a variety of movement-based activities to enrich their overall health. Some of the topics included are team and individual sport skills, transfer of weight

and balance, cooperative games, adventure education, chase and flee, and group problem solving. Focus is placed on sportsmanship and how to be a good teammate. Each day, the students complete a set of exercises which can easily be implemented at home to promote healthy living. Students learn about health and nutrition and the 4th and 5th grade students participate in the Fitness Gram, which is a nationwide assessment of the child's overall health. They learn a muscle and bone of the month, discuss nutrition and label reading, and speak about stress management. Students are always encouraged to stay active and healthy at home.

The school benefits from teachers with special responsibility for science, art , music, physical education, and technology. Laptops, desktops, and SMARTBoards are used in every classroom and all of the grades receive instruction in computer skills. Through video conferencing, the children visit museums, conference with professionals, experts, and other classrooms around the world.

Because of PS 78's waterfront location, we have adopted a sea theme for some of our programs. The students have a partnership with the South Street Seaport and Baruch College Campus High School, the NYS Department of Environmental Conservation and the New York State Office of Parks, Recreation and Historic Preservation to learn about the ecology of the Hudson River and the environment.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 078								
District:	30	DBN #:	30Q078	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	35		94.1	94.8	TBD		
Kindergarten	37	41	32						
Grade 1	43	35	38	Student Stability - % of Enrollment:					
Grade 2	36	40	35	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	38	36	37		95.4	97.23	TBD		
Grade 4	37	31	38						
Grade 5	24	36	31	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		57.7	57.7	70		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	2	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	251	255	247	(As of October 31)	2007-08	2008-09	2009-10		
					1	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	29	26	18	Superintendent Suspensions	1	1	TBD		
Number all others	10	9	13						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	47	35	26	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	4	Number of Teachers	29	25	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	4	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	89.7	88	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.5	68	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	92	TBD
American Indian or Alaska Native	1.2	0.8	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	8.4	8.2	7.3				
Hispanic or Latino	39	36.9	36				
Asian or Native Hawaiian/Other Pacific Isl.	13.2	14.5	16.6				
White	38.2	37.6	35.2				
Multi-racial							
Male	50.2	51.8	51				
Female	49.8	48.2	49				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Greatest accomplishments for 2006-2010 school years

ELA

Throughout the course of 2006-2010 P.S. 78Q made great strides in English Language Arts. The changes in the curricula listed below focused on improving student achievement and strengthening instructional practices:

Balanced Literacy

- Instructional time was lengthened to give teachers more of an opportunity to differentiate instruction for the individual needs of students.
- planning.
- providing consistency and continuity across all grades.
- understand what they read.
- All participants focused on refining and enhancing their instructional practices.
- quality of student reading and writing were developed for all grades.
- component of the literacy program.
- Observations were aligned to support the teaching practices of the balanced literacy initiative.
- A school library was instituted.
- Rubrics were developed and introduced for each unit of study.
- The ESL Program was revamped for literacy acquisition.
- word study program was introduced in Grades K-2 to improve student reading and writing.
- Teachers have introduced Reader's Theater to enhance our literacy program.
-

Grade Level Analysis - ELA Results (Mean Scale Score)				
	2007	2008	2009	2010
Grade 3	674.9	664.0	662.4	671.9
Grade 4	670.6	667.6	680.0	675.4
Grade 5	668.5	678.6	672.2	672.9

Students in Grade 3 decreased in scale score between 2007 and 2010 by 3 points.

Students in grade 4 increased in scale score between 2007 and 2010 by 4.8 points.

Students in grade 5 increased in scale score between 2007 and 2010 by 4.4 points.

Mathematics

Throughout the course of 2006-2009 P.S. 78Q has also made great strides in Mathematics. The changes in the curricula listed below focused on improving student achievement and the strengthening of instructional practices supported our gains.

Everyday Mathematics

- effort to support greater student achievement.
- Everyday Math program to strengthen math skills.
- assessments and math games.

- strategies for each lesson.

- math program.

- instruction.

- Developed and introduced math writing rubrics for the end of each unit of study.

- Developed and introduced student self assessments for each unit of study.

- Targeted Math instruction during extended day.

- After school math support.

Grade Level Analysis - Mathematics Results (Mean Scale Score)				
	2007	2008	2009	2010
Grade 3	685.0	695.0	694.1	696.5
Grade 4	695.7	697.2	719.7	689.7
Grade 5	687.0	684.3	697.9	696.5

Students in Grade 3 increased in scale score between 2007 and 2010 by 11.5 points.

Students in grade 4 decreased in scale score between 2007 and 2010 by 6 points.

Students in grade 5 increased in scale score between 2007 and 2010 by 9.5 points.

Science

New York State Science Assessment Results 2008-2010

2007-2008	Grade 4	97%	Achieved a level 3 and 4
2008-2009	Grade 4	93%	Achieved a level 3 and 4
2009-2010	Grade 4	100%	Achieved a level 3 and 4

Additionally:

- to expand the topics for student engagement.
- Our Arts residency was aligned with the social studies curriculum.
- The Renzulli Learning Systems was incorporated into the fabric of all classes.
- computers and Smart boards.
- Technology support for all classes.
- Professional Development for staff in the use of Smart board technology.
- A physical education teacher was hired to support total child wellness.

Student Support

In an effort to enhance support services for all of our students, major restructuring was created in the following:

- implemented.
- English Language Learners were implemented.
- levels of English Language Learners.
- English Language Learners.
- Staff was redeployed to target students with greatest needs.
- We began to cluster and align classes in an effort to introduce and increased joint planning for instruction by grade.
- Pupil Personnel Team was reorganized.
- 90%.

Data

- achievement.
- for planning instruction.
- weekly schedule to support their lesson planning.
- Classroom assessment binders implemented.
- greater effort to develop individual student growth plans.
- The cyclical review of student data was performed by the inquiry team and teachers to develop focused short and long term goals for children.
- inform teacher practices.
- Teachers analyze NYS ELA item analysis from NYStart and ARIS to plan their instruction.
- Vertical and horizontal inquiry teams created.

Additional Initiatives to Support Student Growth

- communication between home and school.
- New systems for arrival/dismissal were developed and implemented and the cafeteria was reorganized.
- teacher participation at workshops and conferences.
- Acquired up to date technology equipment (desktops, SMARTBoards)

- workshops during school and evening hours to address a variety of academic topics.
- parent community with the ability to support and reinforce what's learned in school to strengthen the school-home partnership.
- School website provides daily information to parents, students and community.
- The creation of a salad bar for nutrition and wellness.

Arts/Technology

Employing the School Wide Enrichment Model (SEM) affords all students (English Language Learners, Special Education, General Education) opportunities to participate in enrichment clusters focused on their interests.

The SEM Model engages all children in visual, musical, spatial, and kinesthetic activities through their particular interests and talents, thereby enabling them to enhance their academic potential. The needs of all students including our special needs students, English Language Learners, and gifted students are met.

In an effort to take on a more proactive role the School Based Support Staff was restructured to plan weekly meetings with the Academic Intervention Team and Pupil Personnel Team to identify student learning and emotional needs at the earliest grade levels.

The role of the AIS now provides intervention support to prevent greater academic failure in the upper grades.

Significant Barriers to Continued School Improvement

Our school building was designed to house an early childhood K-2 student population. Our community is undergoing a rapid transformation and this will drastically increase the number of students zoned for the school. Currently, all available space geared for instructional purposes and/or related services are being utilized. Additional space will be needed to house a gymnasium, auditorium, art room, computer lab, and suitable play areas as the student population will not only double but possibly triple and exceed expected utilization. Without a schoolyard, children in the community are not afforded the opportunity to further their skills of total well-being.

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"/> Goal 1: By 2011, there will be a 3% increase of students at proficiency on their NYS ELA examination (62 out of 103 students).	<input type="checkbox"/> Based on the Progress Report we notice that there was a need to increase ELA proficiency of students in grades 3, 4 and 5 from the previous year. Therefore, the SLT determined that increasing student performance should be an area of need to be addressed.
<input type="checkbox"/> Goal 2: By 2011, there will be a 2% increase of students at proficiency on their NYS Math examination (72 out of 103 students).	<input type="checkbox"/> Based on the Progress Report we notice that there was a need to increase mathematics proficiency of students in grades 3, 4 and 5 from the previous year. Therefore, the SLT determined that increasing student performance should be an area of need to be addressed.
<input type="checkbox"/> Goal 3: By June 2011, 25% of our schools bottom third of students in grades 4 and 5 will have increased their proficiency level in the NYS ELA examination by 10% (6 out of 23 students).	<input type="checkbox"/> Based on the Progress Report we notice that there was a need to increase our school's bottom third of students' proficiency levels. Therefore, the SLT determined that increasing student performance should be an area of need to be addressed.
<input type="checkbox"/> Goal 4: By June 2011, there will be a 2% increase of ELL students at proficiency on the NYS ELA examination which is 16% (3 out of 19 students) of our ELL students.	<input type="checkbox"/> Based on the Progress Report we notice that there was a need to increase ELL proficiency from the previous year. Therefore, the SLT determined that increasing student performance should be an area of need to be addressed.
<input type="checkbox"/> Goal 5: By June 2011, 5 out of 17 Students With Disabilities in grades 4 and 5 will show an increase in their proficiency rating by 15% on the NYS ELA examination.	<input type="checkbox"/> Based on the Progress Report we notice that there was a need to increase our students with disabilities proficiency levels. Therefore, the SLT determined that increasing student performance should be an area of need to be addressed.

--	--

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 1: By 2011, there will be a 3% increase of students at proficiency on their NYS ELA examination (62 out of 103 students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Professional development of Common Core State Standards and around new state assessment will be provided to teachers to support their instruction. Professional development will be provided by the literacy coach, CFN, and members of our Common Core Standards Team.</p> <p>September 2010, October 2010 and November 2010 Common Core State Standards Team will turn-key to staff members during grade conferences, faculty conferences, and professional development days.</p> <p>Periodic assessments through Aquity given in January to monitor student progress from prior year.</p> <p>By June 2011, all teachers will have integrated Common Core State Standards into their instructional planning.</p> <p>Teachers will use the CCSS to inform their practices in ELA instruction.</p> <p>Inquiry work will focus on the item analysis NYStart data to plan targeted instructional supports for students during class, extended day and after school programs.</p> <p>Teachers will use tools such as Acuity to analyze data from periodic assessments disaggregated by each subgroup for the purpose of identifying weaker skills that must be targeted and added to their instructional planning.</p> <p>Teachers will attend professional development workshops guided by the literacy coach on</p>

	<p>how to use the Teachers College Assessment Pro system to analyze data and plan instruction for ELA, specifically looking at subgroup data. This assessment tool will be used to plan for individual student needs and small group instruction.</p> <p>Teachers will refer to disaggregated data from the Progress Report to identify skills that need to be supported most for each subgroup in their classroom.</p> <p>A Professional Development team will communicate available professional development courses to teachers and assist them in obtaining needed professional development focusing on the use of technology in the classroom.</p> <p>The Data Inquiry Team will offer data support to teachers during their common periods. Teachers will receive professional development on using data from Renzulli Learning Profiles to differentiate instruction. Profiles will be added to student portfolios.</p> <p>Technological support will be provided for teachers during common periods by technology teacher.</p> <p>NYSTART item analysis will be used to differentiate instruction for ELL's, SWD's and high achieving students.</p> <p>Teachers will analyze Teachers College assessment data to plan for small group targeted instruction.</p> <p>New instructional materials will be purchased and used to supplement the literacy program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Professional Development funded through TL Fair Student Funding • Staff Developers from Teachers College Reading and Writing Project are funded through Title I • ELL After School Program funded through Title III • Inquiry Team funded through TL Fair Student Funding • The literacy/math coach will offer support to teachers funded through C4E.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>The Writing Continuum Checklists will monitor student progress four times a year and help in aligning next steps. Students will demonstrate one level of progress by June 2011.</p> <p>The Words Their Way Spelling Inventories will monitor student progress in September 2010, March 2011, and June 2011 to increase writing skills. <input type="checkbox"/></p> <p>Teacher's College Reading Assessments will monitor student reading levels in September, November, March and June.</p> <p>Periodic assessments through Aquity given in January to monitor student progress from prior</p>

	<p>targeted and added to their instructional planning. Teachers will refer to disaggregated data from the Progress Report to identify skills that need to be supported most for each subgroup in their classroom. A Professional Development team will communicate available professional development courses to teachers and assist them in obtaining needed professional development focusing on the use of technology in the classroom. The Data Inquiry Team will offer data support to teachers during their common periods. Teachers will receive professional development on using data from Renzulli Learning Profiles to differentiate instruction. Profiles will be added to student portfolios. Technological support will be provided for teachers during common periods by technology teacher. NYSTART item analysis will be used to differentiate instruction for ELL's,SWD's and high achieving students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Professional development will be provided to teachers funded through TL Fair Student Funding. The literacy/math coach will offer support to teachers funded through C4E. Our CFN support is funded through TL Fair Student Funding. ELL After School Program funded through Title III After School Program funded through Per Session</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Interim student goals will reflect differentiation of instructional practices. Scantron performance series assessments will be given three times throughout the year, September-November, January, and April-May. Unit checklists will be used to measure student progress each month. Predictive assessments will measure student progress from the prior year.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 3: By June 2011, 25% of our schools bottom third of students in grades 4 and 5 will have increased their proficiency level in the NYS ELA examination by 10% (6 out of 23 students).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Teachers will collect and regularly evaluate and adjust curricular and instructional practices in response to student learning needs. <p>Teacher teams will evaluate and adjust the ways in which data are aggregated and organized. Teachers will use ARIS Connect and collaborate with other teachers while performing inquiry work as they focus on identifying effective instructional strategies that will address the needs of small target groups of students over the course of the school year. Professional Development provided by the coach will support the development of teaching strategies for subgroups. Professional Development will be provided for focused Inquiry Team work. IEP and ESL teachers will provide resources and support for the development of instructional practices for subgroups. Teachers will participate in 3 cycles of inquiry for improved student outcomes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Literacy Coach funded through C4E. Professional Development funded through TL Fair Student Funding. Per session funding for Inquiry Team.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Inquiry Team and classroom teachers create assessments through Aquity every six weeks to monitor progress. • Words Their Way spelling inventory will monitor student progress in September, March and June. • Teacher's College reading assessments will monitor student reading levels.
---	---

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>Goal 4: By June 2011, there will be a 2% increase of ELL students at proficiency on the NYS ELA examination which is 16% (3 out of 19 students) of our ELL students.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Teachers will refer to disaggregated data from the Progress Report to identify skills that need to be supported most for each ELL in their classroom. • Teachers will receive professional development on using data from Renzulli Learning Profiles to differentiate instruction. Profiles will be added to student portfolios. • NYSTART (NYSESLAT) item analysis will be used to differentiate instruction for ELL's. • Periodic assessments through Aquity given in January to monitor student progress from prior year. • The Data Inquiry Team will offer data support to teachers during their common periods. • IEP and ESL teachers will provide resources and support for the development of instructional practices for ELL's. • New instructional materials will be purchased and used to supplement the literacy program for English Language Learners. • After school English Language Learner Academy support program that targets the individual needs of each ELL student. • Teachers will continue to confer with students to determine long term and short term goals in the core subjects according to their individual academic needs as determined

	<p>by formal and informal assessments.</p> <ul style="list-style-type: none"> • Short term goals and student progress will be reviewed, updated, and communicated to parents at the end of each marking period and/or as student goals are met. • Goals will also be discussed with parents on an ongoing basis and at Parent Teacher Conferences. <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>The Renzulli Learning System will be funded through TL Fair Student Funding. The professional development provided will be funded through Title I SWP. Support from the coach will be funded through C4E. Staff Developers from Teachers College will be funded through Title I. Support provided by teachers using technology funded through TL Fair Student Funding. ELL After School Program funded through Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>ELL Periodic assessments will monitor student progress in October and March. Periodic assessments through Aquity given in January to monitor student progress from prior year. NYSESLAT will be administered in May to monitor student growth from the prior year. Teacher's College reading assesment will monitor student reading levels in September, November, March and June. Inquiry Team and teacher created assesments and assignments through Aquity will monitor student progress.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 5: By June 2011, 5 out of 17 Students With Disabilities in grades 4 and 5 will show an increase in their proficiency rating by 15% on the NYS ELA examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Professional development will be facilitated by internal and external staff developers and through turn-key methods. • Common preparatory periods will be given to teachers to identify trends in student achievement by sub skill. • Teachers will refer to disaggregated data from the Progress Report to identify skills that need to be supported most for each SWD in their classroom. • IEP and ESL teachers will provide resources and support for the development of instructional practices for SWD's. • Teachers will receive professional development on using data from Renzulli Learning Profiles to differentiate instruction. Profiles will be added to student portfolios. • NYSTART item analysis will be used to differentiate instruction for SWD's. • The Data Inquiry Team will offer data support to teachers during their common periods. • Teachers will continue to confer with students to determine long term and short term goals in the core subjects according to their individual academic needs as determined by formal and informal assessments. • Short term goals and student progress will be reviewed, updated, and communicated to parents at the end of each marking period and/or as student goals are met. • Goals will also be discussed with parents on an ongoing basis and at Parent Teacher Conferences. • Extended Day activities will target individual student needs in ELA. • Data derived from formative and summative assessments in the area of ELA will be used to align support provided to SWD's.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional development focused on the use of ARIS Connect will be provided by the inquiry team funded through TL Fair Student Funding. • IEP teacher funding through TL funds. • ESL teacher funding through TL funds. • Literacy Coach funding through C4E.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student IEP goals will be monitored by the classroom teacher at the end of each marking period. • The coach will meet with teacher teams during common periods to assist in data collection and analysis of SWD's three times during the year. • Teacher teams will review interim assessments of the SWD's on an ongoing basis to monitor student progress. • Teacher's College reading assesment will monitor student reading levels in September, November, March and June. • Inquiry Team and teacher created assesments and assignments through Aquity will monitor student progress.

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	12	12	N/A	N/A	2			3
1	10	10	N/A	N/A	2			4
2	14	5	N/A	N/A	1			
3	21	8	N/A	N/A	2			2
4	14	10	10	10	2			3
5	13	11	5	5				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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • School day: 3x a week/small group to assist students with comprehension and fluency • After school: literacy program/2x a week/small group to assist students with building comprehension and fluency • Grades K-5 Extended Day targeted instructional program/small group/4x a week for 37.5 minutes that include the following instructional support: <ul style="list-style-type: none"> Read Alouds in small groups Guided Reading in small groups and one to one Fundations review and practice for grades K - 1 in small groups The use of the Renulli Learning system for enrichment for students who are not making one years progress in grades 3-5 • Grades K-2 Fundations-"Double Dose" lessons 3x a week for 20 minutes • Balanced literacy program used with differentiated instruction, guided reading groups, strategy lessons and one-on-one conferring. • Grades 3-5 small group-Words Their Way lessons 3x a week for 20 minutes.
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • School day: Everyday Mathematics games/individual and in small groups to build and enhance math skills. • Differentiated groups/small group/skill instruction during school day. • Grades K-5 Extended Day targeted instructional program/small group/4x a week 37.5 minutes.

	<ul style="list-style-type: none"> • Everyday Mathematics program used with modifications as needed, along with manipulatives and hands-on approaches.
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • School day: Small group/ hands-on manipulatives and experiments to reinforce scientific theory and concepts • One to one conferring and small group instruction • Differentiated instruction to meet the needs of individual students. • After school: tutoring/small group/2x a week for 5 weeks to provide additional support.
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • School day: small group/differentiated instruction/1 period for 5 weeks to reinforce essay writing and DBQs • After school: small group parent and child/parent workshop series to reinforce social studies concepts • Enrichment Groups during Extended Day-4x a week for 37.5 minutes • Curriculum instruction is differentiated to fit the needs of individual students. • One-on-one conferring and small group instruction provided during the school day.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • One-on-one and small group counseling during the school day to students at-risk. • The focus, group size, and the length of service are flexible and determined by need. • Pupil Personnel Team works with teachers and support staff to monitor the academic and social emotional development of at risk students throughout the year/uses data to determine future accommodations according to academic and social emotional needs.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <ul style="list-style-type: none"> • School psychologist will offer clinical services, agency referrals, and educational and social services during the school day. • Communicates with parents and staff regarding students deemed "at-risk" on an as needed basis. This service will identify emotional and social factors that may impede student performance • School psychologist provides parental counseling, student counseling, and teacher consultations • Coordination of AIS Services at PPT meetings • Placement, case management, testing, observations, and social updates

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> • Social worker provides support for families during the school day for "at-risk" students • One-on-one and small group sessions during the school day for counseling and socialization.
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> • The nurse provides support to children who are deemed medically "at-risk" and/or fragile (asthma/sickle cell anemia/allergies).

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)

3-5

Number of Students to be Served:

LEP 20

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) one supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Language Instruction Program:

We propose to offer two supplemental after-school ESL classes to enhance the academic language development of our upper-grade ELLs.

After analyzing our student data we identified three sub-groups of students whom we would like to target with additional interventions:

- 1) 3rd Grade ELLs (and former ELLs)
- 2) 4th Grade ELLs (and former ELLs)
- 3) 5th Grade ELLs (and former ELLs)

We noticed that most of our 3rd grade ELLs failed to achieve proficiency on the reading and writing subtests of the 2010 NYSESLAT. And our running records from September 2010 indicate that most of the third grade ELLs have reading levels that fall between I and K in the Fountas/Pinnel system, which is below the grade-level standard. Our data shows that they need additional practice with reading comprehension, making inferences, and writing about texts that they've read. We've also identified weakness in math, particularly in the area of solving word problems and offering verbal explanations of how they solved math problems.

Most of the children in our 4th grade group are entering into their 5th year of ESL service and need to master the skills necessary to move from Advanced-level to Proficient on the 2011 NYSESLAT. All but one of these children scored in the level-2 range on the 2010 ELA exam. An item analysis of the ELLs' performance on last year's ELA exam indicates that they need extra support in identifying the author's purpose, finding details in the text to support their responses, and making inferences. The 2010 NYS Math exam data, along with early in-class unit tests from this school year, indicate that our 4th grade ELLs, are particularly challenged by the multi-step word problems that are common on Parts II and III of the 4th grade exam. We need to provide additional practice opportunities with the Part II-style constructed response problems, particularly when it comes to explaining mathematical processes and the students' own mathematical reasoning.

In 5th grade we several children who are at risk of becoming long-term ELLs. Their running records and previous NYSESLAT performances indicate that they could benefit from supplemental after-school support, particularly in the area of reading comprehension and essay writing. The 5th-grade NYS exams will ask them to understand and respond to reading passages that are likely to be written at a level that exceeds the children's regular independent reading level. They will need to master strategies for working with difficult texts and also organizational and

rhetorical strategies for writing essays that meet 5th grade standards. Early in-class math assessments indicate that this group of students would benefit from continued supplemental math support as well.

ELL After-School Academies

We propose two concurrent groupings of ELLs and proficient former ELLs, meeting Tuesdays and Thursdays, from 3:05 until 4:35. Each group will be team-taught by a licensed common-branch teacher and a licensed ESL teacher, using appropriate ESL methodologies to enhance comprehension. During each 90-minute session, the licensed ESL teacher will teach a 45-minute literacy block, along with a 45-minute math block led by the common branch teacher. With the two classes scheduled in adjacent rooms, the licensed ESL teacher will spend half of the instructional period in each of the two rooms.

ELL Academy Group 1 (3 rd and 4 th Grade)		ELL Academy Group 2 (4 th and 5 th Grade)	
Tuesdays and Thursdays, 3:05-4:35 (22 weeks)		Tuesdays and Thursdays, 3:05-4:35 (22 weeks)	
10 students		10 students	
3:05-3:50	45 minutes of <u>literacy</u> instruction (ESL teacher and common-branch teacher)	3:05-3:50	45 minutes of <u>math</u> instruction (common-branch teacher)
3:50-4:35	45 minutes of <u>math</u> instruction (common-branch teacher)	3:50-4:35	45 minutes of <u>literacy</u> instruction (ESL teacher and common-branch teacher)

Description of Parent and Community Participation:

Family Literacy Workshops and Kits for ELLs and their Parents

Our early-childhood classroom teachers (grades K-2) have reported that many parents of ELLs have asked for advice on how to support the early literacy and math skills of their children at home.

We propose to purchase emerging literacy kits for the families of our ELLs in grades K-2 which would include: white boards with colorful letter magnets and dry-erase markers; crayons, scissors, paper and pens; play money; and Everyday Math cards.

The materials will be shared at a series of three parent workshops, in which the ESL teacher will present to the parents strategies for enhancing the literacy development of their children through play, model the use of the various items in the literacy kits, and give the parents opportunities to share among themselves strategies, games, and activities from their own cultural traditions for supporting emerging literacy. We will provide translation support at all of the parent meetings.

The workshops will be conducted by our licensed ESL teacher and Parent Coordinator during regular school hours at no cost to Title III.

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 Program:

We will also offer monthly professional development sessions for the staff of our Title III-funded after-school program. During these sessions our licensed ESL teacher will train the teachers with common branch licenses in specific ESL methodologies which will support the learning needs of the ELLs in their after-school programs; likewise, teachers with common branch licenses will share instructional techniques to support the literacy and math development of our participating children.

Section III. Title III Budget

—

School: PS 78Q

BEDS Code: 343000010078

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11,775.19	<input type="checkbox"/> Per session pay for professional staff, including in-house professional development training for common-branch staff \$11,775.19 in per session pay for direct student instruction, administrative supervision, and in-house PD—broken down as follows: <u>After-school Academies:</u> 3 teachers x 3 hours/week x 22 weeks x

		<p>\$49.89=\$9,878.22</p> <p>Administrative supervision: 1 administrator x 1 hour/week x 22 weeks</p> <p style="text-align: right;">x</p> <p>\$52.21= \$1,148.62</p> <p>: 3 teachers x 1 hour/month x 5 months x \$49.89=\$748.35</p>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> NA
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,224.81	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>ELL Academy materials--NYS <i>Coach</i>, ELA and Math (Triumph Learning); <i>Empire State NYSESLAT</i> (Continental Press); guided-reading sets (Titlewave)</p> <p>Family Literacy kits (white boards, Everyday Math cards, play money, etc.)</p> </div>
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	0	

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.

In order to determine our school's written translation and oral interpretation needs, the parents and guardians of newly enrolled students fill out the Home Language Identification Survey (HLIS) and also indicate their preferred language of communication. This information is kept on file in each child's cumulative folder.

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.

In the current academic year, 2010-11, our school has a need for Spanish and Bengali translation and oral interpretation needs. The parent coordinator has informed each classroom teacher of the translation needs of the families of the children in their classes.

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.

Our school has sufficient Spanish-speaking staff to translate all Spanish language notices or documents. Parent volunteers translate documents for Bengali parents who are unable to read English. We also use the Department of Education Translation Services.

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 have Spanish-speaking staff to provide oral interpretation services for parent-teacher conferences and to facilitate informal parent-teacher communication throughout the year. Spanish-speaking parent volunteers and our Spanish-speaking parent coordinator provide oral interpretation at school social events and PTA meetings. We also rely on outside contractors, when necessary, to provide oral interpretation through the Department of Education for Spanish-speaking and Bengali-speaking parents.

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>.

Written information about parents' rights regarding translation and interpretation services is available in the Parent Room. Signs in nine languages are posted in the front hallway of the school informing parents of their rights to translation services and telling them where they can obtain more information. Our school's safety plan contains provisions for ensuring that parents who speak a language other than English can communicate with school administrative staff.

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:	112,147	5,353	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,121		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,607	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$11,214	*	

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

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

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

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

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

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

□

We, the administrators, staff and teachers of P.S. 78Q – The Robert F. Wagner Jr. School, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child’s first and most enduring teachers. We also acknowledge the decades of research showing that students’ academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents’ involvement in education from pre-kindergarten through high school.

That having been said, P.S. 78Q is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 78Q will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 78Q commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school’s and the parents’ capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - b. Inform parents of the school’s participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.

4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S.78Q Parent Involvement Policy was designed based upon a careful assessment of needs of all parents/guardians of English Language Learners and student with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 78Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase an improve parent involvement and school quality, P.S. 78Q will:

1. actively involve and engage parents in the planning, review and evaluation of the school's Title I program as outlined in the comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. ensure Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and School-Parent Compact;
4. support school-level committees that include parent who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and the Title I Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
5. maintain a Parent Coordinator (or dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
6. conduct parent workshops with topics that may include: parent skills, understanding educational accountability grade-level curriculum and assessment expectations: literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

7. provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
8. host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 78Q shall accomplish these goals through the following means:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Open School Week and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
4. supporting or hosting OFEA District Family Day events;
5. establishing a Parent Resource Center or lending library; instructional materials for parents.
6. *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
7. encouraging more parents to become trained school volunteers;
8. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PTA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Meetings of any standing PTA committees;
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
 - f. Planned for regular meetings of Title I parents.
9. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress;

- c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
10. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. A suggestion box;
 - b. A parking lot board at meetings;
 - c. An open door policy to the Parent Coordinator and Principal.
11. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

Section II: School-Parent Compact

P.S. 78Q *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 78Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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.

We, the **administrators, teachers, staff and parents of P.S. 78Q**, fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full

potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the **students of P.S. 78Q**, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to State Standards;
4. offering high quality instruction in all content areas; and
5. providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

1. Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
2. Show respect for each child and his/her family, each teacher and staff member;
3. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
4. convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
5. Provide opportunities for parents to participate in school activities and events by arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
6. Give parents and students opportunities to participate in school governance;
7. respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
8. providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
9. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

10. providing parents with timely information regarding student performance and individual student assessment results for each child and other pertinent individual school information; and
11. Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
12. ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

1. Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
3. Provide clear, frequent and regular communication channels between, the staff, teachers and the parents through: parent-teacher conferences; student progress reports as warranted; arranging opportunities to receive training to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
4. planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
3. sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
4. supporting parental involvement activities as requested by parents; and
5. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
6. advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

1. monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. make sure that my child get adequate and appropriate nutrition and ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. Talk with my child about his/her school activities every day;
4. Provide a specific time and a quiet, well-lit place for my child to do homework;
5. Provide my child with the necessary and appropriate supplies to complete his/her assignments;

6. check and assist my child in completing homework tasks, when necessary;
7. Talk with my child about his/her school activities every day;
8. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
9. set limits to the amount of time my child watches television or plays video games;
10. Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.);
11. Support the school in developing positive behaviors;
12. Support the school in implementing school policies and procedures
13. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
14. Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
15. Attend all parent-teacher conferences;
16. Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
17. Show respect for my child, his/her teacher and the school;
18. Seek opportunities to volunteer in my child's school or assist from my home as time permits;
19. participate, as appropriate, in the decisions relating to my child's education. I will also:
 - a. communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - b. respond to surveys, feedback forms and notices when requested;
 - c. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - d. participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - e. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - f. share responsibility for the improved academic achievement of my child;

Student Responsibilities :

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;
3. show respect for myself, my classmates, teachers, principals, school staff, parents, and property;

4. try to resolve disagreements or conflicts peacefully; and
5. always try my best to learn
6. always do my best in my work and my behavior;
7. ask questions if I do not understand school or homework assignments;
8. observe regular study hours;
9. observe the classroom and school rules set by my teacher, my principal and the Department of Education;
10. work cooperatively with my classmates;
11. take pride in my work and my school;
12. do my homework every day and ask for help when I need to;
13. read at least 30 minutes every day outside of school time;
14. give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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 section IV for detailed 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.

Daily instruction in all curriculum areas will support students' academic achievement and provide for differentiated instruction.

Common preparation periods will be given to teachers to use for analyzing data and identifying trends in student achievement by sub skill.

Teachers on and across grade levels will meet the inquiry team to identify and share instructional strategies that will be incorporated into their teaching.

W alk-throughs will be conducted to provide teachers with productive feedback to support their instruction.

I ndividual student needs will be targeted and addressed during Extended-Day activities.

After School English Language Learner tutoring sessions will be given by the ESL teacher and teachers who received Professional Development in ESL strategies.

Teachers College Reading and Writing Project Staff Developers will provide professional development to staff to assist them in formulating small groups based on the needs of the level 2 and mid 3 students.

SSO will provide ELL support for our classroom teachers, support staff, and ESL teacher.

Inquiry work will be expanded to include the efforts of classroom teachers and support staff to focus on identifying gaps in curriculum and improving instruction in order to reach more students.

Use the Renzulli Learning SEM to offer enrichment to students performing above grade level

Refer to the IEP's of all special needs students to ensure that academic needs are being met during all curriculum areas.

The inquiry team will use all available student data to locate areas of student academic need and use new instructional strategies with at least two target groups that will be used school wide with larger groups of students having similar needs.

Data derived from formative and summative assessments will be aligned to support change in teaching practices focused on student performance.

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.

□

Students will attend extended day instructional programs for reading and math in small groups to ensure that students meet levels of proficiency.

Students are eligible to attend the Virtual Y after-school program which assists in homework help as well as reading and math remediation.

Word Work will continue to be supplemented during the school day by the use of the Foundations Program (K-2) and Words Their Way (3-5).

After-school programs will be provided for students who need additional academic support.

- o Help provide an enriched and accelerated curriculum.



The Schoolwide Enrichment Model will includes grades K-5.

After-school programs will be offered to students in order to provide academic enrichment.

The Renzulli Learning system will be used to provide enrichment activities to students who demonstrated advanced academic skills.

- o Meet the educational needs of historically underserved populations.



Students will receive academic help through Title I support, reading push in assistance in small groups, academic intervention, and assistance offered through Extended Day Programs.

Classroom libraries will provide children with books that are culturally diverse.

Counseling services will be offered to students by the school if necessary.

The Pupil Personnel Team will monitor students who are academically at risk and develop academic support plans.

- 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.



The data specialist and the inquiry team will use assessment data to identify the lowest performing students. New instructional approaches will be researched and tried with a small sample of these students to address their needs. These new strategies will be shared with teachers in an effort to make these practices a part of our school wide instruction.

1:1 and small group peer counseling will be available to identified 'at-risk' students.

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



Not applicable.

3. Instruction by highly qualified staff.



We have a staff that is 100% highly qualified.

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.



All teachers will participate in Teacher's College Calendar days and Central Professional Development.

Staff members participate in content specific professional development and will turn-key to new information to fellow staff members.

All classroom teachers will receive Professional Development by the Literacy Coach in using the Words Their Way Program to increase student spelling/writing skills.

Professional Development will be provided to teachers on how to use the Writing Continuum given by Teachers College Staff Developers to improve student writing skills.

APL workshops will be offered to parents to explain its uses and to help them to access the system.

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

Not applicable.

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

Literacy and math workshops will be offered to parents to increase parental involvement and awareness of curriculum.

Parents will be invited to attend publishing parties to celebrate student achievement in the area of writing.

Parents will be invited to participate in SEM activities.

Parents will be invited to attend APL workshops sessions.

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.

Pre-K students are provided with literacy, science, social studies, art and music programs that align with the Kindergarten instructional program. These activities along with many field trips provide background knowledge, vocabulary and social skills that support successful transitioning to the next grade.

Articulation between Pre-K teachers and Kindergarten teachers provide continuity and easy transitioning.

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.

The staff will meet with the principal at monthly faculty conferences and grade conferences to discuss on-going assessments.

Teacher surveys will be used to help make decisions regarding assessments and improving the instructional program.

Multiple inquiry teams composed of the principal and teachers will use data to inform instruction, with the primary focus targeting struggling students and higher achieving students to meet their individual needs.

Teachers will meet during common preparation periods to discuss academic assessments and formulate plans that meet the individual needs of students in their classroom. This information will be passed onto the AIS and PPT to improve student achievement.

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.

inquiry teams will identify students having difficulty achieving proficiency or those with advanced academic skill at the beginning of the school year. The team will identify and use effective instructional and self monitoring tools to support the specific needs of these students. The teams will meet with students weekly for practice sessions and report their findings to teachers periodically during the school year.

Instruction will be differentiated throughout the year and modified as needed according to formative and summative assessment results to meet the needs of the students.

Data periods will be scheduled for classroom teachers to look at student data on an on going basis. Instruction and practice will be reevaluated during these sessions in order to make changes to support student's needs.

Special needs students will receive support according to their IEP's.

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.



Our school uses the SAPIS program to meet the need of students exposed to situations that require violence prevention and counseling.

The guidance counselor also provides support to students who need additional support.

The principal collaborates with the ISC Officer to coordinate programs.

**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" ¹ 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 ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			94203	True	Goal 1 and Goal 4

Title I, Part A (ARRA)	Federal	Yes			5299	True	
Title II	Federal	Yes			200815	True	
Title IV	Federal			N/A			
IDEA	Federal	Yes			3904	True	
Tax Levy	Local	Yes			1691017	True	Goal 1, 2, 3, 4 and 5

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

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

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_30Q078_102810-105920.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	CFN 202	District	30	School Number	078	School Name	Robert F Wagner, Jr.
Principal	Mr. Louis Pavone			Assistant Principal			
Coach	Ms. Deana Rombone			Coach			
Teacher/Subject Area	Mr. Andrew Parker, ESL			Guidance Counselor	Mr. Dan Stegner		
Teacher/Subject Area				Parent	Ms. Mary Mathai		
Teacher/Subject Area				Parent Coordinator	Ms. Yanitza Taylor		
Related Service Provider	Mr. Scott Dennis			Other			
Network Leader	Ms. Nancy DiMaggio			Other			

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	212	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	14.15%
------------------------------------	-----	----------------------	----	---	--------

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.

ELL Identification Process:

Our quality service for English Language Learners starts during the initial intake process for newly enrolling students when parents of new students meet with a licensed pedagogue who identifies the language in which they prefer to communicate, ensures that they receive intake forms in their preferred language, and assists them with the Home Language Identification Survey (HLIS). The ESL teacher then reviews the HLIS forms to determine each child's home language, contacting parents for follow-up interviews if necessary to ensure that the home language is correctly identified. A licensed teacher administers the LAB-R exam to children with a home language other than English exam within the first ten days of their enrollment (and children with Spanish as their home language who are identified as ELLs based on their LAB-R scores also take the Spanish LAB to determine their dominant language). The classroom teachers also assess newly-identified ELLs with letter-recognition and concept-of-print tests, along with spelling inventories, and TCRWP running records for more advanced students. All ELLs take the NYSESLAT exam at the end of each school year to determine their continuing eligibility to receive ESL services for the following year.

We ensure that ELLs are correctly identified and placed in a program according to their parents' wishes within the first ten days of their enrollment by inviting parents of new ELLs to an ELL orientation workshop during which they have the opportunity to learn more about their right to choose one of the three instructional programs (TBE, Dual Language, or Freestanding ESL) for their child. At our orientation meetings (which we offer twice a year, and as needed for parents of ELLs who arrive mid-year) parents view the Parent Orientation Video in their home language, read the Parent Guide in their language, and have the opportunity to ask questions and discuss their options with the Parent Coordinator and ESL Teacher. After reviewing and discussing their choices, parents receive assistance filling out the Parent Survey and Program Selection form for their child. Parents who are unable to attend one of our orientation meetings can make an appointment to meet with the Parent Coordinator or ESL teacher privately to view the video and discuss their options before making their program selection.

The ESL teacher generates a list of newly eligible ELL students and creates a spreadsheet to monitor the distribution of entitlement letters and the receipt of returned Parent Survey and Program Selection forms. If we do not receive the Program Selection forms in a timely manner, we call parents to offer them any additional support that they might need in order to get the forms returned to us. We continue to contact parents until we receive all outstanding Program Selection forms. While we wait for parents to select a program, newly identified ELLs are temporarily placed in our freestanding ESL program so that they can receive the service to which they're entitled as per CR Part 154. The completed Parent Survey and Program Selection forms are kept on file in an easily-accessed central location at the school.

PS 78 serves its diverse English Language Learner (ELL) population with a K-5 Freestanding ESL program with native language support, in accord with the wishes expressed to us by the parents of our ELLs on their Program Selection forms. According to the information that we compiled for the 2010 BESIS data collection report and by reviewing the returned Program Selection forms for all of our General Education ELLs, we can see that 20 families chose a Freestanding ESL program for their child, and two families had chosen a TBE program. The two children whose parents had initially selected a TBE program transferred to our school during the 2008-09 school year from TBE programs at their previous schools; both families explained upon enrollment at PS 78 that they preferred a freestanding ESL program for their child.

From this overwhelming parent response in favor of a freestanding ESL program, we can conclude that we are offering the service that parents are requesting, but we are aware that parent selections may change from year to year and we understand that we need to be prepared to modify our program offerings in the future to meet parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	24	0	2	6	0	4	0	0	0	30

Total	24	0	2	6	0	4	0	0	0	30
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	10	5	3									22
Chinese				1										1
Russian					1									1
Bengali						1								1
Urdu		1		1										2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other			1			1								2
TOTAL	2	4	11	7	4	2	0	0	0	0	0	0	0	30

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.

Programming and Scheduling Information

We deliver our ESL instruction in a push-In setting, with the ESL teacher and classroom teacher working together to provide academic language support for both the ELL students and their English-proficient peers.

In most classrooms the ELLs are taught in mixed-level groups, with the instruction differentiated to allow for varied proficiency levels. At some grade levels we are able to group students with similar proficiency levels and work on shared goals. All instruction is delivered in English, with native language support offered whenever possible. Beginner and Intermediate-level ELLs received 360 minutes of ESL instruction per week, while Advanced level students received 180 minutes of ESL instruction per week along with an additional 180 minutes of ELA instruction during their Reading and Writing workshops.

While providing push-in ESL support during Reading and Writing Workshop, the ESL teacher implements a variety of techniques to make content comprehensible and enrich language development, such as pre-teaching unfamiliar vocabulary, modeling, drawing on prior knowledge, using realia and manipulatives, and explicitly developing student awareness of comprehension strategies.

ELL Subgroups

We also have subgroups of ELL children at PS 78 who receive differentiated instruction based on their specific needs. SIFE children are carefully assessed and given targeted academic intervention to address gaps in their formal education. Newcomers receive explicit instruction in the reading comprehension skills that they need to succeed on the ELA exam, while using practice texts that are chosen to match each child's independent reading level. ELLs who have been receiving service for 4-6 years are considered at-risk and receive supplemental intervention services according to their individual needs. The ESL teacher works closely with the Data Specialist, Literacy/Math Coach, and IEP teacher to align services for long-term ELLs and ELLs identified as having special needs in order to align ESL language-acquisition strategies with the modified learning strategies taught by the SETTTS teacher.

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

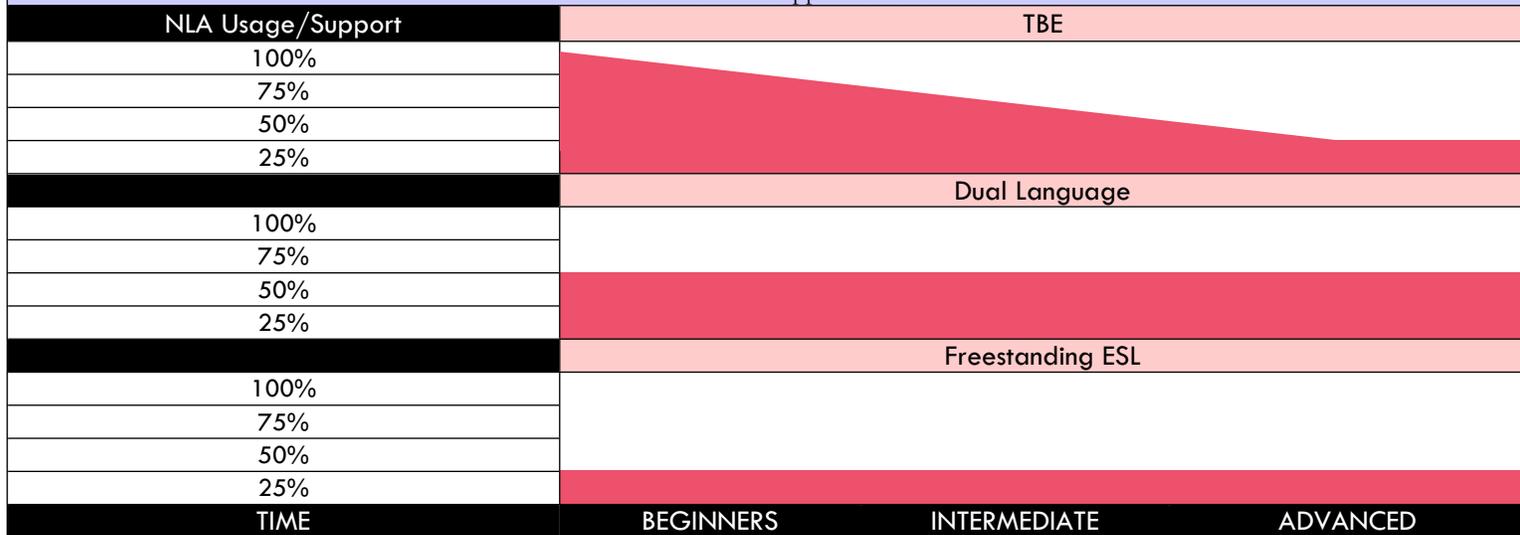
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

Intervention Programs

At all grade and proficiency levels, ELLs who need additional academic support receive small-group, targeted instruction during our Extended Day period. We also offer Title III-funded after-school programs in Math and Literacy, with lessons targeted to the areas of weakness that are revealed in each child's assessment data.

Transitional Support

ELLs who reach proficiency on the NYSESLAT exam continue to receive transitional support for two years after they pass the exam, during which time they are automatically given Extended Day services and are invited to Title III-funded after-school enrichment programs. The classroom teachers, ESL teacher, and Data Specialist also carefully review assessment data and student portfolios in order to determine if second-language issues are adversely affecting the performance of newly-proficient former-ELLs.

Program and Curriculum Changes

At PS 78 we are always evaluating our programs and services to ensure the continued success of our ELL students. In addition to our Music and the Brain curriculum, we have recently adopted a music literacy program, Little Kids Rock, which will support our ELL children and expand their opportunities for improving reading fluency and overall language development. Our participation in the Bookflick online reading program also gives our ELL children the opportunity to experience English read-alouds at home. We're also aligning our curriculum and instruction with the Common Core Standards, which will provide our ELL students with clear benchmarks for performance and help to prepare them for success in high school and college.

We have changed our arts residency program to bring in more theatre and music performances and offer enriched literacy-based arts experiences for all our children.

After-School and Supplemental Programs

We offer a variety of after-school programs and take special care to ensure that all families in our school community are informed about our supplemental enrichment programs and have the opportunity to apply for the programs in a timely way. We provide information and applications for all programs in English and Spanish (our most-frequent second language), and place phone calls to the parents who speak lower-incidence languages to ensure that everyone understands the opportunities that are available to their children.

ELLs at PS 78 attend our Extended-Day enrichment program from 8:02-8:40 and ELLs in grades 3-5 attend our Title III-funded after-school academies. We also have a large number of ELLs who participate in our after-school Virtual Y program (through a partnership with the YMCA) and in our other after-school programs such as Instrumental Music, Fitness, Renzulli, Cooking, Chess Club, Language, and Arts and Crafts.

Materials

Our classroom leveled libraries include texts that have been selected for ELLs because of their enhanced picture support, simplified

grammatical structures, and limited idiomatic expressions. The Literacy Coach and ESL Teacher collaborate in the use of school funds to purchase books that are appropriate for ELLs as they participate in their class's literary genre studies and non-fiction content-area instruction. We recently purchased sets of graphic novels in order to provide ELLs with maximum picture support for vocabulary development. The classroom teachers supplement appropriately-leveled reading materials with web-based and software-based reading and math programs, and the ESL teacher uses realia and manipulatives to enhance the ELL student understanding of key language and content concepts.

All children have access to laptop and desktop computers, where they can access web-based literacy resources such as Starfall, Renzulli, and Bookflix or use productivity software to create writing projects, presentations, and reports. Each classroom is wired with SmartBoard technology in order to create interactive word-work and shared reading activities to enhance student literacy development.

Native Language Support

While the goal of our freestanding ESL program is to help ELL children achieve full English proficiency as quickly as possible, we understand that some newcomers could benefit from native language support as they make the transition into a monolingual English environment. Native Language support is provided to newcomer ELLs by pairing them with classroom partners who share their home language, offering them native language texts for the first few weeks of Reading Workshop, providing them with online Native Language resources such as Colorín Colorado, and by celebrating their home language and culture whenever possible through thematic study units, cultural exhibitions, and in-class presentations.

Preparing New ELLs

Our Pre-K children who speak a language other than English at home are included in visits to the Kindergarten classes to help them to prepare for the transition into Kindergarten, while the parents of incoming Kindergarten children are given a tour of the school building and attend the workshop "Moving Up: Making the Transition into Kindergarten." During these orientation programs we arrange translation services for parents who are unable to communicate in English.

Language Electives

We do not offer language electives during the regular school day, but we do offer language instruction as part of our after-school programming.

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)?

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 and Support

PS 78 has a partnership with Teachers College. All classroom teachers, including teachers of ELLs, participate in the Teachers College professional development program and attend monthly Calendar Days at Teachers College, where they learn instructional strategies for

differentiating instruction for ELLs. The Literacy Coach works closely with the ESL Teacher and classroom teachers to ensure that all ESL instruction is aligned with the Workshop Model and to support the ESL teacher and classroom teachers in the implementation of techniques for scaffolding instruction.

In order to ensure that all teachers receive at least 7.5 hours of required training in strategies for teaching ELLs (10 hours for special education teachers), we disseminate the professional development workshop offerings from the Office of English Language Learners on a weekly basis. Teachers choose at least one workshop during the year that matches their needs and then turnkey the strategies they've learned to their colleagues at grade conference meetings. Our Literacy Coach monitors and documents ELL-related professional development to ensure that each teacher receives the required training.

We offer support to teachers of ELLs to ensure that they are able to assist ELLs as they make the transition from elementary school to middle school. Our fifth-grade ELLs have special needs as they prepare to move up to 6th grade at a new school, and we want the children and their families to fully understand their school-choice options so that they can find a middle school that will meet each child's individual academic needs. Our Guidance Counselor assists classroom teachers of ELLs with the elementary-to-middle school articulation process, ensuring that they have up-to-date information about middle-school opportunities for their students. He meets with fifth graders to help them identify the personal goals, needs, and interests which might inform their middle-school preferences. The Guidance Counselor offers parent workshops in December in which he explains the middle school application process and distributes application materials from local middle schools and charter schools. The Parent Coordinator makes sure that printed materials are available in the home languages of our school community and that oral translators are available to assist at the meetings.

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?

Parental Involvement

Parent involvement is one of the most important factors in the success of our ELLs. We offer many opportunities for ELL parents to come into the school, speak with teachers, and get involved in their children's learning. In addition to the ELL Orientation meetings for parents of new ELLs, the Parent Coordinator hosts workshops during the fall to introduce the academic curricula (math, science, etc.) and in the spring to offer information about the ELA, Math, Science and NYSESLAT exams to the parents of ELL children and their classmates. At all parent events we provide translators to assist parents who would otherwise be unable to participate.

During the winter we host Math Game nights, where children have the opportunity to learn new Everyday Math games and play together with their parents. In June we offer a Getting Ready for Summer workshop, where the Literacy Coach, ESL Teacher, and a librarian from Queens Library present ideas for continuing children's education during the summer months.

We used Title III funding to purchase Family Literacy kits (with wipe-off boards, markers, magnetic letters, interlocking cubes, and Everyday Math cards) to give to parents during a series of ELL Emerging Literacy support groups for ELL parents and their K-2 children.

ELL parents receive invitations and follow-up phone calls to ensure a high rate of attendance at student performances and celebrations. The Parent Coordinator encourages ELL parents to serve as guest readers at our Read-Aloud Day, chaperones on class field trips, and members of PTA decision-making committees.

Our ongoing partnership with the Queens Borough Public Library's Family Learning Program enables us to offer fourteen hours per week of instructional programming for parents and caregivers of PS 78 ELL children, including Adult ESL classes, computer literacy classes, a parenting support class, and a Parent and Child Together (PACT) program in which parents and their ELL children meet after school with a licensed ESL teacher for homework help and literacy enrichment activities.

In September of each year we distribute a Parent Needs survey, in which we ask parents for input on the topics or subject areas with which they would most like additional support. We use this feedback as we plan workshops to meet the needs that the parents have expressed. Last year many of our parents requested additional support with helping their children with Everyday Math homework and with supporting their child's reading. We presented parent workshops during the fall and spring to help address these needs.

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)	1	1	1											3
Intermediate(I)		2	5		1									8
Advanced (A)	1		4	7	3	2								17
Total	2	3	10	7	4	2	0	0	0	0	0	0	0	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	4	0	1	5
4	0	3	0	0	3
5	0	1	0	0	1
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	

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Early Literacy Assessment:

We use the TCRWP reading assessment to measure the early literacy skills of our ELLs. We conduct running records on each of our ELLs monthly in order to identify each child's strengths and weaknesses as a reader, target instruction according to each child's individual needs, and ensure that each child is reading at the appropriate "just right" level during our independent reading time. In June of 2010 our data collected with the TCRWP Assessment Pro program indicated that out of 17 ELLs in grades K-2, 7 children (40%) were reading at level 1, 5 students (30%) were reading at level 2, 5 students (30%) were reading at level 3, and no students were at level 4. We understand that a child's reading level is the most important predictor of success on upper-grade exams, and we have targeted the students reading at levels 1

The 2010 NYSESLAT modality report shows us that while most students in most grades continued to make steady improvement in all skill levels, we can see that 5 out of 10 (50%) of our 2nd-grade ELLs achieved a lower scale score for Reading and Writing when compared with their performance for the previous year (in 1st grade). We've noticed that the K-1 NYSESLAT Reading Subtest consists mostly of single sentences with heavy picture support, while the Reading Subtest for the 2-4 band consists mostly of much longer, multi-paragraph passages with minimal picture support. We believe that not all of our 2nd grade ELLs in 2010 had the skill level or stamina to succeed with these longer reading passages. Going forward, we will be adjusting our instruction accordingly to ensure that our 2nd and 3rd grade ELLs are exposed to sufficiently rigorous texts and have the strategies they need to read these longer passages successfully.

Content Area Assessments:

Because we only have a freestanding ESL program at this time, we are unable to compare the relative success of the ESL program to a TBE or Dual Language program, but we can get a sense of how our ELLs are faring on the content area exams that they are taking in English. On the 2010 ELA exam, 8 out of 9 (89%) current ELLs who took the exam scored at level 2, and 1 student (11%) scored at level 4. On the 2010 NYS Math exam, 5 out of 10 current ELLs scored at level 3 or higher, with 5 students (50%) at level 2, 2 students (20%) at level 3, and 3 students (30%) at level 4. Our ELA results are comparable to those for ELLs city-wide, but our Math scores are higher than the city-wide average for ELLs, with 50% of our ELLs achieving a score 3 or higher compared to a city-wide average for ELLs 32%. We are also pleased to see that all of our ELLs passed the 4th-grade Science exam with a score of at least a 3.

ELL Periodic Assessments:

Our grade 3-5 ELLs took the ELL Periodic Assessments twice during the 2009-10 school year. We found the results to be helpful in targeting individual students' strengths and weaknesses. We could drill into the data to determine on which particular modality (Listening, Reading and Writing) or even on which particular standard and performance indicator each individual child could use extra support. We found the 2009-10 ELL Periodic Assessments to be fairly accurate predictors of the 2010 NYSESLAT results. In general, they reinforced our sense that reading skills (and inferencing skills in particular) are an area of relative weakness for many of our current ELLs and we have been planning our instruction accordingly.

Evaluation of ELL program effectiveness:

In evaluating the overall effectiveness of our ESL program, we must consider our larger goal, which is to ensure that our English Language Learners, like their English-proficient peers, become fully proficient in academic English so that they can meet and exceed NYS standards in all areas. Therefore, it is important for us to monitor the progress of both current ELLs and former ELLs, to see if current ELLs are progressing toward proficiency and also to see if former ELLs are prospering in a monolingual environment without the support of ESL services. Our 2010 assessment data show us that our former ELLs continue to succeed academically at a rates that compare favorably to those of their English-proficient peers city-wide. But we acknowledge that more rigorous NYS assessments and our phased-in adoption of the Common Core Standards will create new challenges for all our students and we must be prepared to respond accordingly with increasingly rigorous instruction for our ELLs, former-ELLs, and English-proficient students alike.

Conclusion

The PS 78 LAP committee has reviewed the evidence and concludes that our ELL students and their families are well integrated into the challenging academic life of our school community and are prospering with an instructional model which gives them scaffolded ESL support while they remain engaged in the same challenging academic work as the rest of the classmates.

The LAP committee recommends that we continue our efforts to raise teacher and parent awareness of the unique academic needs of our ELL population and to continue our professional development for all staff on strategies and methodologies for enhancing the learning experience of our English Language Learners.

We look forward to sharing our findings with PS 78 parents and the larger school community, and we welcome the challenge of ensuring that all of our English Language Learners achieve academic English proficiency while retaining their connections with their home languages and cultures.

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.

Paste additional information here

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 078					
District:	30	DBN:	30Q078	School		343000010078

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		94.1	94.8	94.9
Kindergarten	41	32	39				
Grade 1	35	38	30	Student Stability - % of Enrollment:			
Grade 2	40	35	40	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	36	37	33		95.4	97.2	93.4
Grade 4	31	38	34	Poverty Rate - % of Enrollment:			
Grade 5	36	31	36	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		57.7	70.0	70.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	2	1
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	3	2
Ungraded	0	1	0				
Total	255	247	248				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	26	18	8	Superintendent Suspensions	1	1	0
Number all others	9	13	18				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	35	26	TBD	Number of Teachers	29	25	24
# ELLs with IEPs	4	4	TBD	Number of Administrators and Other Professionals	4	4	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	89.7	88.0	87.5
				% more than 5 years teaching anywhere	65.5	68.0	79.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	92.0	100.0
American Indian or Alaska Native	0.8	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	97.0
Black or African American	8.2	7.3	4.8				
Hispanic or Latino	36.9	36.0	38.7				
Asian or Native Hawaiian/Other Pacific	14.5	16.6	14.1				
White	37.6	35.2	38.3				
Male	51.8	51.0	51.2				
Female	48.2	49.0	48.8				

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

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	42.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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

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