



**THE FRANCIS LEWIS SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 25Q079**

**ADDRESS: 147-27 15<sup>TH</sup> DRIVE WHITESTONE, NY 11357**

**TELEPHONE: (718) 746 - 0396**

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**TABLE OF CONTENTS**

**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: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
        CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 79Q      **SCHOOL NAME:** Francis Lewis

**SCHOOL ADDRESS:** 147-27 15<sup>th</sup> Drive, Whitestone, NY 11357

**SCHOOL TELEPHONE:** 718-746-0396      **FAX:** 718-746-3103

**SCHOOL CONTACT PERSON:** Paula Marron      **EMAIL ADDRESS:** pmarron@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Debbie Fine</u>
<b>PRINCIPAL:</b>	<u>Paula Marron</u>
<b>UFT CHAPTER LEADER:</b>	<u>John Bartley</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Christie Les</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u></u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** 207

**NETWORK LEADER:** Peggy Miller

**SUPERINTENDENT:** Diane Kay

## 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
<b>Paula S. Marron</b>	*Principal or Designee	
<b>Lucille Sapienza Feder</b>	*UFT Chapter Chairperson or Designee	
<b>Christie Les</b>	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Fran Walters</b>	Assistant Principal	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Debbie Fine</b>	Member/ SLT Chairperson/ Teacher	
<b>Susan Zweroff</b>	Member/ Teacher	
<b>Madeline Vazquez</b>	Member/ Teacher	
<b>Jennifer Cardillo</b>	Member/ Parent	
<b>Frieda Chrisofides</b>	Member/ Parent	
<b>Nicholas Corrado</b>	Member/ Parent	
<b>Sabina DiCamillo</b>	Member/ Parent	
<b>Domenick Palazzo</b>	Member/ Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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P.S. 79 has the unique distinction of being a one hundred ten year old building nestled in the heart of Whitestone, Queens. We currently are home to a diverse, multicultural community of 843 general and special education students. While the structure may be classified as an antique, the school overflows with energy, enthusiasm, and excitement.

### **SCHOOL MISSION**

The community of P.S. 79 provides a nurturing and safe environment that promotes excellence and encourages both independent and cooperative learning. We embrace the tenets of the Common Core Standards (CCS) providing clear, consistent understanding of students' expectations. These standards are rigorous and relevant to the real world. We support a balanced literacy approach in all oral and written expression and knowledge of all elements and genres of literature. We encourage students as they become analytical problem solvers through an enriched Everyday Math program. Our FOSS science and social studies programs offer students strategies for discovery, using hands-on and minds-on inquiry based learning experiences. The arts are an integral part of the curriculum infused throughout the academic experiences for each student.

### **BELIEVE AND ACHIEVE**

At P.S. 79, we strive to bring together the ideas and commitment of a diverse community of students, teachers, staff, administration, and families. Together, we shape the direction of the school, developing lifelong learners who are confident, competent, responsible, and contributing members of society.

Children are at the heart of The Francis Lewis School. The building is well maintained and pride in the students' accomplishments is evident in every hallway and on every bulletin board. The community works together to provide our students with a variety of academic and social experiences that promote leadership, creativity, and individual responsibility. Together, we aim to achieve pride in our school and in our community, respect for cultural diversity, and support for a strong parental coalition.

A glimpse into the rich traditions established at P.S. 79 highlights community service and the arts:

- ❖ Penny Harvest
- ❖ Ten-Week Artists in Residency with the David Marquis Studios:
  - a. Circus for Kindergarten Students
  - b. Creative Movement in Science for First Graders
  - c. Puppetry for Second Graders
  - d. Dance on Broadway for Third Graders
  - e. Mask Theater for Fourth Graders
  - f. Percussion for Fifth Graders

P.S. 79 has multiple outside affiliations for staff development:

- ❖ Teachers College Reading and Writing Project Professional Development
- ❖ Tequipment SMART Board Professional Development
- ❖ FOSS Science Workshops
- ❖ University Connections with Teachers College; Hofstra; Queens College; CW Post; and Queensborough Student Teachers and Observers

Parent involvement is critical to the success of any school. At P.S. 79, parents actively serve our School Leadership Team, consulting on policy for the school. Parent volunteers work tirelessly in a myriad of daily capacities, i.e. monitoring arrival procedures, lice checks, vision testing and immunizations, and school store. Through various fundraisers, parents help finance extras such as state-of-the art technology i.e. SMART Boards, laptops, etc. Through the Learning Leaders Program, community members offer one-on-one tutoring for students. Finally, the P.S. 79's Parent Coordinator works as a liaison with the PTA Executive Board to develop new ways to build stronger community involvement at school-wide functions.

**SECTION III – Cont’d**

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

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	P.S. 079 Francis Lewis				
<b>District:</b>	25	<b>DBN #:</b>	25Q079	<b>School BEDS Code:</b>	342500010079

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	52	55	67						
Kindergarten	105	123	112						
Grade 1	146	101	120	<b>Student Stability: % of Enrollment</b>					
Grade 2	135	144	102	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	131	133	139				95.0	96.0	TBD
Grade 4	128	141	134						
Grade 5	141	133	140	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	0	0	0				26.3	27.3	47.9
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				0	1	TBD
Grade 12	0	0	0						
Ungraded	1	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total	839	830	814				0	0	5
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	12	10	9						
No. in Collaborative	62	63	60	Principal Suspensions			5	0	0

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	49	49	47	Superintendent Suspensions	1	0	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	71	74	59	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	11	8	15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	56	56	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.5	1.0	Percent more than two years teaching in this school	83.9	89.1	TBD
Black or African American	0.2	0.1	0.5	Percent more than five years teaching anywhere	66.1	72.7	TBD
Hispanic or Latino	13.7	15.3	14.4				
Asian or Native Hawaiian/Other Pacific Isl.	30.2	29.3	29.1	Percent Masters Degree or higher	95.0	96.0	TBD
White	55.5	54.7	53.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	100.0	TBD
Multi-racial							
<b>Male</b>	52.8	51.7	50.7				
<b>Female</b>	47.2	48.3	49.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		✓					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	✓		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students		✓	✓	✓			
Ethnicity							
American Indian or Alaska Native		--	--	--			
Black or African American		--	--	--			
Hispanic or Latino		✓	✓	--			
Asian or Native Hawaiian/Other Pacific Islander		✓	✓	✓			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
White	✓	✓	✓			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓	✓			
Limited English Proficient	--	--				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	6	6	1			
<b>Key: AYP Status</b>						
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	82.6	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	6.1	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	16	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	55.2	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	W
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 79 maintained a high level of overall progress in English language arts and mathematics, as evidenced in the progress report for the past three years. The scores median growth percentiles was 72.0% in ELA and 70.0% in math in spring 2010. This shows an increase from the 67.8% of students making at least one year's progress in ELA in 2009, and a decrease from the 82% of students making at least one year's progress. NYC's change in the accountability system from measuring proficiency rates to measuring individual growth percentages impacts schools' abilities to make direct comparisons from 2009 to 2010 this year. However, it should be noted that the new growth percentile system is a positive way for schools and families to track individual student growth as we move forward into future years. Finally, according to NYS reports, students continue to achieve at high levels all core subjects, including science and social studies, as measured by the Annual Yearly Performance (AYP).

P.S. 79's school leadership combined with strong teaching within the broad and appropriate curricula resulted in the high levels of student performance. The school community maintains high expectations in all areas for students and staff. Families have a clear and essential role in their children's education. There is a strong and active parent teacher connection at P.S. 79.

The school has excellent procedures for targeting support for high need students. PS 79 participated in the SESIS (Special Education Student Information System) pilot program, beginning in May 2010. SESIS allows the staff to keep close tabs on the progress that students with Individualized Educational Plans (IEP) continue to make. Goals are individualized based on data-informed processes and assessment results. Additionally, 100% of the PS 79 faculty collaborates on vertical inquiry teams. The 2010-2011 teams of teachers established long term goals and action plans in the major CCS subjects: writing, reading, math, science and the arts.

One area of focus for the school continues to be the growing number of English language learners and special education students. P.S. 79 successfully concentrated on improving the performance of these two subgroups in an effort to close the achievement gap. This is evidenced in the fact that in 2009, 80% (73.6% in 2008) of these high-need students within the school's lowest third made exemplary progress in proficiency rates in ELA. However, the 2010 progress report shows that 50% of students at the lowest third in ELA and 41.9% of students at the lowest third in math reached the 75 percentile or higher as measured by the NYS spring exams. This is an area of focus for the school.

The review of P.S. 79's educational program informed by the qualitative data regarding student performance trends provides further evidence of the school's success. School leadership and faculty collaborate regularly on instructional planning decisions and assessments. Strategic planning decisions, such as budgeting and staff development, are aimed at meeting the school's learning goals. This is illustrated by the decision to create school-wide curricular committees for the purpose of creating a spiraling K-5 Curricular Maps in all core subjects. This work will provide differentiated support for the school's high need population with an eye towards increasing student performance in ELA and math for all students. The next steps for the school will be to create consistency through teacher-designed rubrics in all core areas.

In 2010, P.S. 79 continues the work of the Instructional Cabinet, which consists of school leaders and general education and special education teachers from each grade level. We've added think tanks and study groups aimed at aligning core subject curricular goals and instructional plans. 100% of all teachers are working in collaborative, self-selected inquiry teams focused on targeted students in an effort to build rigorous, school-wide instructional and organizational coherence.

P.S. 79 has extremely good strategies in place that support the collective vision for the school's future growth based on enabling all students to reach for higher levels of performance. The administration provides teachers with common periods three to four times a week for collaborative planning and staff development. Additionally, monthly faculty conferences, monthly grade level and cluster team conferences, and regularly scheduled individual teacher goals/ assessment conferences provide opportunities for planning, modifications, and reflection. Additionally, in 2009, weekly inquiry team meetings provide teams of teachers with time to create long-term and short-term goals, action plans, as well as rubrics needed to examine student outcomes. These structures offer opportunities for open dialogue and communication about expectations as well as constructive feedback.

The faculty at P.S. 79 is meeting the 2010-2011 challenge of integrating assessment data into instructional decisions, future planning, and the school's vision for increasing student achievement. Through a school-wide participation in inquiry teams, the principal, assistant principal and faculty collaborate on developing systemic ways to collect and analyze comprehensive student data (attendance, summative and formative assessments, anecdotal and student work) for the purpose of increasing student achievement for all students.

Some of the student performance trends identified include:

- ❖ The P.S. 79 school community integrates administration, faculty, staff, students, families and the overall community in pursuit of the common goal of maintaining the high level of progress in all core areas and of reaching for new levels of increased student performance.
- ❖ PS 79 is moving proactively to meet the challenges of the new state common core standards. Teams of teachers are looking closely at ways to integrate nonfiction writing into every aspect of teaching and learning. Argument writing and inferential reading strategies are integrated into all core subject areas across the grades.
- ❖ P.S. 79 has successfully targeted high need ELL and special education students. The next step is the alignment of instructional supports with assessment data in an effort to increase the progress and performance for these two sub-groups.
- ❖ School leadership and faculty have excellent data-informed processes in place to monitor the assessment results in all core subjects.

Some of the accomplishments that have supported this success include:

- ❖ An Integrated Co-Teaching program in every grade that affords the majority of special education students the least restrictive environment and access to instruction based on grade appropriate standards.
- ❖ The provision for at-risk services in guidance, speech and academic subjects to students who fall short of meeting criteria for mandated services.
- ❖ The institution of the Learning Leaders Program, a program that uses trained parent volunteers to provide further support to struggling students.
- ❖ The integration of state-of-the-art technology into every class provides students with hands-on research and presentation skills that match 21<sup>st</sup> century expectations and demands. PS 79 has two new computer labs, and 10 additional SMART Boards bringing technology into 25 classrooms on a daily basis.
- ❖ The Wilson Program, including Foundations at the kindergarten and grade one levels, is an interactive, multi-sensory program that teaches total word construction providing phonics and letter/sound support for PS 79's high-need students.
- ❖ The provision of additional instruction time before and after school for ELL students and students performing in the lowest third range in reading and math.
- ❖ Systemic staff development structures have been implemented for all classroom teachers through the Teachers College Reading and Writing Project onsite staff development and calendar days. Staff development in science, math and technology consistently grows for all teachers.
- ❖ Collaborative structures for common planning time, faculty and grade-level conferences, and individual goals and assessments supports are established practices.
- ❖ Protocols have been implemented for the collection and organization of student performance data using ARIS Inquiry Spaces and TC Assessment Pro.

The targeted areas of concern for our school include:

- ❖ Maintaining the overall student progress while increasing the performance and progress (increasing individual growth percentiles) for Level 3-4 students in all core subjects.
- ❖ Developing the student engagement through independent goal setting in all core subject areas so that goals are based on evidence of prior learning, and instruction is guided by students' needs.
- ❖ Expand the use of consistent rubrics across curriculum areas to broaden support for students when setting and monitoring specific goals for reaching their learning targets.

Some of the barriers the school faces in achieving these goals include:

- ❖ Budget restraints require increasingly creative approaches to developing distributive leadership structures that support teacher input into key decisions that affect student learning.

## 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.

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1. Using the FP reading levels, the percentage of students in grades 1-5 reaching or exceeding their grade appropriate reading levels will increase from 57% (355 out of 625 students) in September 2010 to 65% (406 out of 625 students) in June 2011, an increase of 8%.

Teams of teachers will collaborate to evaluate and improve reading instruction to increase student achievement in grades 3 through 5.

2. The percentage of students reaching proficiency in grades 3-5 on the NYS math exam will increase from 73% in the spring of 2010 to 76% in spring 2011, an increase of 3%.

Improve student achievement in math as measured by the percentage of students reaching proficiency (Levels 3 and 4) on the NYS Math Tests.

3. Using the TC K-8 Narrative Writing Continuum, percentage of students in grades 2-5 who meet or exceed their grade appropriate benchmarks in writing will increase from 44% in June 2010 to 54% in June 2011, an increase of 10%.

Improve writing instruction, specifically integrating argument into the writing curriculum map and core subject areas.

4. Using the PS 79 website link, "Visit Our Classes", the percentage of teachers (classroom and cluster) who communicate CCSS goals and student achievement data across core subject areas will increase from 20% in June 2010 to 80% in June 2011, an increase of 60%. Student achievement is enhanced when school leaders and faculty consistently communicate high academic expectations and goals.

Engage students and families in ongoing discussions that promote involvement and communicate high expectations (including attendance, behavior, and academic performance) to students and families in ways that explain how students and families can meet these expectations.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts - Reading

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• Using the FP reading levels, the percentage of students in grades 1-5 reaching or exceeding their grade appropriate reading levels will increase from 57% (355 out of 625 students) in September 2010 to 65% (406 out of 625 students) in June 2011, an increase of 8%.</li> <li>• 100% of teachers will continue professional development around the use of data and using that data to provide differentiated literacy instruction to children.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ 90% of teachers will participate in self-selected inquiry teams that design and use rubrics / assessments that are aligned to curricula and show a spiraling mastery of higher order thinking skills.(QR 2.2)             <ul style="list-style-type: none"> <li>○ Inquiry teams (professional collaborations) will meet twice a month after school for 50 minutes.</li> <li>○ Inquiry teams (professional collaborations) will create Inquiry Space documentation quarterly in four cycles – End Dates: November 30; January 30; March 30; June 15;</li> </ul> </li> <li>▪ Study groups (professional collaborations) will meet twice a month after school for 50 minutes to create tools e.g. nonfiction writing rubrics, meaningful and actionable feedback, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>▪ Inquiry Teams and Study Groups – Weekly Planning and Reflection Sessions             <ul style="list-style-type: none"> <li>○ Use one extended day period per week on a rotating basis. Note: ALL AIS students will be serviced.</li> <li>○ Use monthly faculty meetings for routine reflections and tool kit sharing.</li> <li>○ Use weekly common prep periods to develop rubrics that support key subgroups.</li> <li>○ Use ARRA Title 1 funds to support TCRWP/ Smart Board staff development.</li> <li>○ Use per session/ per diem funds to support teacher study groups to develop rubrics and teacher toolkits, i.e. toolkit for meaningful feedback.</li> </ul> </li> </ul>



<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Copies: OTPS – General Supplies TL FSF</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Increased percentage of students in grades 3 to 5 reaching proficiency on the 2011 NYS math tests.</li> <li>▪ ARIS Inquiry Space team data</li> </ul>

**Subject/Area (where relevant):** English Language Arts - Writing

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Using the TC K-8 Narrative Writing Continuum, percentage of students in grades 2-5 who meet or exceed their grade appropriate benchmarks in writing will increase from 44% in June 2010 to 54% in June 2011, an increase of 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ School leaders and classroom teachers will analyze student writing samples using the TCRWP Narrative Writing Continuum three times across the year (November, March, and June) to inform differentiated writing instruction (whole group, small group and individual).</li> <li>▪ School leaders and teachers will design and implement rubrics that align unit goals and assessments for both narrative and non-narrative writing.</li> <li>▪ Provide per session for after school study groups that will develop tools to support differentiated writing instruction, e.g. feedback sheets, conference techniques, rubrics, etc.</li> <li>▪ Provide professional development targeting inquiry and writing in content areas.</li> <li>▪ Support teams will team with teachers in a push in / pull out model focused on differentiated small group work targeting the school's lowest third, IEP students, and ELL students.</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Per Session: Title I and TL Data Specialist – for website</li> <li>• Copies: Bulk School Aide Fair Student Funding</li> <li>• Use Title 1 funding and per session funding (if available) or comp time to provide speakers for data workshops.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increased Learning Environment Survey communication score</li> <li>• PS 79 website</li> <li>• PTA Minutes / Workshops</li> <li>• SLT Comprehensive Educational Plan (CEP) / Minutes / Workshops</li> <li>• Coffee and Conversation Agendas</li> <li>• Staff and Family Communications (agendas; updates; letters)</li> </ul>

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	25	25	N/A	N/A	1	0	0	0
2	18	18	N/A	N/A	0	0	0	0
3	22	22	N/A	N/A	1	0	0	0
4	40	40	N/A	N/A	0	1	0	0
5	28	28	N/A	N/A	0	1	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	AIS is provided by classroom teachers 3X per week, 2:20 p.m. to 3:10 p.m. In addition, small group instruction is provided by AIS teachers throughout the school day: Wilson, Foundations; guided reading, phonics, writing mechanics and content, and spelling patterns and rules. Trace of students are mandated. Attendance voluntary based on teacher recommendation.
<b>Mathematics:</b>	AIS is provided by classroom teachers 3X per week, 2:20 p.m. to 3:10 p.m. In addition, small group instruction is provided by AIS teachers throughout the school day: re-teach of EveryDay Math concepts; use of manipulatives and games, drill, problem solving.
<b>Science:</b>	During the AIS period, science content is incorporated into the read-alouds. A ICT Prep Coverage Teacher will push-in to all science cluster classes, and work with children assigned to her.
<b>Social Studies:</b>	Not applicable at this time.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Sessions include: small group, individual counseling sessions, and classroom guidance lessons provided to assist at-risk students.
<b>At-risk Services Provided by the School Psychologist:</b>	Verbal and/or play therapy in 1:1 or small group setting during the school day. Also, provide crisis intervention for child, classroom teacher, and/or parent when necessary.
<b>At-risk Services Provided by the Social Worker:</b>	Counsels children on individual basis; meets with small groups of children that have family issues; is in contact with parents when appropriate.
<b>At-risk Health-related Services:</b>	Not applicable at this time.

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s)   K – 5   Number of Students to be Served:   58   LEP            Non-LEP

Number of Teachers       1       Other Staff (Specify)       Classroom Teachers; Support Staff      

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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## I. Instructional Program

- a. Description of Program – The program builds self-esteem in each target student by facilitating successful second language acquisition (listening, speaking, reading, writing.) Students receive instruction in a holistic, fun and comfortable environment. Oral/aural communication is encouraged through the utilization of the expressive arts (music, dance, drama) in addition to role-play and total physical response. The involvement of ELLs in content-based experiential learning activities facilitates acquisition of academic language proficiency.

Students are grouped by grade and English language proficiency. The utilized program design is the outer classroom model in which ESL services are provided to target children in a setting outside of the regular classroom.

- b. Number of classes in program – 7
- c. Language of instruction - English
- d. Instructional strategies, activities and programs being implemented to ensure that LEP students meet the standards and pass the required 4<sup>th</sup> grade State assessments.
- e. The NYS Dept. of Education Actions Steps for ELLs provides for intensive English language instruction (beginning and intermediate ELLs will be serviced for 360 minutes per week.) These Steps support an extended school day and year.
- f. Three study group cycles will be created during the 2009-2010 school year to provide teams of teachers with collaborative ELL staff development. In November 2009, the topic of Who Are The Second Language Learners In My Class? Will be presented to the staff. In February 2009, the topic of How Does a Child Learn a Second Language? will be shared. In April of 2009, the topic of Strategies in Second Language Learning will be shared. Professional texts will be used as the conduit for learning.
- g. In an effort to develop a common instructional focus and a coherent school culture, professional collaborations will be supported through inter-visitations and time to study student and teacher work with the goal of improving instructional and student outcomes.
- h. As per the Chancellor's recommendations for ELLs the program for ELLs will be aligned with the comprehensive core curriculum in mathematics and literacy.

### Integrating ESL methodologies into the balanced literacy approach

- 1) ELLs are included in the read aloud, interactive read aloud and shared reading experience by using pictures, gestures and voice inflection to convey meaning, pointing to pictures and words as you read, dramatizing, providing realia and manipulatives, allowing students to respond non-verbally to comprehension questions.
- 2) Some ESL teaching techniques that include ELLs in the guided reading approach are: pre-teaching basic vocabulary, key phrases and concepts from selection by using realia, visuals, gestures and dramatization, "picture walks", "echo reading", finding clues for inferential questions.
- 3) ELLs are included in the independent reading experience by having available leveled library books, i.e., beginning books would include picture and concept books.

- 4) Other balanced literacy approaches include: reading partnership with English speaking and/or bilingual partners and reading conference.
- 5) ***MINOR REVISION: Imagine Learning English is an interactive software program (NYSTL software approved) that individualizes instruction for elementary level ELLs, students with disabilities, struggling readers, and early childhood. (SEE BUDGET LINE).***

#### Integrating ESL methodologies into the Writing Process Approach

- 1) Some of the writing scaffolds for beginning ELLs are: oral discussion, partner stories using pictures and wordless books, creating concept books, creating peek-a-boo stories or riddle books, pattern poems, from personal journals to dialogue journals to buddy journals, clustering.
- 2) Strategies to assist intermediate writers include Show and Not Tell, sentence combining or shortening, sentence models, mapping.

#### Integrating ESL Methodologies into the Math Workshop Model

Use of manipulatives to reinforce learning, problem-solving techniques; working with the math coach.

#### Integrating ESL Methodologies into the teaching of literacy and writing to lower grade and older non-literate students (SIFE – Students with interrupted formal education)

- 1) Use of Whole Language Approach utilizing Language Experience Approach, Shared Reading with Big Books and Sustained Silent Reading.
- 2) Whole Language methods that promote writing in L2 are dictated stories/creative writing, story completion, and dialogue journal writing.

The NYS Dept. of Education Action Steps for ELLs calls for improving identification and assessment. The LAB-R and NYSESLAT are not only more comprehensive than previous assessment tools, but also assess the language proficiency levels and areas of needed improvement.

- II. Parent/Community involvement- There is an initial parent orientation meeting scheduled in early October, 2009 for newly enrolled “potential ELLs”. For students enrolled during the school year, parent orientation sessions are conducted on an as-needed basis. At each parent orientation session, the following information will be provided to parents in English and, to the extent practicable, their home language: 1) An overview and information about services/program for ELLs; 2) Information about how continuity of participation in a program, be it bilingual or ESL, promotes student performance; 3) Information about the requirement that once selections are made, it is for the duration of the school year or school term; 4) Information that parents have the right to withdraw their child from a bilingual program; 5) an opportunity to ask questions; 6) an opportunity to view the video tape, “The Parent Connection: A Resource for Parents of Newly Enrolled English Language Learners”. 7) A copy of the Parent-Connection-Parent’s Guide; 8) A Parent Survey and Program Selection Form; 9) Information about the requirement that if the Parent Survey and Program Selection Form is not returned, their child will be placed in a bilingual program at the school if there are sufficient numbers to do so, or in an ESL program; 10) As per the Chancellor’s seven recommendations for ELLs, the parent coordinator will be introduced to parents at this meeting in order to improve communication with parents and families of ELLs.

Parents of ELLs are involved in their child's ESL progress through regularly scheduled parent/teacher conferences. They are updated as to their child's progress through class report cards as well as ESL progress reports. Parents are encouraged to become active in the PTA, to attend class trips and volunteer for class activities, to attend adult ESL classes and to network among each other.

III. Project Jump Start – At the time of registration in the spring, prior to the opening of school in September, the Home language Identification Survey is administered to parents of all students new to the NYC public school system. These HLIS forms are reviewed immediately upon return to identify “potential ELLs” (i.e. those students who have a home language other than English and are eligible to be LAB tested).

This process expedites the testing procedures to be followed in the fall of the following school year. At this time, a parent orientation is scheduled for all newly admitted “potential ELLs”. Parents are informed about the ESL program, procedures, and the selection process (in the event that their child becomes eligible for ESL or bilingual services.)

For students enrolled during the school year, parent orientation sessions are conducted on an as needed basis. Identification of ELLs is determined by administering and scoring the LAB-R to determine whether the student is entitled to a bilingual or ESL program. Parents are informed of the child's entitlement to a bilingual or ESL program by sending a copy of the new ELL Entitlement Letter with the Parent Survey and Program Selection Form attached.

The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. All of these forms are translated versions. Parents are informed with information on the different ELL programs that are available through translated brochures and DVD's provided by the Office of ELLs. Because parents often speak a language other than English P.S. 79 uses services offered by the Translation and Interpretation Unit, including document translation, phone conversations and onsite interpretation services, as needed. Translation and interpretation services, usually provided by parent volunteers, are utilized for phone conferences or any communication to parents of ELLs that needs to be sent home. People come in during Parent/Teacher conferences to provide translation through LIS (Language Interpretation Services)

Testing data, that is language proficiency levels based on the LAB-R or NYSESLAT, and which students are eligible for continued ESL services, are reported to all teachers involved in instructing ELLs. However, they are not always provided in a timely manner due to the lack of immediate ATS access to the NYSESLAT scores. In addition, the NYSESLAT data, unlike the ELA data, does not indicate specific areas of weakness. It merely indicates which modalities the student is weaker or stronger in. Therefore, it is not very useful in informing instruction. The school will need additional support from central to address this issue.

A language instruction education program funded under Title III is in the process of being structured and planned.

**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.

The school provides translated informational documents, surveys, and notifications to parents of ELL’s during the identification and placement process: The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and Program Selection Form, Parent Notifications, Entitlement Letter, Non Entitlement Letter, Placement Letter. The school also provides oral interpretations for parent teacher conferences and for meetings with administration and teachers.

**Section III. Title III Budget**

School: 25Q079 BEDS Code: 342500010079

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9,978	200 hours of per session for ESL and General Ed teacher to support ELL students: 200 hours X \$49.89 (current teacher per session rate with fringe) = \$ 9,978.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(0)	Children First Network # 207 Support Liasion – Giuvela Leisengang, working with teachers and administrators 1 day a week in cycles on development of curriculum enhancements
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1572	Books on Tape, Headphones, Book Bins, Leveled Books
<b>Educational Software (Object Code 199)</b>	\$3,450	<b>Imagine Learning English interactive software program for ELL classes and for after-school program</b> (NYSTL software approved) that individualizes instruction for elementary level ELLs, students with disabilities, struggling readers, and early childhood. \$2650 for the initial license and \$160 for five additional licenses.
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Home Language Surveys
  - Feedback from Parent Coordinator
  - Teacher Observations
  - The RBOB Report on ATS
  - Responses from students and parents
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.

There has been an increase of parents not proficient in the English language. Very often, written correspondence to the parents' needs to be written in various languages. In addition, interpreters are needed during parent-teacher conferences, and parent meetings held at the school. The findings were reported to the community during student registration, during PTA meetings, and Open School Week.

#### **Part B: Strategies and Activities**

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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.

The Translation and Interpretation Unit will translate documents that are distributed to parents who do not speak English. The school will send flyers, permission slips, parent handbooks, memorandums, and other written correspondence. This service is at no cost to the school.
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.

The Translation and Interpretation Unit will offer free over the phone interpretation into over 100 languages to help our school communicate with parents/children with whom communication would be otherwise difficult at best.

LIS-Translations, an on-site interpreting vendor for the NYCDOE will provide the use of interpreters for parent-teacher conferences, PTA meetings, IEP meetings, and workshops. Per hour rates are based on the language selected.

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>.

Attachment A in regards to Chancellor's Regulations A-663 will be placed in the main lobby and parent room. This attachment will be translated into Korean, Chinese, Spanish, and Greek, since these languages represent a large number of parents in the school. In addition, the above languages will be represented on forms regarding citywide, regional, or school-wide meetings. Furthermore, The School Safety Plan will specify the procedures to parents ensuring that they can communicate with the school and will not be hindered by language barriers.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$288,192	\$288,192
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2882	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 14,410	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28, 819	*	

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

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

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

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

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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.

- Are consistent with and are designed to implement State and local improvement, if any.
- Using inquiry teams, identifying and implementing effective strategies in differentiated learning and targeting low performing populations such as ELL, special education, and students in the bottom third.

3. Instruction by highly qualified staff.  
100% of staff is 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.  
Partnership with Columbia University Teachers College, Intel, Instructional Cabinets, and Inquiry Teams
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
See Part B 1 and 2.
6. Strategies to increase parental involvement through means such as family literacy services.  
N/A
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.  
N/A
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.  
Instructional Cabinet, Think Tanks, Study Groups, Inquiry Teams, Vertical Planning Sessions, Cross Curriculum Inquiry Teams
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.  
Extended day, AIS, Child Study and Special Inquiry Teams, Learning Leaders, CTT Classes, Monthly Pupil Personnel and Evaluation meetings
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.  
N/A

## 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 identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA. **Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (☑) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (☑)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			\$285,310		
Title II, Part A	Federal	✓			\$ 24,218		
Title III, Part A	Federal	✓			\$ 15,000	Title III Translation \$2,014	
Title IV	Federal						

**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.

**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.

IDEA	Federal					
Tax Levy	Local	✓			\$3,244, 892	

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

There are no Students in Temporary Housing currently attending 25Q079.

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 079 Francis Lewis					
<b>District:</b>	25	<b>DBN:</b>	25Q079	<b>School</b>		342500010079

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	55	67	71		95.0	96.0	96.2
Kindergarten	123	112	118				
Grade 1	101	120	135	<b>Student Stability - % of Enrollment:</b>			
Grade 2	144	102	123	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	133	139	110		96.6	96.9	95.2
Grade 4	141	134	149				
Grade 5	133	140	135	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		26.3	47.9	48.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	3
Grade 12	0	0	0				
Ungraded	0	0	3	<b>Recent Immigrants - Total Number:</b>			
Total	830	814	844	(As of October 31)	2007-08	2008-09	2009-10
					0	0	5

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	9	19	Principal Suspensions	5	0	0
# in Collaborative Team Teaching (CTT) Classes	63	60	59	Superintendent Suspensions	1	0	0
Number all others	49	47	47				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	56	55	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	7
# receiving ESL services only	74	59	TBD				
# ELLs with IEPs	8	15	TBD	Number of Educational Paraprofessionals	3	4	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.9	89.1	92.2
				% more than 5 years teaching anywhere	66.1	72.7	86.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	96.0	94.1
American Indian or Alaska Native	0.5	1.0	0.8	% core classes taught by "highly qualified" teachers	98.8	100.0	100.0
Black or African American	0.1	0.5	0.5				
Hispanic or Latino	15.3	15.4	17.7				
Asian or Native Hawaiian/Other Pacific	29.3	29.1	31.4				
White	54.7	53.4	49.6				
<b>Male</b>	51.7	50.7	53.9				
<b>Female</b>	48.3	49.3	46.1				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	34.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	2.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

## 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 School Wide 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

1. Enter the anticipated Title I allocation for the school for 2010 – 2011           \$ 285,310
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program           \$2853
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified   \$14,266
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year 100%
5. If the percentage of high quality teachers during 2010-2011 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.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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. For additional information, please refer to the 2010 -2011 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **SCHOOL-PARENT INVOLVEMENT POLICY**

### **I. STATEMENT OF PURPOSE**

#### **SCHOOL VISION AND MISSION:**

At P.S. 79, we believe that all students can achieve their true potential. It is the mission of the P.S. 79 school staff to familiarize themselves with our students and to give them what they need to accomplish their academic goals. All of our efforts maintain our students' academic, emotional and social growth and development, working together with parents and the faculty in our school community so we can uphold and maintain high standards. We work conscientiously to encourage positive behaviors and outlook. There is a positive reception and respect for the diverse culture, race and ethnicity of all our students that embody our school, as well as a sense of dedication and pride in the work that we do. Parent involvement activities cultivate the supportive relationship between the home and the school.

### **II. PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY**

Parental involvement in developing the policy came from the School Leadership Team, consisting of 6 parents, 4 teachers and 2 administrators. The SLT meets monthly after school to focus on the needs of the children and our school. We will continue the development of the school's Parent Involvement Policy. As a School Wide Program (SWP) we will continue our outreach to all parents.

### **III. SCHOOL-PARENT COMPACT**

According to the Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent compact together. Our compact (see attached) outlines how staff and parents will share responsibility for encouraging high student achievement. Parents will receive the compact from our school which will outline the responsibilities of teachers and parents for helping students achieve their goals. Parents are asked to sign and return the compact to the school, to make certain that every parent has been given notice.

### **IV. TYPES OF PARENTAL INVOLVEMENT**

PTA meetings and Executive Board meetings at PS79 are held monthly and are scheduled between daytime and evenings. Parent workshops and school performances take place in the afternoons and evenings. Many parents attend school performances and class trips. Our school has organized a list of parents that can serve as language interpreters during parent-teacher conferences. Memos, calendars, letters, monthly newsletters and reminders are sent home frequently, as well as many other informative literatures. If

translators are not available, stamps are available in a variety of languages to inform parents of important information that they should have translated. There is a cadre of very involved parents who participate in all activities – auditing, box tops, budget, 5<sup>th</sup> grade year book, fundraising, 5<sup>th</sup> grade graduation, hospitality, lice check, membership, school store and vision. Parents also serve as Learning Leaders working with children in one to one tutoring to provide additional academic support. Parents also participate in workshops relating to testing and standards, family literacy, math activities, parenting skills, and the transition from elementary to middle school. These presentations and workshops are given on and off site. In May, we conduct an annual career day which involves parents from all different backgrounds & occupations to speak to different grades. We invite and include the vast parent population so that all parents can stay interested and actively involved in their children’s academic and social development. **PS79** values the at-home assistance parents give to their children, such as reading to, listening to and talking with their children. In addition, various parental involvement opportunities are available to all our parents at the school. Examples of parent participation programs include the following: Parent Workshops facilitated by the Parent Coordinator (include bullying, self-esteem, setting limits, math and literacy workshops on assessment, arts & crafts, Dial-a-Teacher, workshops facilitated by our ESL staff in an effort to provide language acquisition opportunities for our parents, health related topics, as well as workshop specifically targeted for our Collaborate Team Teaching classes (CTT). Our Parent Coordinator strongly advocates the use of the ARIS program, which further enables parents to track and reinforce their child’s academic history and performance. Parent Workshops are facilitated by staff (include family literacy, math and technology nights, workshops related to curriculum, Meet the Teacher week). Information is shared with parents to enable them to work with children at home.

## **V. CORRESPONDING PROGRAMS FOR THE NEEDS OF OUR COMMUNITY**

Each year, PS 79 will review the needs of parents and children in this community, through a variety of measures- including questionnaires sent home to parents for workshops and programs held at the school. Our Parent Coordinator will conduct outreach through meeting parents at arrival and dismissal as well as by telephone. Parents are equally encouraged to meet with and telephone the Parent Coordinator to discuss their interests and needs.

Workshops facilitated by the Parent Coordinator, as well as by staff, will be planned to meet the needs and interests of the parent community, particularly those of our Title I students.

## **VI. STAFF-PARENT COMMUNICATION**

Communication with parents will take place in various ways.

- Information and suggestions for parents are shared on the school’s website.
- A monthly newsletter disseminates information about all school activities and provides parents and staff with upcoming events.
- Parents are invited to Parent Teachers Conference, Meet the Teacher Week, Writing Celebrations and School Performances
- Parents and Teachers communicate on a one-to-one basis frequently through letters, meetings and phone calls.

## VII. EVALUATION

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program and parents will be asked for their input. The evaluation will include an analysis of how much parental involvement is increasing and what hurdles to parental participation still need to be overcome. The school will modify Parental Involvement Policy on the basis of this review.

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

**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 at: <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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. For additional information, please refer to the 2010-1011 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### PS 79 Francis Lewis School School-Parent Compact School Responsibilities/Obligation

As a staff member, I agree to encourage and support my students' learning by:

- making sure curriculum instruction is high-quality and meets the state's academic guidelines and achievement standards
- ensure that my teaching time is used resourcefully
- make available a safe, encouraging and effective learning environment
- respect the diverse culture, race and ethnicity of all my students
- uphold my "highly qualified status" to ensure accountability
- open all avenues of communication to my students' parents, via conferences, report cards, phone calls, email, notes/letters and progress reports
- provide frequent assessments and continuous feedback on how each child is progressing academically

Staff Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian Responsibilities/Undertaking**

As a parent/guardian of a student of PS 79, I agree to maintain and support my child's learning in the following manner:

- Monitor my child's attendance
- provide sufficient study time and make certain that all homework assignments are completed daily
- having open correspondence with my child's teacher for school related issues/reading, signing and returning all correspondence
- making sure my child reads a minimum of 20-30 minutes, writing a reading response and initialing their log
- make sure my child goes to bed at a sensible time, ensuring my child is well rested and able to be an active participant in school
- attend PTA meetings, serve on school-wide committees, go to parent teacher conferences, Meet-the-Teacher or any other parent gathering when notified and requested
- ensure that lifelong principles of good learning habits are instilled

Parent's / Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student Responsibilities/Undertaking**

As a student, I agree to share the responsibility to develop my academic achievement and to meet my city and state's high principles for learning by continually doing the following tasks:

- attend school daily and on time
- make sure all daily homework assignment, projects and reports are completed on time
- make sure to communicate to the teacher when something taught in school is not understood, is difficult or if clarification and/or further instruction is needed
- make sure that I read a minimum of 20- 30 minutes daily at home exclusive of homework assignments and write a response and returned to school
- participate in class: group discussion, raising hand to answer and ask questions
- have manners and exhibit respect for teachers and students, as well as property inside my classroom, cafeteria, playground, hallways and all other school environment
- make sure that my bag is properly organized and packed with all necessary books.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>207</b>	District <b>25</b>	School Number <b>079</b>	School Name <b>Francis Lewis School</b>
Principal <b>Paula Marron</b>		Assistant Principal <b>Fran Walters</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Michele Ehrlich - ESL</b>		Guidance Counselor <b>Michele Weggeland</b>	
Teacher/Subject Area <b>Nanette Dougherty - Librarian</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Debbie Fine - 4<sup>th</sup> Grade</b>		Parent Coordinator <b>Jennifer Fertile</b>	
Related Service Provider <b>Neil Curtis - AIS</b>		Other	
Network Leader <b>Peggy Miller</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>843</b>	Total Number of ELLs	<b>66</b>	ELLs as Share of Total Student Population (%)	<b>7.83%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

P.S. 79 has one fully certified ESL teacher conducting a freestanding push-in / pull-out model. 66 ELLs out of 843 total students represents 7.83% of the total student population at PS 79 as English Language Learners. These students are initially identified by administering the home Language Identification Survey (HLIS). Also included are the informal oral interview in English and in the native language, and the Language Assessment Battery – LAB-R. The ESL teacher is responsible for conducting the initial screening and administering the HLIS and LAB=R as needed. As required under CR Part 154, beginners and intermediate ELL students receive eight 45 minute periods each week. Advanced ELL students receive four 45- minute periods of ESL per week. ELL students are grouped by grade and English language proficiency. ELL students are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT).

There are structures in place at the school to ensure that parents understand the three program choices: transitional bilingual, dual language, and freestanding ESL. The school aims to stay in close contact with ELL parents. The school informs parents of HLIS administration, explains students' eligibility for ELL services, and collects and retains forms that indicate the parents' program choice for students. To encourage informed choice, the school provides parents of newly enrolled ELL's with information on the different ELL programs that are available.

Because the state requires that ELL students are placed in the appropriate program within ten days of enrollment, the school provides parents with entitlement letters quickly and efficiently in order to get their timely input. The school makes every effort to ensure that all parent surveys and program selection forms are returned. There are always exceptions to the rule. If a form is not returned, the default program for ELL students is the Transitioned Bilingual Education (TBE) as per CR Part 154. However, since P.S. 79 has no TBE program these students are automatically placed in the ELL Program.

Parents of ELL students often speak a language other than English. The school uses the translated materials (brochures, DVD's) and services offered by the Department of Education's Translation and Interpretation Unit, including document translation and onsite interpretation services as needed. Informational question and answer services at the school are provided through group orientations at the beginning of the year. However, the school keeps parents informed throughout the year in a number of ways: one-on-one meetings, phone conversations, regional presentations and informational packets. The parent coordinator works closely with the ELL instructional staff to coordinate school events for ELL parents and delivers translated information to them in a timely manner.

After reviewing the Parent Survey and Program Selection 4 forms for the past few years, the trend in program choices requests is as follows:

- The majority of the parents selected the ESL Program as their first choice. Since P.S. 79 offers an ESL Program, this program is aligned with what parents have been requesting.
- Parents who selected a bilingual program as their first choice generally opted for the ESL Program so that their children could remain in the designated neighborhood school.

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years	16	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 50	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	66
<b>Total</b>	<input type="checkbox"/> 50	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	66

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	4	0	0	0								10
Chinese	6	7	7	1	6	0								27
Russian	0	0	0	0	1	0								1
Bengali														0
Urdu				1										1
Arabic		2												2
Haitian														0
French														0
Korean	2	5	1	3	5	1								17
Punjabi														0
Polish														0
Albanian	1					1								2
Other		2	2	0	1	1								6
<b>TOTAL</b>	<b>11</b>	<b>20</b>	<b>14</b>	<b>5</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>66</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## I. Instructional Program

- a. The organizational models are push-in (co-teaching) and pull-out.
- b. Program models that are followed are heterogenous and ungraded.

2. The ESL teacher teaches full-time with push-in support for two periods weekly. The ESL teacher pushes in three periods a week to collaboratively teach with a kindergarten and fourth grade teacher.

- a. As per CR Part 154 Beginning and Intermediate ELLs receive 360 minutes per week of instruction. Advanced ELLs receive 180 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ELA instruction in their mainstream classrooms.

3. Description of Program – The program facilitates successful second language acquisition (listening, speaking, reading, writing.) Students receive instruction in a whole language environment. The involvement of ELLs in content-based experiential learning activities facilitates acquisition of academic language proficiency. As per the Chancellor’s recommendations for ELLs the program for ELLs will be aligned with the comprehensive core curriculum in mathematics and literacy.

### Integrating ESL methodologies into the balanced literacy approach

-ELLs are supported by read aloud, interactive read aloud and shared reading experiences by using pictures, gestures and voice inflection to convey meaning, pointing to pictures and words as you read, dramatizing, providing realia and manipulatives, allowing students to respond non-verbally to comprehension questions.

-Some ESL teaching techniques that include ELLs in the guided reading approach are: pre-teaching basic vocabulary, key phrases and concepts from selection by using realia, visuals, gestures and dramatization, “picture walks”, “echo reading”, finding clues for inferential questions.

-ELLs are included in the independent reading experience by having available leveled library books, i.e., beginning books would include picture and concept books.

-Other balanced literacy approaches include: reading partnership with English speaking and/or bilingual partners and reading conference.

### Integrating ESL methodologies into the Writing Process Approach

-Some of the writing scaffolds for beginning ELLs are: oral discussion, partner stories using pictures and wordless books, creating concept books, creating peek-a-boo stories or riddle books, pattern poems, from personal journals to dialogue journals to buddy journals, clustering.

-Strategies to assist intermediate writers include Show and Not Tell, sentence combining or shortening, sentence models, mapping.

### Integrating ESL Methodologies into the Math Workshop Model

-Use of manipulatives to reinforce learning, problem-solving techniques; use of technology (Smartboard).

4. ELL subgroups receive differentiated instruction:

- a. SIFE students receive ESL instruction as described above, with the addition of an interactive software program called Imagine Learning English (NYSTL software approved) that individualizes instruction for elementary level ELLs, students with disabilities, struggling readers, and early childhood.

- b. The plan for ELLs in US schools for less than three years:

-Use of Whole Language Approach utilizing Language Experience Approach, Shared Reading with Big Books and Sustained Silent Reading.

-Whole Language methods that promote writing are dictated stories/creative writing, story completion, and dialogue journal writing.

-ELLs who take the ELA exam are given extra support through ESL and mainstream teacher collaboration and AIS (Academic Intervention Services) during the school's extended day program.

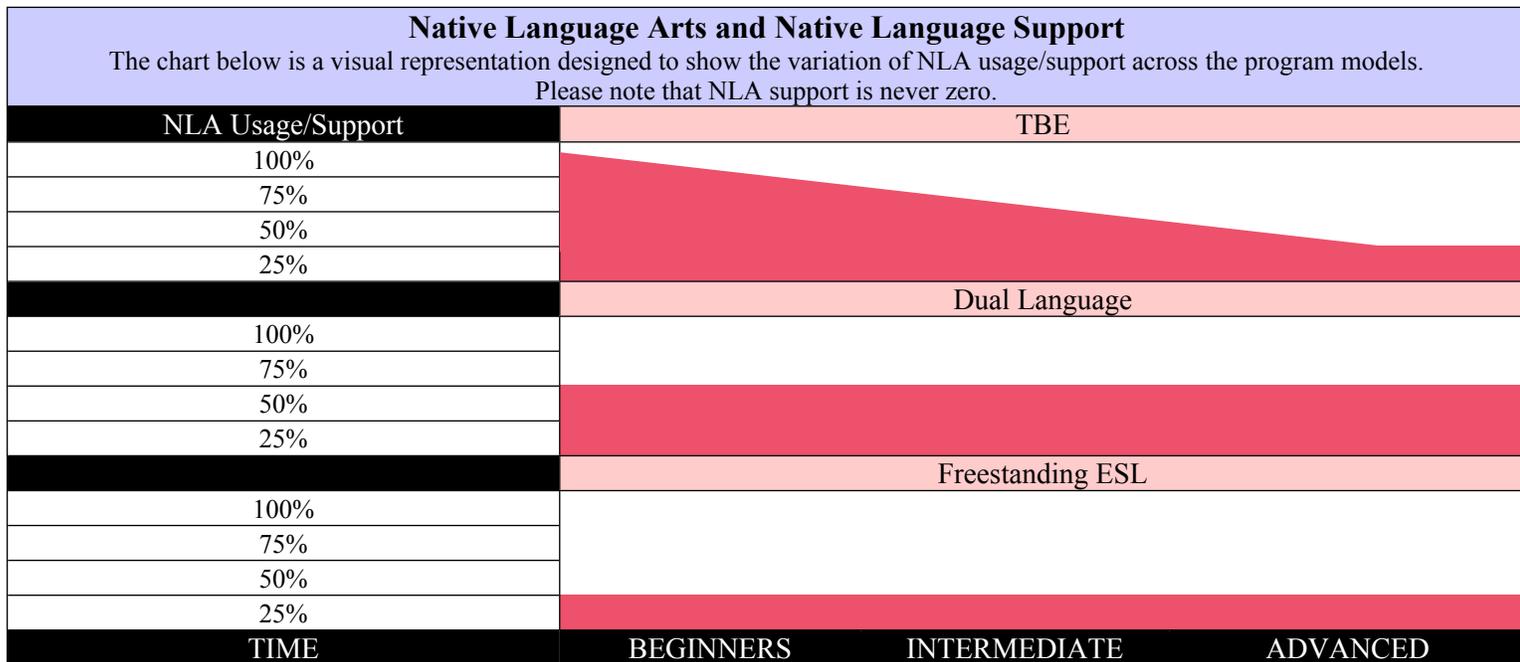
- c. For students who have been in ESL for more than 4 years, we are providing additional instructional time during extended day program. An Inquiry Team is collaboratively working to support the reading and writing curriculum for these students.

- d. n/a

- e. ELL students with special needs receive ESL instruction as described above and small group strategy lessons, one-to-one tutoring and collaborative team teaching. The Academic Intervention Specialist pushes into the ESL classroom twice a week to support these students.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

#### 5. Integrating ESL methodologies into the balanced literacy approach

-ELLs are supported by read aloud, interactive read aloud and shared reading experiences by using pictures, gestures and voice inflection to convey meaning, pointing to pictures and words as you read, dramatizing, providing realia and manipulatives, allowing students to respond non-verbally to comprehension questions.

-Some ESL teaching techniques that include ELLs in the guided reading approach are: pre-teaching basic vocabulary, key phrases and concepts from selection by using realia, visuals, gestures and dramatization, "picture walks", "echo reading", finding clues for inferential questions.

-ELLs are included in the independent reading experience by having available leveled library books, i.e., beginning books would include picture and concept books.

-Other balanced literacy approaches include: reading partnership with English speaking and/or bilingual partners and reading conference.

#### Integrating ESL methodologies into the Writing Process Approach

-Some of the writing scaffolds for beginning ELLs are: oral discussion, partner stories using pictures and wordless books, creating concept books, creating peek-a-boo stories or riddle books, pattern poems, from personal journals to dialogue journals to buddy journals, clustering.

-Strategies to assist intermediate writers include Show and Not Tell, sentence combining or shortening, sentence models, mapping.

#### Integrating ESL Methodologies into the Math Workshop Model

-Use of manipulatives to reinforce learning, problem-solving techniques; use of technology (Smartboard).

All programs are offered in English.

6. The plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT: these students continue to receive extended time and separate location on state assessments; are offered our extended day program and after-school program.

7. A Title III after-school program will be implemented in the upcoming school year. The ESL teacher will increase the number of push-in periods per week.

8. n/a

9. Our music program (school band) is offered to all students who are interested in participating. Parents are notified of all school and after-school activities in their home languages.

10. More than 25 classrooms in our school utilize smartboard technology. Before the end of the year our second computer lab should be up-and-running. Most homeroom classes attend technology class once weekly. Additionally, our school's website offers a Portaportal which includes ESL links for multiple grades to support them in academic subject areas.

11. English is the only language of instruction. The ESL teacher is fluent in Chinese and Spanish but does not use it to deliver instruction.

12. Yes, the services support and resources correspond to K-5 ages and grade levels.

13. n/a

14. n/a

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. The ESL teacher is working with the Children First Network (CFN) ELL Support Specialist. She works with a mentor two hours per week. In addition the assistant principal and a fourth grade classroom teacher are working to support her.
2. The guidance counselor and social worker work with staff to assist ELLs as they transition from elementary to middle school.
3. ELL professional development for all staff members is provided during faculty conferences and workshops during Chancellor's conference days.

#### **E. Parental Involvement**

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

1. Parents of ELLs are involved in their child's ESL progress through regularly scheduled parent/teacher conferences. They are updated as to their child's progress through class report cards as well as ESL progress reports. Parents are encouraged to become active in the PTA, to attend class trips and volunteer for class activities, to attend adult ESL classes and to network among each other.

-Project Jump Start – At the time of registration in the spring, prior to the opening of school in September, the Home language Identification Survey is administered to parents of all students new to the NYC public school system. These HLIS forms are reviewed immediately upon return to identify “potential ELLs” (i.e. those students who have a home language other than English and are eligible to be LAB tested). This process expedites the testing procedures to be followed in the fall of the following school year. At this time, a parent orientation is scheduled for all newly admitted “potential ELLs”. Parents are informed about the ESL program, procedures, and the selection process (in the event that their child becomes eligible for ESL or bilingual services.)

For students enrolled during the school year, parent orientation sessions are conducted on an as needed basis. Identification of ELLs is determined by administering and scoring the LAB-R to determine whether the student is entitled to a bilingual or ESL program. Parents are informed of the child's entitlement to a bilingual or ESL program by sending a copy of the new ELL Entitlement Letter with the Parent Survey and Program Selection Form attached. The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. All of these forms are translated versions. Parents are informed with information on the different ELL programs that are available through translated brochures and DVD's provided by the Office of ELLs. Because parents often speak a language other than English P.S. 79 uses services offered by the Translation and Interpretation Unit, including document translation, phone conversations and onsite interpretation services, as needed. Translation and interpretation services, usually provided by parent volunteers, are utilized for phone conferences or any communication to parents of ELLs that needs to be sent home. People come in during Parent/Teacher conferences to provide translation through LIS (Language Interpretation Services).

2. The school does not partner with other agencies or CBOs.

3. There is an initial parent orientation meeting scheduled in early October, 2010 for newly enrolled “potential ELLs”. For students enrolled during the school year, parent orientation sessions are conducted on an as-needed basis. At each parent orientation session, the following information will be provided to parents in English and, to the extent practicable, their home language: a) An overview and

information about services/program for ELLs; b) Information about how continuity of participation in a program, be it bilingual or ESL, promotes student performance; c) Information about the requirement that once selections are made, it is for the duration of the school year or school term; d) Information that parents have the right to withdraw their child from a bilingual program; e) an opportunity to ask questions; f) an opportunity to view the video tape, “The Parent Connection: A Resource for Parents of Newly Enrolled English Language Learners”. g) A copy of the Parent-Connection-Parent’s Guide; h) A Parent Survey and Program Selection Form; i) Information about the requirement that if the Parent Survey and Program Selection Form is not returned, their child will be placed in a bilingual program at the school if there are sufficient numbers to do so, or in an ESL program. As per the Chancellor’s seven recommendations for ELLs, the parent coordinator is introduced to parents at this meeting in order to improve communication with parents and families of ELLs. The parent coordinator sends home surveys (translated to home languages) to evaluate parents' needs.

4. The school provides translated informational documents, surveys, and notifications to parents of ELL’s during the identification and placement process: The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and Program Selection Form, Parent Notifications, Entitlement Letter, Non Entitlement Letter, Placement Letter. The school also provides oral interpretations for parent teacher conferences and for meetings with administration and teachers.

## 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)	3	8	0	0	0	2								13
Intermediate(I)	4	8	4	4	6	0								26
Advanced (A)	4	4	10	1	7	1								27
Total	11	20	14	5	13	3	0	0	0	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	0	0	13

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		7		4		14
4	1		1		0		0		2
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

the data provides are:

- current reading level and growth over time in reading
- fluency rate
- spelling inventory
- writing assessment
- concepts of print
- letter-sound recognition

We also use the NYSESLAT listening and speaking components to evaluate these areas.

We use this information in order to target student strengths and weaknesses, group students for small group and strategy lessons, and provide for extra support and remediation.

Fountas & Pinnell Reading Levels as of September 2010

Grade Level / Number of Students	Reading Level Range	Above	At Level	Below Level
K / 12 students	Pre-emergent	0%	100%	0%
1 / 18 students	A-F	0%	33%	66%
2 / 14 students	B-L	6%	50%	44%
3 / 5 students	E-J	0%	0%	100%
4 / 13 students	G-P	0%	7%	93%
5 / 2 students	A-M	0%	0%	100%

2. Comparison of the LAB-R and NYSESLAT scores to grades indicates that students are more proficient in listening and speaking and can benefit from additional support in reading and writing.
3. Patterns across NYSESLAT modalities determine differentiated instructional needs and additional services. Students need support in reading comprehension, academic vocabulary, reading and writing in content areas and expository writing. This determines the number of small groups formed, scheduling of push-in support and AIS services.
4.
  - a. With the exception of two students, all ELLs take assessments in English. Based upon the results of these tests determination is made for scheduling of after-school support.
  - b. The results of the Periodic Assessments allow teachers to focus in on student weaknesses in order to determine types of additional support.
  - c. The native language is not used in the ESL classroom. The school is learning from the Periodic Assessments that ELLs need differentiated, scaffolded support in reading comprehension and expository writing.

### 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		