



P.S. 080 THURGOOD MARSHALL MAGNET

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 080 THURGOOD MARSHALL MAGNET
ADDRESS: 171-05 137 AVENUE
TELEPHONE: 718-528-7070
FAX: 718-949-0963

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010080 **SCHOOL NAME:** P.S. 080 Thurgood Marshall Magnet

SCHOOL ADDRESS: 171-05 137 AVENUE, QUEENS, NY, 11434

SCHOOL TELEPHONE: 718-528-7070 **FAX:** 718-949-0963

SCHOOL CONTACT PERSON: PAULETTE GLENN **EMAIL ADDRESS:** pglenn@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denitra VanDuzen

PRINCIPAL: PAULETTE GLENN

UFT CHAPTER LEADER: Louise Bowens-Brown

PARENTS' ASSOCIATION PRESIDENT: Grace Dena Hodge

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** CFN 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: JEANNETTE REED

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
Paulette Glenn	Principal	Electronic Signature Approved. Comments: Additional Information has been added to the school's Needs Assessment Section.
Louise Bowens-Brown	UFT Chapter Leader	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Kenneth Schorr	UFT Member	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Valerie Byrd	DC 37 Representative	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Sheila Grant	UFT Member	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Dena Hodge	Parent Association President	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Bernadette Morgan	Parent	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section

Michelle Haynes	Parent	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Denitra VanDuzen	Parent	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Margret Williams	Parent	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section
Emery Barber	Parent	Electronic Signature Approved. Comments: Additional information has been added to the Needs Assessment section

* 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.

VISION STATEMENT

Thurgood Marshall will become a School of Excellence where all students, parents, and staff work together to help our students exceed the standards in all academic areas.

MISSION STATEMENT

The Mission of the Thurgood Marshall School Community is to educate, motivate, and challenge all students:

To become lifelong learners, risk takers and problem solvers

To foster creative expression through literacy, music and the arts

To encourage the advancement in mathematical thinking and technology

To embrace the parent community as partners in education

To emphasize community involvement

The goal of the Thurgood Marshall Community is to empower each child with the social, intellectual, and critical skills that will enable them to reach their potential as adults in a global society .

Public School 80 is located in the South East section of Queens, New York. This kindergarten to fifth grade school serves a population of approximately 603 students whom are predominately African American. The school is a central part of the community to many of the students and their families. The school building is well-kept, barrier free, and wired for 21st century technology. PS 80 is proud of the students' accomplishments as evident by the prominently displayed student work.

According to the latest available ethnic data, 49.59% are male and 50.41% are female; 1.66% of the students are White; 81.26% are Black; 6.14% are Hispanic; 2.32% are Asian or Pacific Islander; 0.17% are American Indian /Alaskan and 8.46%not reported. Approximately 30 percent of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. Additionally, less than 3 percent of the students are English language learners (ELLs), and receive ESL services. The majority of students are from low-income families, and more than 64% qualify for free lunch.

The school houses (2) kindergarten, (3) first grade, (3) second grade, (3) third grade, (2) fourth grade, and (3) fifth grade classes in general education, (9) self-contained special education classes from K-5, and (6) Intergrated Collaborative Teaching(ICT) classes (grades K-5). There is also a freestanding ESL program with language support for grades K-5, which serves English language learners. The average class size in kindergarten through second grade, following the Early Grade Class Size Reduction Program, is twenty (20) students. The average class size in third, fourth and fifth grade is twenty-five (25) students. Students are heterogeneously grouped within each grade.

The student body is served by 127 professionals and support staff, including (1) principal, (2) assistant principals, (50) teachers, (1) literacy staff developer, (1) mathematics coach, (1) guidance counselor, (25) paraprofessionals, (1) parent coordinator, (2) secretaries, (1) school safety officers, (7) school aides, and (10) additional support personnel. 100% of all the teachers on staff are fully licensed and certified, 95.2% have more than 5 years teaching experience, and more than 89% hold a Masters Degree.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 080 Thurgood Marshall Magnet								
District:	28	DBN #:	28Q080	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.7	93.6	TBD		
Kindergarten	81	91	97						
Grade 1	92	99	107	Student Stability - % of Enrollment:					
Grade 2	114	98	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	114	100	84		93.6	91.81	TBD		
Grade 4	101	107	107						
Grade 5	104	97	113	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		56.4	67.2	77.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	30	TBD		
Grade 12	0	0	0						
Ungraded	16	17	30	Recent Immigrants - Total Number:					
Total	622	609	639	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					4	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	97	85	95	Principal Suspensions	7	14	TBD		
# in Collaborative Team Teaching (CTT) Classes	47	41	48	Superintendent Suspensions	4	5	TBD		
Number all others	31	33	36						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	33	18	26	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	23	Number of Teachers	63	58	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	25	25	TBD
				Number of Educational Paraprofessionals	8	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	79.4	82.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.1	65.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	90	TBD
American Indian or Alaska Native	0.6	0.2	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	96.2	TBD
Black or African American	86	85.4	87.5				
Hispanic or Latino	7.9	7.1	6.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	3.3	3.8				
White	3.2	1.8	1.6				
Multi-racial							
Male	52.7	53.4	51.8				
Female	47.3	46.6	48.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	27.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The major area of concern at Public School 80 is that students are not achieving the proficiency level as measured by results on State standardized assessments. A review of the Spring 2010 State standardized assessments indicated that only 36.8% of students achieved a level 3 or 4 in English Language Arts, and only 39.9% of students achieved a proficiency level of 3 or 4 in Mathematics. The academic performance of special education students and English language learners is of particular concern. 17% of our students in grade 3, 34% of our students in grade 4, and 25% of students in grade 5 scored at a Level 1 or 2 in English Language Arts. 8% of our students in grade 3, 22% of our students in grade 4 and 16% of our students in grade 5 performed at a Level 1 or 2 in mathematics.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. One strength of the school is that it has a customized extended morning program as well as intensive guidance and support services that are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-5 students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk (including students in special education and English language learners) will receive appropriately targeted services.

One accomplishment is a school-wide academic instruction services period has implemented in our school which enables students to enhance, enrich, and extend literacy and mathematics strategies acquired during previous lessons. During the AIS period, instruction is differentiated so that students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will work in various learning settings; i.e., paired, small groups (guided reading/strategy lessons), or individually. They will do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. Students will work on specific content areas in mathematics through foldables, problem solving, working with a partner or in small groups to share their content knowledge. Teachers will use rubrics to monitor and assess students' progress towards short and long term goals.

Another accomplishment of Thurgood Marshall is that the school has done well on all three Quality Reviews. Each suggestion made by each Quality Reviewer was addressed by the school leadership and faculty. Each Quality Reviewer commented on how well the school and

teachers were using data to drive their instruction. Based on the recommendations of the Quality reviewers the school has implement Inquiry Teams across grade levels and each of these teams are lead by a classroom teacher. These classroom teacher leaders are helping to build leadership capacity within the building. The teams are also learning to present their findings to the school population during professional development. The schools has also begin to use a system that allows parents immediate access to current student data in all subject areas and progress reports that can be generated at any time during any marking period.

Thurgood Marshall continues to work on improving the main areas of concentration. The school received an A on the 2007-2008 City's Progress Report Card and during the 2008-2009 school year, the school received a B on the City's Progress Report Card. This past year 2009-2010, the school received a C on the City's Progress Report Card. The school has been challenged to improve the progress of our students as well as the grade received on the City's Progress Report Card. The percentage of students making annual yearly progress in ELA and Mathematics has decreased significantly this year. In addition, the percentage of overall students achieving at or above grade level standards has also decreased in ELA and Mathematics. This year, 36.8% of our students achieved proficiency levels in ELA and 39.9% of our students achieved proficiency levels in Mathematics. 2.4% of our self-contained students, 11.5% of our ICT students and 15.4% of our SETTS students achieved proficiency levels in ELA. 0% of our self-contained students, 15.4% of our ICT students and 30.8% of our SETTS students achieved proficiency levels in Mathematics. In response to the decrease in proficiency levels the school will implement an afterschool program and possibly a Saturday Academy to offer academic support to struggling students.

We are also challenged by having almost a third of our student population with Individualized Educational Plans and trying to prepare them to meet or exceed the state standards. The school has implemented planning meetings on each grade level, inquiry teams across grade levels and meetings with the content specialist from our network. These meeting help all teachers to examine best practices and ways to modify lessons to meet the needs of all students.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, the number of students receiving Proficiency levels of 3 or 4 on the NYS ELA and NYS Mathematics Exams will increase by 5%	<input type="checkbox"/> Grade Level Proficiency NYS ELA Exam NYS Mathematics Exam
<input type="checkbox"/> By June 2011, fifty percent of the students in the ICT and self-contained classrooms with IEPs will receive a level two or greater on the NYS exams.	<input type="checkbox"/> Students with IEPs NYS Exam
<input type="checkbox"/> By June 2011, 100% of our Inquiry Team work will focus on the needs of the school based on the school report card and progress report.	<input type="checkbox"/> Inquiry Team Data driven focus
<input type="checkbox"/> By June 2011, at least 5% of our parents will become a part of the P.S. 80 Parent Academy.	<input type="checkbox"/> Parental Involvement Parent Awareness
<input type="checkbox"/> By June 2011, 100% of our classroom teachers will create and align their ELA and Math lessons based on the Common Core Standards.	<input type="checkbox"/> Standards based instruction Teacher

	professional development
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SECTION VI: ACTION PLAN

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

Subject Area (where relevant) : English Language Arts and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, the number of students receiving Proficiency levels of 3 or 4 on the NYS ELA and NYS Mathematics Exams will increase by 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The Staff Developer will support teachers as they use formal and informal assessments and then differentiate instruction and set goals for each child. Teachers, Administration and the school’s Staff Developer are also sent to Professional Development facilitated by the CFN and DOE Grade meetings will provide opportunities for teachers to share their experiences and support one another. Students will receive small group instruction Teachers will attend a series of professional development sessions on using data to drive instruction. Teachers will implement different types of instructional strategies to support differentiated instruction. Teachers will set goals for students and track the success of newly implemented strategies. The Math Coach will support teachers as they use the Acuity Math Assessments with students, then differentiate instruction and set goals for each child. Teachers, Administration and the school’s Math Coach are also sent to Professional Development facilitated by the CFN and the DOE. Students will receive small group instruction in mathematics Teachers will attend a series of professional development sessions on using mathematics data to drive instruction. Teachers will implement different types of instructional strategies to support differentiated mathematics instruction.</p>

	<p>Teachers will set goals for students and track the success of newly implemented strategies in math. inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals.</p> <p>All inquiry team members will use the accountability tools on the ARIS website.</p> <p>The inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals.</p> <p>The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc.</p> <p>Parents will be provided with a series of Acuity workshops that focus on using technology to increase student performance.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - The Staff Developer will be funded by FSF andC4E - The Math Coach will be funded by FSF - The Network Support Specialist will be provided by the CFN - Substitue teacher coverage for workshops will be provided by the ATRs and Title I Funding - The yearly schedule was created with common preparatory periods for every grade to attend in house workshops. - Parent Involvement will use Title 1 Funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - All student in grades K-5 will be assessed 3 times during the year,using the TC running records assessments for the purpose of determining the student's appropriate reading level and then developing short and long term goals for each student based on the results of those assessments. - All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or small group instruction. - 75% of students will move at least 2 reading levels as measured bythe TC running records assessments during the school year. - Students in the 1st, 2nd and 3rd grade targeted populations will show accelerated progress in literacy as per results of their six week EdPerformance assessments and their Running Records. (Grade 1) - All students in grade K-5 will be assessed at the end of each chapter and unit,

	<p>using the McMillan McGraw Hill Math Assessments for the purpose of determining student progress.</p> <ul style="list-style-type: none"> - Short and long term goals will be developed based on the results of those assessments. - All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or small group instruction. - Students will show accelerated progress in mathematics as per results of their six week EdPerformance Assessments and Early Childhood Assessment in Mathematics (Kdn.). - 75% of students will perform at a level 3 or above on the end of unit MacMillan McGraw Hill Math Assessment. - Inquiry team members will use the accountability tools on a regular basis (Quality Review, Progress Report, Acuity Periodic Assessments, ARIS and the TCRWP Assessment Pro) to make informed instructional decisions about General and IEP students and how they make progress in English Language Arts and Mathematics. - The number of students making annual yearly progress on the state literacy and mathematics exams will increase by 5% by June 2011.
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Subject Area
(where relevant) :

NYS Exams and Students with IEPs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, fifty percent of the students in the ICT and self-contained classrooms with IEPs will receive a level two or greater on the NYS exams.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The SETSS Teacher, Staff Developer and Math Coach will support teachers in ICT and Self-Contained classes as they differentiate instruction for students with IEPs based upon the goals set for each student in their IEP.</p> <p>Professional development will be provided to the staff in ICT and Self-Contained classes on setting specific realistic goals that can be measured and attained by the individual student.</p> <p>Grade meetings will provide opportunities for ICT and Self-Contained teachers to collaborate and support one another.</p> <p>Students in the ICT and self-contained classrooms will receive small group instruction</p> <p>ICT and Self-Contained classroom teachers will attend a series of professional development sessions on using student data to drive instruction.</p> <p>ICT and Self-Contained teachers will implement different types of instructional strategies to support differentiated instruction.</p> <p>ICT and Self-Contained Teachers will set goals for students and track the success of newly implemented strategies.</p> <p>The ICT and Self-Contained classroom teachers will meet regularly to plan lessons, collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward meeting their set goals.</p> <p>Parents of students with IEPs will be provided with a series of workshops that focus on understanding the goals set in the IEPs and ways they can assist the child at home to help them meet these goals.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Literacy Staff Developer will use FSF and C4E - Math Coach will use FSF - SETSS Teacher will use DRA Stabilization Funds - The Network Support Specialist will be provided by the CFN. - The yearly schedule was created with common preparatory periods for every grade to attend in house workshops. - Parent Involvement will use Title 1 Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - All IEP students in grades K-5 will be assessed using the Running Records three times during the school year. <p>All IEP students in grade K-5 will be assessed periodically through program assessments, Acuity assessments and classroom work for the purpose of determining student progress.</p> <p>Short and long term goals that were developed will be evaluated based on the results of those</p>

	<p>assessments.</p> <p>All classroom teachers in grades K-5 will be able to demonstrate through their lesson planning and through formal and/or informal observations that they have analyzed and interpreted assessment data to differentiate instruction through individual and/or small group instruction.</p>
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Subject Area
(where relevant) :

Inquiry Teams data driven focus

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of our Inquiry Team work will focus on the needs of the school based on the school report card and progress report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> - The Inquiry Teams are set up with teachers from different grades being represented.</p> <ul style="list-style-type: none"> - Each inquiry team has a teacher who is in charge of the group. - The teacher in charge is also a part of the Core Inquiry Team <p>The Core Inquiry team will meet to review the following data:</p> <ul style="list-style-type: none"> *student state scores/item analysis report *previous years interim assessments * school report card * school progress report *quality review *school survey <p>to determine what the focus will be for each of the Inquiry teams.</p> <p>The inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals.</p> <p>The inquiry team will share its work with the larger school community during faculty conferences,</p>

	<p>grade meetings etc.</p> <ul style="list-style-type: none"> - The inquiry team will provide professional development in the implications for instruction based on their instructional strategies. <input type="checkbox"/>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - The Inquiry Team will use Children First Inquiry Teams - The Data Specialist will use Tax Levy Data Specialist Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Inquiry team members will use the accountability tools on a regular basis (Quality Review, Progress Report, Acuity Periodic Assessments, ARIS and the TCRWP Assessment Pro) to make informed instructional decisions about General and IEP students and how they make progress in English Language Arts and mathematics.</p> <p>Students in a math targeted population will show accelerated progress in mathematics as per results of their six week EdPerformance Assessments and Early Childhood Assessment in Mathematics (Grades K, 1 and 2).</p> <p>Students in a literacy targeted population will show accelerated progress in literacy as per results of their six week EdPerformance assessments and their Running Records. (Grades K and 1)</p> <ul style="list-style-type: none"> - Targeted population data that tracks benchmarks and monitors progress toward June goals. <input type="checkbox"/>

Subject Area
(where relevant) :

Parental Involvement and Parent Awareness

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, at least 5% of our parents will become a part of the P.S. 80 Parent Academy.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Professional Development will be offered to parents in content areas.</p> <ul style="list-style-type: none"> - Each class will have a Parent Leader to represent the class during all parent meetings. - Each class parent leader will contact the parents in their class to encourage participation in school activities. - All parents will be asked to sign a parent contract that will be developed by the School Leadership Team. - The School Leadership Team, Parent Teachers Association and the Parent Coordinator will work collaboratively to share information with the community and parent body as well as recruit parents for the parent academy and school created activities. <p>The school will establish educational goals for the school year to be shared with parents. Parents and staff will be informed of these goals and all workshops and professional development sessions will be based upon them.</p> <p>Goals and Outcomes reports will be distributed to parents and staff quarterly.</p> <p>Quarterly parent newsletters informing parents of school initiatives and activities will be sent home. An ongoing multimedia presentation displayed in the main hallway will keep parents informed of the schools educational goals and outcomes</p> <p>An electronic display of school activities will be highlighted on the LED sign outside of the building. Student of the Month and Perfect Attendance Ceremonies will be held monthly</p> <ul style="list-style-type: none"> - Principal Parent Breakfasts will be held in order to keep parents abreast of school related information
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Math Coach will use FSF - Literacy Staff Developer will use FSF and C4E - School Leadership Team will use FSF - Parent Coordinator will use Parent Coordinator Tax Levy and FSF General Hol Harmless
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Develop Quarterly Goals and Outcomes Reports for parents and staff</p> <p>Maintain the school-wide communication plan</p> <p>The numbers of parents that will strongly agree in the communications area of the Learning Environment Survey will increase by 5%.</p>

	<p>Attendance and frequency of parent workshops and professional development sessions will increase by 5%</p> <ul style="list-style-type: none"> - At least 5% of the parents will become a part of the P. S. 80 Parent Academy
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Subject Area
(where relevant) :

**Common Core Standards, Teacher
Professional Development**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of our classroom teachers will create and align their ELA and Math lessons based on the Common Core Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will receive Professional Development on what defines a SMART goal.</p> <ul style="list-style-type: none"> - Teachers will receive Professional Development on the Common Core Standards and State Standards within each subject area - Teachers will meeting weekly within their grades to lesson plan - Lesson objectives will be standards based to address the Common Core and State Standards - Differentiated instruction will be identified in the lesson planning <p>Goals will be set-up for students based on their strengths and weaknesses in specific instructional areas and the common core and state standards.</p> <ul style="list-style-type: none"> - Teachers/Students will record long and short term goals reviewing what was accomplished monthly and what areas need more instruction based on the common core and state standards. - Teachers will receive formal and informal observations and walkthroughs that focus on common core and state standards based lessons.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> - Administration will use Title I, FSF General Hold Harmless - Ms. Cecere Title I, FSF - Ms. LoPorto FSF - Ms. Glenn - The Staff Developer will be funded using FSF and C4E - The Math Coach will use FSR
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Teachers will have weekly Inquiry meetings to review students who are reaching their short term goals and students who may need academic intervention. - Teachers will have weekly lesson planning meetings to collaborate with their peers <p>Students will be able to connect the classwork and homework with a specific goal they want to achieve based on the standards.</p> <ul style="list-style-type: none"> - Teachers/Students will have a written record of their long and short term standards based goals along with their successes in achieving these goals.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	71	71	N/A	N/A	6	1		34
1	97	97	N/A	N/A	12	1	1	36
2	109	109	N/A	N/A	15	10	1	33
3	110	110	N/A	N/A	17	9	5	45
4	101	101	101		69	7	4	34
5	119	119		119	90	9	4	32
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Wilson is a small group intervention program used with students who have IEPs in grades 3-5. Foundations is a small group intervention program used with students who have IEPs in grades K-2. Extended Day is offered during the 37.5 minutes of mandated small group instruction in the morning to students who are performing poorly on state or classroom assessments. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in literacy through the use of guided reading groups and small group strategy lessons.
Mathematics:	<input type="checkbox"/> Extended Day is offered in the morning during the 37.5 minutes of mandated small group instruction to students who are performing poorly on state or classroom assessments . Small Group Instruction of targeted students by the Mathematics specialist for math intervention in grades 3-5 during the day and Push-In to classrooms with a high concentration of students functioning below grade levels in mathematics. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in mathematics through the use of math games, foldables, problem solving strategies and performance tasks.
Science:	<input type="checkbox"/> Extended Day tutorial involves hands-on-science activities and review of constructive response questions and concepts from the New York State Science Standards targeted at grade 4 students.
Social Studies:	<input type="checkbox"/> Extended Day tutorial for grade 5 involves a review of constructive response questions and concepts from the NYS Social Studies Standards.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Project Save: An intervention program that counsels students on how to make the right choices in dealing with conflict. This program serves as an alternate to suspension where students work on anger management skills. <input type="checkbox"/> Peer Mediation: Our 4th and 5th grade student Mediators help their peers solve

	<p>problems during their lunch period each day.</p> <p>Counseling: We are focusing on learning good character skills including: Social Skills, School Related Skills, Friendship Making Skills, Dealing with Feelings, Stress and Alternatives to Aggression.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist provides evaluation for students with IEPs who are in need of Annual or Triennial Reviews..
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school social worker provides evaluations for students who have been referred by their teachers for the first time with high risk academic intervention needs..
At-risk Health-related Services:	<input type="checkbox"/> <p>Open airways is an intervention program that counsels students with asthma on how to avoid asthmatic episodes.</p> <p>Nutritional health is a healthy eating program that counsels students on making healthy choices in the foods they choose.</p> <p>Physical and occupational therapists working at PS 80 provide related services to both the general education and special education populations. They help students develop gross motor and fine motor skills.</p> <p>We work closely with students, teachers, parents, doctors, speech therapists, nurses, guidance counselors and administrators in order to ensure that every child has the opportunity to make the most of his or her educational experience in the least restrictive environment possible.</p> <p>Our occupational therapists (OT's) help children develop fine motor skills, strength and dexterity (handwriting, scissor skills, dressing), visual perceptual, perceptual motor and cognitive skills (letter formation, numbers, shapes, copying, graphs, problem solving, memory, reading and puzzles) and improve sensory processing skills for self-calming, increased attention span and exploration of the environment. In addition, OT's help children improve independence with daily living skills (money, eating, dressing, grooming tasks).</p> <p>Our physical therapists (PT's) help children develop their gross motor strength, coordination, balance and visual motor skills to accomplish such tasks as stair climbing and negotiating busy hallways and cafeterias, transfers, posture while sitting in chairs and on the floor, participating</p>

in physical education or on the playground with peers and use of proper body mechanics. PT's also help maintain equipment, distribute adaptive desks and chairs and assist families with the ordering of braces, wheelchairs and walkers.

Our therapists will also make referrals for assistive technology such as augmentative communication or word processors.

In the school, OT's and PT's may also be found leading movement or handwriting groups or providing in-services to staff on proper transfer techniques.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

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.

N/A

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.

N/A

Section III. Title III Budget

—

School: N/A

BEDS Code: 342800010080

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	N/A
Purchased services - High quality staff and curriculum development contracts	N/A	N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We currently use our bi-lingual parent coordinator and language paraprofessionals to provide written translation services. All notices sent by the Department of Education as well as those created in-house are translated into the language of families in need. All written notices are translated and sent home on the same day as the other notices.

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. The school currently has 20 students who receive ELL services. These services are offered through a Certified ELL Teacher. The school also has a Parent Coordinator and Paraprofessionals who translate information to parents orally or in written form. Parents who enter the school are given information on the ELL services offered in English or their Native Language. The ELL Teacher also provides professional development for the staff and conferences with the teachers of students that she services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We currently use our bi-lingual parent coordinator and language paraprofessionals to provide written translation services. All notices sent by the Department of Education as well as those created in-house are translated into the language of families in need. All written notices are translated and sent home on the same day as the other notices.

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

We currently use our bi-lingual Parent Coordinator and language paraprofessionals to provide oral interpretation services within the building. The school telephone messaging system that we use to communicate with parents is equipped to send messages in as many languages as needed. The cellular phone which was issued to the Parent Coordinator also comes with a link that provides translation services.

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>.

At the time of registration, the students and their families are given a Home Language Survey(HLS) in their native language to identify what language the child speaks. An informal interview is conducted by a certified professional. Based on the HLS information and the informal oral interview the student is identified as LAB-R eligible. Once the student is identified as a potential ELL, to ensure that the parents understand the three program choices offered in the District, an orientation video with the description of the three programs are offered in their native language within the first ten days of their child's enrollment. At such meetings, parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ESL teacher and the Assistant Principal are present at that meeting to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language learners" with important reminders about ELL program selection and placement.

The "entitlement" or "continued Entitlement" letters in their native language are sent to ELL students' homes to ensure that parents understand what program is available at P.S. 80. Parents are requested to make a choice, sign the letter and return it to school.

In case the letter is not returned in a timely manner within a week, a staff member who speaks the child's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the child is placed in ESL program by default.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$320, 349.00	\$19,364.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$193.64		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,017.45	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,034.90	*	

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

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

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

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

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

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

PS 80 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan as per school parent compact.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

 - that parents are encouraged to be actively involved in their child’s education at school;

 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

- 1. PS 80 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (PTA meetings, parent notices, quarterly newsletters, monthly calendars, school messenger phone contact system and Pupil Path {Data-cation Information System})

- 2. PS 80 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (PTA, SLT)

- 3. PS 80 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (SLT, PTA, and monthly parent workshops)

- 4. PS 80 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by

parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (This process will take form through pre and post surveys of workshops and various correspondence sent to parents over the course of the school year. A parent report card will be created to evaluate the effectiveness.

5. PS 80 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the Common Core State Standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (workshops, conferences, mainstreaming , PTA and SLT meetings.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement: (PS 80 Parent Academy)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing professional development in cooperation with the parent coordinator, SLT, and the PTA
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with yearly outreach to local Head Start via school teacher liaison, inter-visitation of local Head Start with various pre-school teachers and directors to visit classrooms in order to observe and learn expectations of entering "K" students.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (newsletters, School Messenger Service, Pupil Path, notices posted in the front and lobby of school, PTA meetings, SLT meetings, and parent coordinator meetings.)

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Paulette Glenn. This policy was adopted by PS 80 on 06/25/10 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 8, 2010.

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities:

PS 80 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Daily schedules, before and after school programs, A.I.S, monthly Interim Assessments.
2. Hold parent-teacher conferences (tri-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September, November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November and March Interim Assessments, January Predictive Assessments, Reports Cards 3 times yearly, and the annual school report card.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: November and March Parent Teacher Conferences, Monthly workshops, SLT meetings, and appointments available upon request.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: during writing celebrations, school trips, and functions and upon request with teacher.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.



The school reviewed the School Progress Report and the School Report Card to assess the needs of the students. With this information we were able to disaggregate the different populations represented within the building. We examined gender,

students with IEPs, ELL students, Ethnicity, the bottom third of our population, students that have made annual yearly progress, how specific classes performed in meeting the standards and decided:

The major area of concern at Public School 80 is that a majority of the students are not attaining proficiency levels on the standardized assessments.

A review of the Spring 2010 State standardized assessments indicated that 63.2% did not attain proficiency levels on the ELA exam and 60.1% did not attain proficiency levels on the Mathematics exams.

The academic performance of our English language learners is of particular concern: 66.6% of our students in grade 3, and 100% of our students in grade 5 scored at a Level 1 or 2 in English Language Arts. 57.14% of our students in grade 3 and 55.55% of our students in grade 5 performed at a Level 1 or 2 in Mathematics.

The academic performance of our special education population is of concern as well: 79.16% of our students in grade 3, 77.77% of our students in Grade 4 and 78.72% of our students in grade 5 performed at a Level 1 or 2 in English Language Arts. 75% of our students in Grade 3, 80.55% of our students in Grade 4 and 78.72% of our students in Grade 5 performed at a Level 1 or 2 in Mathematics.

2. Schoolwide reform strategies that:

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

Students will be given academic intervention through:

professional development of teachers on targeting students, identifying strengths and weaknesses and making decisions on the next steps to improving student performance

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students will be provided with:

- An extended morning program tailored to specific student need
- Push in/pull out programs to provide small group instruction
- AIS period with small group and differentiated instruction

o Help provide an enriched and accelerated curriculum.



Teachers will have:

- Monthly meetings with the literacy staff developer and math coach to organize and plan based on the common core state standards and the curriculum
- Weekly planning meetings with administration
- Weekly meetings with their inquiry groups to review and use the collected data to differentiate instruction for enrichment as well as remediation

o Meet the educational needs of historically underserved populations.



The historically underserved population is the majority of the schools population.

- The special needs population receives all of their mandated services and they are also mainstreamed into general education classes when possible.
- The ELL population receives their mandated services and they are placed in general, self-contained or collaborative team teaching classes based on the academic needs
- Those students in our lowest third school-wide receive extended morning services for the 37.5 minutes and small group instruction during the AIS period.

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.



For students who are at risk:

- Inquiry Teams have been established to target students in our bottom third and special education population
- At risk students also receive extended morning services for the 37.5 minutes and small group instruction during the AIS period
- The Pupil Personnel Team evaluates low achieving students to determine which type of Academic Intervention Service they will receive: SETSS, IEP Teacher,

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



The instructional strategies designed to implement state and local improvements are:

- An extended morning tailored to specific student need
- Push in/pull out programs to provide small group instruction
- An Academic Intervention Service Period
- Inquiry Teams that have been established to target students in our bottom third and special education population
- The Pupil Personnel Team evaluates low achieving students to determine which type of Academic Intervention Service they will receive: SETSS, IEP Teacher

3. Instruction by highly qualified staff.



100% of the staff is highly qualified.

All teachers have permanent certification.

Teachers have a weekly collaborative planning period.

Inquiry team teachers meet weekly to discuss teaching strategies used and their effectiveness.

Teachers attend in house professional development, professional development offered by the CFN as well as professional development offered by Teachers College.

Teachers attend one-on-one data meetings with administration.

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.



Teachers/Paraprofessionals receive:

In house Open Court and Teachers' College Workshop PD

Outside Writing Fundamentals Workshops

In house Math Professional Development

Scheduled data meetings with the Math Coach and Staff Developer

- ARIS Training workshops
- Acuity and Performance Series workshops

Inquiry team meetings with their inquiry groups, the literacy staff developer, math coach or administration

ELL workshops facilitated by the ESL teacher
Test Administration Workshops facilitated by the Testing Coordinators
the Network Support Specialist members.

- Content Specific workshops provided by the CFN and DOE
- Common Core State Standards workshops provided by the CFN and staff developer/coach
- **Data-cation Training**

Parents Receive:

- ARIS Training workshops
- Acuity training workshops
- State Assessment workshops
- SLT/CEP Workshops
- Content Specific Workshops (Parent Academy)
- Pupil Path training
- Common Core State Standards training

Administration receives:

- ARIS Training Workshops
- Acuity and Performance Series Workshop
- Inquiry Team Workshops
- Data Interpretation Workshops
- Comprehensive Educational Planning PD
- Common Core State Standards Training
- Data-cation Training

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



The school has had student teachers and substitute teachers who have demonstrated a superior knowledge of content areas and a variety of instructional strategies. These teachers are the first source for staffing the school. The veteran teachers have also recommended colleagues for possible employment as substitute teachers. Most of these recommendations have also provided exceptional staff members.

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



See parent compact

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.

See parent compact

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.

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.

Teachers meet regularly with the Staff Developer and the Math Coach to review the data collected on their students. During these meetings teachers are encouraged to focus on the next step for addressing the needs of specific students. They examine what can be done in class as well as other AIS options. Tier 1 intervention is implemented before a student is referred to the pupil personnel team. Low functioning students who do not respond to Tier 1 intervention are reviewed by the pupil personnel team to determine how they can be serviced best.

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.

The SAVE program is a program that teaches students different methods to prevent violence amongst their peers. The LEAP and Leadership program is a program that combines violence prevention and the arts.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of

upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			320,349 less 1%, 5%, 10% 61, 019 Title I Translation 1434	True	
Title I, Part A (ARRA)	Federal	Yes			19,364 less 1% - 196	True	

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

There are currently 7 students attending our school that live in temporary housing.

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

1. The Parent Coordinator will provide
 - Facilitate Parent/Child workshops
 - Information concerning the STH Liason from the Intergrated Service Center
2. The Administration will provide
 - Parent breakfasts with the Principal

3. The school will provide

- Uniforms
- School supplies
- Transportation services to and from school
- Free school meals
- Free access to organized school trips

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q080_102910-113012.docx

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 207	District 28	School Number 080	School Name Thurgood Marshall
Principal P. Glenn		Assistant Principal D. Cecere & J. LoPorto	
Coach B. Locust		Coach T. Hicks	
Teacher/Subject Area		Guidance Counselor Max Nass	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Victor Aquino	
Related Service Provider Natalia Lobanova		Other	
Network Leader Peggy Miller		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	607	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	3.29%
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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.

At the time of registration, the students and their families are given HLS in their native language to identify what language the child speaks. An informal interview is conducted by a certified professional. Based on HLS information and the informal oral interview the student is identified as LAB-R eligible. LAB-R determines English language proficiency as B (beginning), I (intermediate), or A (advanced). Consequently, ELL students' annual progress is evaluated and analyzed by the NYSESLAT scores. Students with special needs receive services as per their IEP. Once the student is identified as a potential ELL, to ensure that the parents understand the three program choices offered in the District, an orientation video with the description of the three programs are offered in their native language within the first ten days of their child's enrollment. At such meetings, parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ESL teacher and the Assistant Principal are present at that meeting to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language learners" with important reminders about ELL program selection and placement.

The "entitlement" or "continued Entitlement" letters in their native language are sent to ELL students' homes to ensure that parents understand what program is available at P.S. 80. Parents are requested to make a choice, sign the letter and return it to school. In case the letter is not returned in a timely manner within a week, a staff member who speaks the child's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the child is placed in ESL program by default.

After reviewing the Parent Survey and Program selection forms for the past few years, the main trend in program choice was determined to be a free-standing ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown													Tot #
K	1	2	3	4	5	6	7	8	9	10	11	12	

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)																0
Dual Language (50%:50%)																0
Freestanding ESL																
Self-Contained	1	2	1	5	8	3										20
Push-In																0
Total	1	2	1	5	8	3	0	0	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	1	8	6		6				20
Total	14	1	8	6	0	6	0	0	0	20

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	4	3	1								10
Chinese														0
Russian														0
Bengali					3									3
Urdu														0
Arabic														0
Haitian		1			1	1								3
French		1												1
Korean														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
Punjabi					1	1								2
Polish														0
Albanian														0
Other				1										1
TOTAL	1	2	1	5	8	3	0	20						

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.

At P.S. 80 a Pull Out model is used. Advanced students are entitled to 180 minutes a week, and beginners and intermediate - to 360 minutes of ESL a week which they receive at P.S. 80 on a regular basis. Also, ELL's are encouraged to participate in any related school activities and extracurricular activities that can be of any assistance to them.

At P.S. 80 ELL students are grouped in heterogeneous, and ungraded groups with mixed proficiency. The ESL teacher works in collaboration with mainstream teachers. Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream. ESL strategies include but are not limited to genre and author studies, standards based aims and lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.

To ensure SIFE students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives.

ELLs that are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. Long-term ELLs with higher proficiency levels are teamed with newcomers that need help. This buddy system creates a teaching/learning atmosphere from which each individual student can benefit and learn. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers. Sheltered English as well as other ESL strategies are adopted in the classrooms with ELLs.

To remediate difficulties in reading and to improve writing skills, each thematic unit integrates activities that foster critical thinking skills, consider students' interest, background, and age and language appropriate level. The instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition. Students' performance data of multiple assessments is used to meet the needs of ELLs who are new comers, long term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment.

All ELLs participate in balanced reading programs that include: Read Aloud, Think Aloud and Shared Reading strategies and visual aids to

discuss relevant details from prompts. Answering comprehension questions and retelling stories (picture support). In reading and writing - establishing routines in word study through read aloud and shared reading, teaching guided reading mini lesson that will increase reading comprehension skills: sequencing, main idea, predicting, drawing conclusions and making inferences; scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, and by analyzing picture prompts; helping students to make inferences from picture prompts by building student's prior knowledge, making personal connections, adding relevant details to support their main idea and organizing their writing into paragraphs; using high order critical thinking skills to answer contextual questions and build on reading comprehension; using shared writing strategy to model paragraph structure/writing.

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

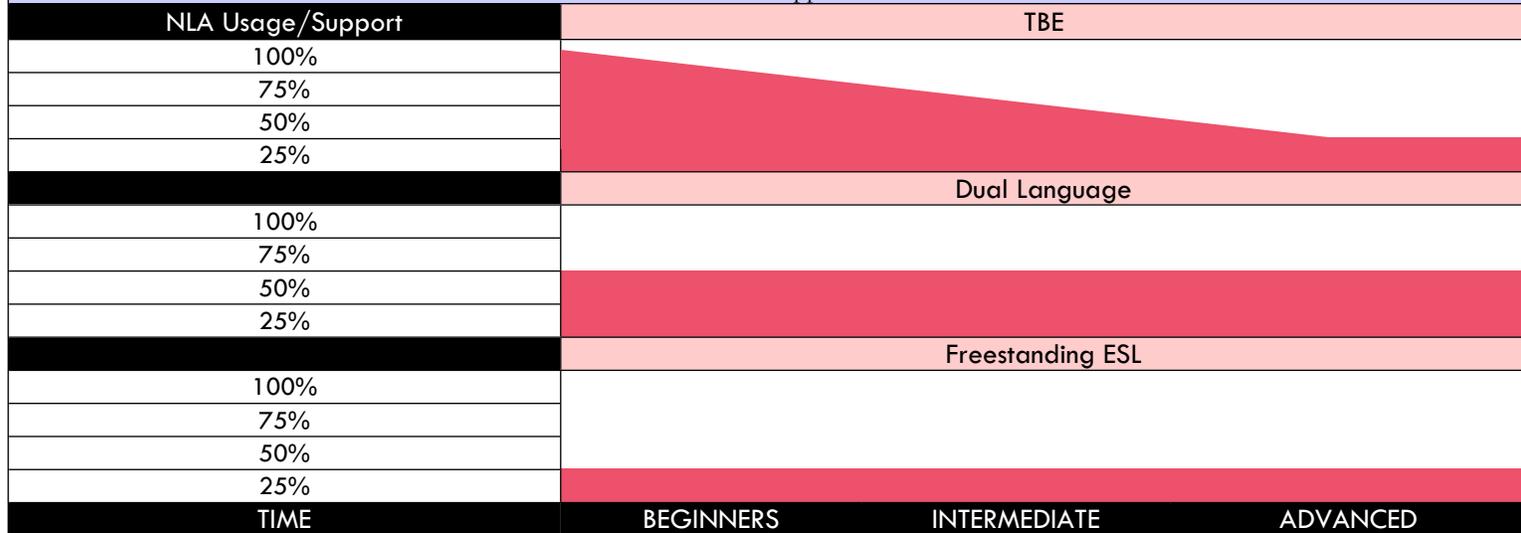
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Students reaching proficiency continue to receive language support for another two years. Teachers insure that the students use a cuing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text.

They acquire skills to analyze word structure and meaning, make educated guesses, and become active participants in discussions, problem-solving skills, and analysis. They gradually reach the proficiency level of the general education students. Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face.

To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction. The explicit word teaching and cuing system is provided to ensure ELL students understand and use the correct English language structure and vocabulary.

The following materials are used:

- Harcourt, Moving Into English with tapes.
- Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
- Strategies to Achieve Reading Success, Curriculum Associates, Inc
- Focus On Reading Strategies (leveled), Perfection Learning Corp.
- Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
- Harcourt, ELL-Level Kit: Fictions and Nonfiction books
- Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
- Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
- Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.
- The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.
- Interactive ELL websites

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ESL classroom, ESL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 207 network as well as the Central Educational Office at Tweed. This information is then shared with the teachers whose students are serviced by the ELL teacher.

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?

At P.S. 80 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible thus helping to increase parents' capacity to improve their child's achievements.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		1	5	2	2								11
Intermediate(I)		1			6	1								8
Advanced (A)		1												1
Total	1	2	1	5	8	3	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B	1		1			1							
	I		1		3	2	1							
	A		1		4	5	1							
	P	2				1								
READING/ WRITING	B	1		1	5	2	2							
	I		1			6	1							
	A													
	P		2											

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2			1	2		7
4							1		1
5	1		4		2		2		9
6							2		2
7									0
8									0
NYSAA Bilingual Spe Ed	1						7		8

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

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5					5		3		8
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

P. S. 80 use the TCRWP to assess the students' reading ability. Students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and wrwriting) indicate a certain pattern across proficieny levels: lectening and speaking scores are higher than reading and writing. Students experience most difficulties in acquiring writing skills. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices. More focus will be given to reading com-prehension skills, the terminology in content area, learning will be scaffolded based on knowledge mastered and moving toward more complex information and more focus will be given to writing with meaning and expressing oneself in a more coherent manner.

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.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 080 Thurgood Marshall Magnet					
District:	28	DBN:	28Q080	School		342800010080

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.7	93.6	92.9
Kindergarten	91	97	73				
Grade 1	99	107	96	Student Stability - % of Enrollment:			
Grade 2	98	101	114	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	100	84	100		93.6	91.8	93.4
Grade 4	107	107	90				
Grade 5	97	113	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		56.4	77.2	79.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	30	42
Grade 12	0	0	0				
Ungraded	17	30	21	Recent Immigrants - Total Number:			
Total	609	639	605	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	85	95	96	Principal Suspensions	7	14	8
# in Collaborative Team Teaching (CTT) Classes	41	48	45	Superintendent Suspensions	4	5	2
Number all others	33	36	27				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	58	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	25	25	8
# receiving ESL services only	18	26	TBD				
# ELLs with IEPs	4	23	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	8	6	25

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	79.4	82.8	91.4
				% more than 5 years teaching anywhere	65.1	65.5	84.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	90.0	93.1
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers	91.4	96.2	100.0
Black or African American	85.4	87.5	89.1				
Hispanic or Latino	7.1	6.6	6.4				
Asian or Native Hawaiian/Other Pacific	3.3	3.8	2.3				
White	1.8	1.6	1.7				
Male	53.4	51.8	49.3				
Female	46.6	48.2	50.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	31	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	18.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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