



**THE BELLE HARBOR SCHOOL
P.S. / M. S. 114Q**

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

SCHOOL: 27Q114
ADDRESS: 400 BEACH 135TH STREET
BELLE HARBOR, NY 11694

TELEPHONE: (718) 634-3382
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q114 **SCHOOL NAME:** The Belle Harbor School

SCHOOL ADDRESS: 400 Beach 135th Street Belle Harbor, NY 11694

SCHOOL TELEPHONE: (718) 634-3382 **FAX:** (718) 945-4510

SCHOOL CONTACT PERSON: Stephen P. Grill **E-MAIL ADDRESS** Sgrill2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tracy Keane

PRINCIPAL: Stephen P. Grill

UFT CHAPTER LEADER: Judith Davidson

PARENTS' ASSOCIATION PRESIDENT: Lee Ann Carmody

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Patricia Tubridy

SUPERINTENDENT: Michele Lloyd-Bey

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
Stephen P. Grill	*Principal or Designee	
Judith Davidson	*UFT Chapter Chairperson or Designee	
Lee Ann Carmody	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Elizabeth Glynn	Member/ Teacher	
Jonathan Halfmann	Member/ Teacher	
Deirdra Mapes	Member/ Teacher	
Dianna Zwirn	Member/ Teacher	
Tracy Keane	Chairperson/ Parent	
Dannielle Colleran	Member/ Parent	
James Mullen	Member/ Parent	
Aileen Mullen-Smith	Member/ Parent	
Julie Stabiner	Member/ Parent	

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.

PS/MS 114 is located in Belle Harbor, NY, in the western portion of the Rockaway Peninsula. The Belle Harbor School is an elementary-middle school with 811 students from kindergarten through grade 8.

Our school possesses many distinctive qualities as historically above average academic performance and strong parent/community involvement. We are an original Core Knowledge School with school-wide implementation. We house 34 classes (K-8) which includes a departmentalized Middle School. There is one self-contained special education bridge class (Grade 4/5) and three ICT classes (Grades 2, 5 and 8). In addition, we have an ongoing inclusion program whereby District 75 students from a neighboring school mainstream into our general education classes.

PS/MS 114's facilities consist of a Library integrated with technology, a recently dedicated Science Lab for the instruction of our middle school students, a gymnasium, and an auditorium containing a state of the art sound and projection system. There is a Guided Reading bookroom that contains leveled trade books to support our Balanced Literacy Program and a Core Knowledge Resource Room.

Our academic support staff consists of an onsite UFT Teacher Center Facilitator (the Humanities) and a Math Facilitator. The Administration structures an individual professional development plan based on teacher need and self-reflection. Professional development is conducted weekly; each with a different focus.

Student instruction is differentiated. Grade level collaborative teams plan instructional activities and create innovative ways of providing rigorous instruction. Collaboration between instructors and out of classroom teachers across the grades provides a consistent approach to instruction, differentiation, assessment and goal setting. Classroom teachers plan and provide for each child's individual needs according to both soft and hard data. Our AIS program consists of 2 out of classroom providers, who provide small group AIS instruction to at risk students throughout the school day. A diagnostic-prescriptive approach is used to target students' strengths and weaknesses, and to formulate flexible groups. Collaborative articulation meetings are held to facilitate classroom and AIS teacher communication every other month. Academic intervention is also provided for our students via tutorial periods built into the Middle School teacher programs and certain content area cluster teachers (i.e. Science), as well as tutorials provided through our partnership with the *Learning Leaders program*. Enrichment is implemented within daily lessons via center time flexible grouping, student directed discussions, and other activities. To build rigor into the individual grade curricula, we have empowered teachers on different grade levels in creating a Curriculum Team; to work with their grade members and the team to examine grade programs, their effectiveness on the each grade's curriculum, and make educated decisions from day to day experience to evolve instruction that is

differentiated to a higher degree, increase academic rigor to support and challenge a greater number of students, and create a more positive flow from one grade to the next.

We maintain an extensive Arts program (visual arts, movement, vocal and instrumental music program) during the regular school day. Infusion of the arts throughout the Core Knowledge Curriculum provides thematic interdisciplinary instruction. This alignment creates an opportunity for students to participate in trips related to their topics of study. Students participate in the **Music Memory Program, Concert Band, Junkyard Band, our newly created Strings Group, Glee Club and Ball Room Dancing** (funding via the PTA enables the school to effectively provide “Dancing Classrooms” to give instruction during grade 5 PE classes for the duration of the school year. An interschool competition is the culminating activity).

. In addition, our Middle School students perform in an annual talent show, and K-8 students showcase their talents during the Annual Irish Heritage Assembly.

Although our **After School Academy** was created during the extended day time allotment in order to support and nurture both those students who are identified through data as being in the “Bottom Third” (a majority being at a Level 3) or at-risk and higher functioning students, we have added we have created the following “Enrichment Clubs” for our higher achievers: the **Glee Club, Concert and Marching Bands, a Mouse Squad and Computer Club, a 2nd grade Art Club, a 3rd grade Art Club with the Queens Museum** funded through a grant given by our Councilman (Eric Ulrich), a **Creative Writing Club, Integrated Algebra** (ARP – Grade 8 in preparation for the NYS regent), **Living Environment** (ARP – Grade 8 in preparation for the NYS regent), a **Chess Club** through the Community Council, **intramural sports and CHAMPS**.

Our active and generous PTA Enrichment Committee provides entertaining learning opportunities through the funding of many enrichment programs as well as the purchase of materials. Through our partnership with the PS/MS 114 parent body, and the establishment of an open, ongoing dialogue, parents, teachers and administrators share thoughts and ideas, solve problems collaboratively, and continually advocate for the best interests of our students.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. / M.S. 114 - The Belle Harbor School				
District:	27	DBN #:	27q114	School BEDS Code:	342700010114

DEMOGRAPHICS

Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	
	<input checked="" type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10	
Pre-K	36	13	0				94.1	94.9	94.4	
Kindergarten	135	142	88							
Grade 1	102	136	142	Student Stability: % of Enrollment						
Grade 2	113	102	140	(As of June 30)			2007-08	2008-09	2009-10	
Grade 3	118	104	101				97.8	99.5	99.0	
Grade 4	105	118	104							
Grade 5	106	102	110	Poverty Rate: % of Enrollment						
Grade 6	53	45	32	(As of October 31)			2007-08	2008-09	2009-10	
Grade 7	28	48	44				16.5	14.2	18.4	
Grade 8	28	28	44							
Grade 9				Students in Temporary Housing: Total Number						
Grade 10				(As of June 30)			2007-08	2008-09	2009-10	
Grade 11							1	0	0	
Grade 12										
Ungraded				Recent Immigrants: Total Number						
				(As of October 31)			2007-08	2008-09	2009-10	
Total	824	840	808				0	0	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10	
Number in Self-Contained Classes	7	5	5							
No. in Collaborative Team Teaching (CTT) Classes	18	21	24	Principal Suspensions			6	17	15	
Number all others	76	80	109	Superintendent Suspensions			2	10	2	
<i>These students are included in the enrollment information above.</i>										
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number						

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	23	25	19	Number of Staff: Includes all full-time staff			
(As of October 31)	2007-08	2008-09	2009-10				
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	61	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	17	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	8	12
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	66.7	70.5	87.1
Black or African American	3.5	2.6	2.6	Percent more than five years teaching anywhere	63.0	60.7	85.5
Hispanic or Latino	5.3	5.6	5.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.8	2.2	Percent Masters Degree or higher	98.0	97.0	96.8
White	88.8	89.8	87.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.1	100.0	100.0
Multi-racial							
Male	52.9	52.4	53.1				
Female	47.1	47.6	46.9				

2009-10 TITLE I STATUS				
● Title I Schoolwide Program (SWP)	● Title I Targeted Assistance	● Non-Title I		
Years the School Received Title I	● 2006-07	● 2007-08	● 2008-09	● 2009-10

Part A Funding:				
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:
------------------------------------------------------------------------	------------------------------------------------

Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	x		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	x	Math:	
	Science:	x	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	x	x	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	x	x	-				
Limited English Proficient	-	-	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Economically Disadvantaged	x	x				
Student groups making AYP in each subject	4	4	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> *For Progress Report Attendance Rate(s) – If more than one attendance rate given, it is displayed as K-8/9-12. ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	41.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	9.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	19.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

- **English Language Arts:**

Strengths/Implications for Instruction:

In our 2008-2009 CEP and based on the results of that years Quality Review, we initiated efforts to address those areas identified as in need of improvement. Our 2008-2009 Progress Report shows our Students Performance score to be 83.6% for students achieving Level 3-4. Our goal for 2008-2009 school year was to raise this to 90%. Based on the 2008-2009 School Progress report, we exceeded our goal with 92.8% of our students achieving a proficiency level of Level 3 and 4. We had hoped to improve our median student proficiency level score from 3.37 to 3.8 and exceeded this as well, with our students scoring 3.90. We hope to continue this trend. Additionally, although we are on par with our peer horizon group, we will strive to increase the percentage of students achieving AYP from 69.4% to 72 %.

In analyzing our ELA assessment data, PS/MS 114 has recognized the challenge of maintaining our Level 4 students, increasing the percentage of students moving from Level 3 students to Level 4 and the augmentation of the number of students who make Annual Yearly Progress. Building upon our success meeting last years' goal of increasing the percentage of students achieving Level 3 and 4, we, as a learning community, recognize that we need to challenge our higher-level students through enriching their learning experiences

Weaknesses/Implications for Instruction:

In years past, PS/MS 114 has not employed a uniform phonics program. Results of ECLAS-2 data and Guided Reading Benchmarks showed our early childhood students lacking in this area. As a result of these findings we have built upon three literacy programs instituted last year. We have continued the *Foundations Program* in Grades K-2, continuing it into grade 3 for the 2010-2011 school year. This research based, multi-sensory phonics program will continue to aide our teachers in laying a strong literacy foundation in our youngest students. We have also introduced *RTI* (Response to Intervention) in our first grade. Identified students will receive additional instruction, provided by an AIS teacher, using the Foundations Program (Double Dose). Assessment data will drive instruction, and progress monitoring will ensue so that the program remains flexible, with students entering and leaving the program as necessary (based on goal achievement). In order to further address the learning deficiencies in our earlier grades, our IEP teacher has begun to service regular education second and third grade students, who are academically at risk with the Wilson Reading program. These programs, in addition to our Core Knowledge Curriculum, will provide a cyclical learning experience for our students.

In order to enhance our building's capacity in the area of reading instruction, we continue to sponsor two teachers, who successfully completed a certification program to become certified Level 1 Wilson to now become certified Level 2 Wilson Facilitators. These teachers will eventually support our grade level teachers in the Wilson Foundation Program, alleviating some of the burden of responsibility from our Teacher Center Facilitator. Building upon last year's Data Inquiry Team's findings, we have identified Non-fiction as an area of weakness in our students, especially males. We have purchased additional non-fiction reading materials, in addition to the Time for Kids Non-Fiction program. We are also focusing our efforts on improving our students' skills in vocabulary identification and Figurative Language.

Additional professional development will be conducted in differentiating instruction in ELA and across the subject areas, through product, process and content. Teachers will be required to tier lessons and utilize Blooms Taxonomy to bring student questioning to a more rigorous level. We continue to employ a UFT Teacher Center Staff developer, an expert in literacy, who will continue to work with teachers in differentiating classroom instruction. We are using more finely grained assessments to identify academic skills and sub skills which are in need of improvement (Acuity; Predictive, ITA interim assessments, Practice State Assessments, ECLAS2 (to start in kindergarten from the first week of school this coming year), and Fountas and Pinnell Guided Reading Benchmark Assessments. This data helps to formulate better flexible grouping within the classroom, making sure that teachers' planning consistently provides for the different needs of students, by matching activities to students' different ability levels is an area we are focusing on strongly this year.

Writing has also been identified as an area of weakness in our school based on NYS ELA assessments, and second grade EPAL assessments. A significant drop occurred in our Fourth grade, where a significant number of Level 4's fell to Level 3's, due in part to writing component of the ELA assessment. An additional increase in students dropping from a Level 4 to Level 3 was noted in grades 5-8 as well.

- **Social Studies:**

Strengths/ Implications for Instruction

PS/MS 114 continues in its fifth year of Core Knowledge Curriculum implementation. Our students' learning has been enriched and they, as well as, staff and parents hold the program in high regards.

The results of the NYS fifth grade Social Studies Assessment shows an increase in the number of students, almost 100%, achieving Level 3 and Level 4. (Only one student scored at Level 2). In viewing the achievement of our fifth grade students between 2006 and 2009, great growth is noted in the percentage of students at Level 3 and 4. This data supports the conclusion that our students' knowledge of history and geography has improved greatly as a result of the implementation of the Core Knowledge Curriculum four years ago.

Weaknesses/Implications for Instruction:

As we have developed and monitored goals in the content areas of ELA and Mathematics, we must continue to develop more rigorous and measurable goals in other content areas, such as Social Studies. Building upon our use of good strategies in goal setting based on student's prior achievement in reading and mathematics, we have focused our efforts now on setting individual learning targets in these other academic areas. We have created Unit Goals based on Essential Questions for the Core Knowledge Units of Study grades, K-8. Additionally, along with unit tests, mid-year and end-year assessments will be administered in Grades 3-8 that will measure progress in content area skills during the course of the academic year. **Mathematics**

Strengths/Implication for Instruction

The enVision Math program provides a Personalized Curriculum with 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. The curriculum is designed so that all standards can be taught before the major mathematics testing. enVision Math teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher's Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact

with teachers and other students to develop conceptual understanding. Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. This program has created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers.

In regards to differentiated instruction, enVision Math engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to provide differentiated instruction. Additional ready-made leveled learning centers for each lesson allow different students to do the same activity at different levels; while at the same time giving the teacher uninterrupted time to focus on re-teaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and can be used year after year. Topic-specific considerations for ELL, Special Education, At-Risk, and Advanced students enable teachers to accommodate the diverse learners in the classroom.

Enrichment is provided within the classrooms, using the same prototype of data-driven instruction as our ELA efforts. Students’ strengths and struggles are identified after reviewing test data, which drive goal groups and differentiation of instruction. The enVision Mathematics Program Facilitator will continue to work with teachers at both PD content meetings, as well as in the classrooms in order to make this program in its second year even more successful.

We will be focusing more on intervention in math during the instructional day in grades 4-5. Historically we tend to see a dip in the adequate yearly progress on the State exams in those grades. The system is broken into four steps. The first is assessment where each targeted student is given an entry-level assessment and a summative evaluation. The second step is diagnosis where the test results are analyzed and then the student is placed into a “learning path”. The third step is intervention in which the student follows their “learning path” that addresses their individual struggles. The final step is to monitor the student’s progress. When the “learning path” is complete the student is given another assessment and if needed a new “learning path” is created or the student is rotated out of the group. The cycle takes approximately six weeks.

Weakness/Implications for Instruction

The area in which we need to improve the most in is giving the students an opportunity to apply their content knowledge in various areas. There needs to be an increase of differentiated instruction across the grades. A vehicle must be established which will enable teachers to communicate strengths and weaknesses with the parents more efficiently. In response to this need, *Success Net* has been implemented for all students. By assigning students benchmarks online, parents can monitor student progress in not only the mathematical content, but the application of it. *Success Net* also provides a step-by-step tutorial for the student in areas of struggle and offers enrichment when content acquisition has occurred.

- **Technology**

Strengths/Implications for Instruction

PS/MS 114 is considered to be one of the top ten technology schools in New York City due to the amount of technology within our building. Each classroom contains a wireless computer cart and students in grades 3-8 have their own laptop. Our building is wireless, which allows Internet access throughout the school. We are continuing to work on refining our technology curriculum so that a progression of knowledge, skills, and understanding supports learning in all subjects. We have a full time technology staff developer / cluster teacher, who works in conjunction with classroom teachers mapping out a plan of technological support for academic areas, as well as working with upper grade students to master the skills they will need for the future. Modeling lessons, offering in class support, and providing Professional development has aided our efforts in this endeavor. Additionally, with the support of our PTA we have purchased *Mimio* machines and projectors, which work along the same lines as a Smartboard. This equipment allows teachers to further utilize technology within the classrooms with high level engagement through interactive instruction. Because each classroom in our building contains a wireless laptop lab the implication for instruction is great. Students create multimedia projects, undertake web quests, conduct research. Through the efforts of our staff developer-technology expert, and the anticipated addition of the *Next Generation* wireless infrastructure (*this state-of-the-art system* will enable our teachers to use all of the units at the same time) to replace our current antiquated wireless system, we look forward to seeing the infusion of technology further developed.

Weaknesses/Implications for Instruction

Along with the large volume of laptops within our building, there comes the overwhelming task of maintaining these machines. As many machines are coming off of warranty, we must continue to be creative in finding the means to maintain and repair our equipment. The IT instructor will continue to have maintenance periods built into their program in order to allow time for units to continue operating. In addition, the wireless signal in the building is limited to the antiquated wireless boxes presently in use. This has become somewhat a handicap in the use in technology, as not all students can sign on to the Internet at the same time all of the time. The impact of this year's drastically cut budget has put constraints on our ability to upgrade failing units.

- **Science:**

Strengths/ Implications for Instruction:

To enrich the science instruction of our youngest learners, K-2 classroom teachers will utilize the city's Core Curriculum program in science. We continue the employ of three other science teachers, which includes a certified middle school science instructor. Our state of the art science lab, which contains desktop units and a Smartboard with a projector, and a digital camera that is integrated with the computer system, was completed last summer and continues to offer our middle school students a stimulating interactive environment for their general science instruction, as well as preparation for the Living Environment Regent.

Weaknesses/Implication for Instruction:

Due to our massive budget cut, we were unable to maintain one of our four science cluster positions for the 2010 – 2011 school year. As a result of this, classroom teachers will be implementing the Core Curriculum program in grades K-2.

- **The Arts:**

Strengths/Implications for Instruction:

Because of the Core Knowledge Curriculum, the Arts play a major role in our interdisciplinary instruction. Classroom teachers and cluster teachers work collaboratively to provide art instruction related to specific Core Knowledge units of study. Core Knowledge itself contains a visual and musical arts component. Our school is a strong supporter of the Arts, continuing to employ a full time Instrumental Music Teacher, who continues to push students to their potential as, is apparent through Concert Band, Marching Band and the newly formed “Junkyard Band” performances, and a Vocal teacher who has launched a new very successful Glee Club and has pushed music appreciation in the younger grades as is evident from their group’s (Grade 3) accomplishments in the Music Memory competitions. In addition we have a full time Visual Arts instructor. Every student in PS/MS 114 receives direct arts instruction from one of these individuals. We will continue to advocate for the Arts as we nurture hidden talents within our building. The PTA has also helped in advocating for the arts by providing the funding to enable special school-wide assembly programs for the arts as well as instruction in ballroom dancing for our 5th grade students. In addition, we have once again received a grant from our councilman to partake in a visual arts program linked with the Queens Museum.

Weaknesses/Implications for Instruction

Due to our overcrowded conditions, we continue to be unable to provide specialty rooms for the arts (i.e. visual arts) as is made available in a majority of our peer schools. This continues to limit our ability to further develop our arts program. Due to major budgetary constraints, we continue to be unable to allocate money for arts organizations to come to our school and therefore depend on grants and other outside funding to sustain these additional programs.

- **Overall Budgetary Challenges:**

PS/MS 114 is operating at 142% capacity and this has been a major impediment to our educational efforts. With rising classroom registers and operating 34 classes within 33 classrooms, it is challenging to provide the individualized instruction deserving of all students. We have reached out to the Department of Education officials, as well as local politicians for assistance. . We do not qualify for Title 1 funding, so our budget is very creative in order to support our school goals.

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.

Goal Number 1	To shift the paradigm in writing instruction in grades 3-5
Goal Number 2	To increase teaching capacity in Guided Reading for classroom teachers in grades K-8
Goal Number 3	The differentiation of instruction is evident in all classrooms school-wide
Goal Number 4	
Goal Number 5	

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): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To shift the paradigm in writing instruction in grades 3-5</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>	<ul style="list-style-type: none"> • Collaborative lesson planning • More emphasis will be placed on writing in all content areas to address the Common Core Standards • Review of teacher plans indicating the differentiation of instruction, goal setting, and attainment of individual student goals • Using <i>Teaching the Qualities of Writing</i> by Ralph Fletcher in planning instruction • Using <i>Write Source</i> to supplement the aforementioned • Creation of a Curriculum Team comprised of representatives from each grade to plan and ensure continuity of instruction across the grades • Looking at student work to determine the effectiveness of lesson implementation • CFN PD: to create a year-long writing curriculum which will be implemented throughout this year (i.e. collaborative creation of genre/grade specific rubrics based on the CCS) • In-House PD: to support the facilitation of the implementation of the writing curriculum • Viewing student work objectively (per the CCS) to determine instructional rigor

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TL funding – provision for classroom teachers to receive a 6th “prep” period which has been designated for PD on a weekly basis; each week with a different instructional focus. • TL funding – Literacy Coach
<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"> • Classroom snapshots and observations (informal and formal) • Evidence of the writing process with “polished pieces” displayed on bulletin boards (i.e. graphic organizers, rubrics, drafts) • Debriefing sessions follow PD attendance; teachers turnkey information • A rigorous and comprehensive writing curriculum created via the collaboration of the members of the Curriculum Team and classroom teachers across grades 3-5

Literacy

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase teaching capacity in Guided Reading for classroom teachers in grades K-8</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>	<ul style="list-style-type: none"> • PD grade meetings utilizing Fountas and Pinnell’s <i>The Continuum of Literacy Learning and Guiding Readers and Writers Grades 3-6 and Guided Reading K-2</i> • CFN PD in grades K-8 • Creation of Guided Reading mentors on each grade level • Intervisitations will be conducted across the grades • Utilize Common Core Standards in planning Guided Reading lessons
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL - Teacher Center/Literacy/Core Knowledge Facilitator Salary • TL - Funding of Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Progress as indicated by tracking consistent movement through the Fountas and Pinnell levels and ECLAS 2 data • Classroom snapshots and observations (informal and formal) • Feedback during grade level team meetings • Review of teacher planning materials • Teacher analysis of GR conference notes to facilitate fluid reading groups • Regular review of running records by teacher • Regular review of GR conference notes and running records by the administration

Differentiation of Instruction

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The differentiation of instruction is evident in all classrooms school-wide.</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>	<ul style="list-style-type: none"> • PD to staff on best practices in differentiated instruction • Differentiate instruction through tiered activities, content level, and student choice • Use of soft and hard data to create groups • Team planning during grade level meetings • Positive room environment observations: Periodic PD focus on classroom environment on and across grades
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • TL - Teacher Center Specialist Salary
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Classroom snapshots and observations (informal and formal) • Evidence of differentiation throughout the building • Sharing of best practices at grade level meetings • Debriefing of positive room observations at designated grade team meetings

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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 _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
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.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. 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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. / M.S. 114 Belle Harbor					
District:	27	DBN:	27Q114	School		342700010114

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	13	0	0		94.1	94.9	94.4
Kindergarten	142	88	119				
Grade 1	136	142	85	Student Stability - % of Enrollment:			
Grade 2	102	140	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	104	101	137		97.8	99.5	99.0
Grade 4	118	104	106				
Grade 5	102	110	100	Poverty Rate - % of Enrollment:			
Grade 6	45	32	45	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	48	44	27		16.5	18.4	17.6
Grade 8	28	44	44				
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		1	0	0
Grade 12	0	0	0				
Ungraded	2	3	3	Recent Immigrants - Total Number:			
Total	840	808	810	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	1

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	5	5	6	Principal Suspensions	6	17	15
# in Collaborative Team Teaching (CTT) Classes	21	24	39	Superintendent Suspensions	2	10	2
Number all others	80	109	94				

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	54	61	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	17	9
# receiving ESL services only	25	19	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	7	8	12

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	70.5	87.1
				% more than 5 years teaching anywhere	63.0	60.7	85.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	97.0	96.8
American Indian or Alaska Native	0.1	0.1	0.4	% core classes taught by "highly qualified" teachers	79.1	100.0	100.0
Black or African American	2.6	2.6	2.7				
Hispanic or Latino	5.6	5.3	5.7				
Asian or Native Hawaiian/Other Pacific	1.8	2.2	1.6				
White	89.8	87.0	89.6				
Male	52.4	53.1	53.7				
Female	47.6	46.9	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
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:	B	Overall Evaluation:					NR
Overall Score:	41.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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

**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 309	District 27	School Number 114	School Name Belle Harbor School
Principal Stephen P.Grill		Assistant Principal Barbara Poggiolo-Esposito	
Coach Literacy Coach/Linda Norwich		Coach Math Coach/Laura Ferragamo	
Teacher/Subject Area ELL/Gina Machado		Guidance Counselor Wendy Marciano	
Teacher/Subject Area AIS/Patricia Fleming		Parent type here	
Teacher/Subject Area 4th Grade/Heather Salzman		Parent Coordinator Kathy Keade	
Related Service Provider Speech/Eileen Hornung		Other 5th Grade/Mary Wilson	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	810	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	1.60%
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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.

Part II: ELL Identification Process

1. At PS/MS 114 there are steps followed for the initial identification of ELLs. Parents or guardians of every new student enrolled at the school are given a HLIS to complete. It is at this time that an informal oral interview is conducted with the parent by the parent coordinator, office staff, or the ESL teacher. Each initial interview situation is dealt with on an individual case by case basis. All HLIS are routed to the certified ESL teacher where they are reviewed and it is at this time that an initial screening process begins. All incoming students and their parents/guardians go through a formal interview/screening process conducted by the school Literacy coach. First, there is an initial screening which includes an oral interview of both the child and parent along with a review of the HLIS before the determination is made whether or not a student is eligible for the LAB-R. The student's spoken language, language of comprehension, and academic language are all evaluated at this time. All students who meet the State criteria and are deemed eligible for testing will be administered the Lab- R by the certified ESL teacher within 10 days of admittance to the school. Students whose native language is Spanish will also be administered the Spanish Lab-R. At the start of every school year the ESL teacher also evaluates the current ELL's using the information ascertained from the student's performance on the NYSESLAT. The information is also shared with the ELL's classroom teacher and all other related service providers for that child. This way every teacher working with a particular ELL is aware of their strengths and weaknesses and can modify instruction accordingly. The information from the NYSESLAT is used to drive and modify instruction for all of our ELL students.
2. At our school we ensure that parents of ELLs understand and are aware of all three program choices for their children. During the month of September the ESL teacher and parent coordinator invite the parents of our newly enrolled ELLs to school for an ESL program overview meeting. It is at this time that the 3 program choices are explained in detail, all of their questions and/or concerns can be addressed, our program goals for the students are reviewed, and they are invited to watch the parent DVD. After the initial meeting parents are contacted on a regular basis via phone calls, letters, and scheduled conferences to review and discuss their child's progress in the ESL program. We also conduct a meeting for our continuing ELL parents in September to address any problems, questions, or concerns that they may have. Our parent coordinator will continue to encourage parents of our ELL's to become active members in our school community.
3. In order to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we have a meeting for all ELL parents at the start of the school year as described above. At the meeting the parent coordinator and ELL teacher disseminate all forms and have the parent/guardians complete them at the conclusion of the meeting. In the case of a parent that can not attend the meeting, a phone conference is arranged and the required paperwork is mailed to the home for completion and return to school. All students who are still entitled to ESL services as well as those who have tested out the previous year and those who were given the Lab-R but did not test into the program receive the appropriate parent letter. Letters are prepared, copied for placement in a school binder and then sent home with the children during the first few weeks of the school year.
4. At PS/MS 114 the criteria we use when placing our ELLs into an instructional program begins with the parents. Initially we speak with the parents when the HLIS is being completed, and then once again at our ELL parent overview meeting where the program choices are described in detail. We are very lucky that all of our ELL students have at least one if not both parents that can speak English. However, since speaking the English language does not ensure that they read it as well, the ESL teacher and parent coordinator make sure that all important school documents and paperwork are sent home in the ELL's native language. We are also fortunate to have several staff members who are fluent in a variety of languages such as Spanish, Arabic, and Russian. Should the need ever arise for services we can not provide, we will reach out and contact the interpretation services program offered through the Board of Education.

5. After reviewing the Parent Survey and Program Selection forms for the last 6 years there is definitely a trend in the program choice that all of our parents have selected. All parents in the past 6 years have requested that their children be placed in a Freestanding ESL program. This may be due to the proximity of the school to home, or the number of children in their home.

6. The program model offered at PS/MS 114 is the Freestanding ESL program which aligns 100% with parent request as described above. For the past 6 years all ELL parents have chosen the Freestanding ESL program as the most beneficial and worthwhile educational program for their children.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	7	7	7					7					32
Total	4	7	7	7	0	0	0	0	7	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	11
		Special Education	1
SIFE		ELLs receiving service 4-6 years	1
		Long-Term (completed 6 years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	0	1	0	0	1	0	1	13
Total	11	0	0	1	0	0	1	0	1	13

Number of ELLs in a TBE program who are in alternate placement: 0

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		1												1
TOTAL	0	1	0	1										

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1											2
Chinese														0
Russian			2	2										4
Bengali														0
Urdu														0
Arabic	1	1	2	1										5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other		1												1
TOTAL	2	2	5	3	0	0	0	0	1	0	0	0	0	13

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1.
 - a. At PS/MS 114 almost all of our ELLs are immersed in self-contained classes, however there is 1 ELL currently in an (ICT) Integrated Co-Teaching class. Currently the ELL teacher is utilizing a Pull-out program in order to service students fully and effectively. Our program model varies slightly depending on scheduling issues. Most ELL's are placed in age appropriate heterogeneous groups whereby they learn together and from one another.
 - b. At P.S./M.S. 114, ELLs receive instruction in a freestanding program. The Freestanding ESL program instruction includes small grouping for direct ESL instruction, as well as classroom instruction following the Balanced Literacy model and EnVision Math program. Students interact with their peers and work on content material that is relevant to the academic subject and grade level of study. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. In addition, each student's "Basic Interpersonal Communication Skill" (BICS) will be developed and refined through the teaching of colloquialisms, figurative language, and thinking skill strategies.
2. Presently the school meets the requirements for the students being serviced for the mandated 180/360 minutes. The ESL instructor brings direct ESL instruction in English to the students. Our instructor meets the states qualifications for "highly qualified status." She uses materials recommended by the LSO for ESL instruction. It is not specific "program" design, but includes supplementary materials designed to develop language skills.
3. The ESL program model at P.S./M.S. 114 is a mostly pull-out ESL model using ESL teaching methodology. The ESL teacher also utilizes the push in model as needed for middle school students. Our program emphasizes a high level of rigor and academic support. The ESL program is child centered; top do-down, (broad to narrow), content based and teaches C.A.L.P. (cognitive academic language proficiency).
4.
 - a. Presently at PS/MS 114 we do not service any SIFE students. However, if we do receive a student with interrupted formal education our plan will begin with evaluating him or her and developing an individualized education plan on a case by case basis. We would begin by compiling a detailed and thorough social and educational (or lack there of) history. This will be accomplished with the assistance of the parent coordinator, guidance counselor, and classroom and ESL teachers. SIFE will be immersed in our language rich classrooms and immediately begin their mandated ESL program.
 - b. ELLs in U.S. schools less than 3 years will receive small group instruction in our Freestanding ESL program. They will also work with AIS (academic intervention services) providers as needed. All ELL's will be invited to participate in our after school learning academy where they receive individualized instruction and academic support in the content areas. Most importantly our teachers will utilize differentiated instruction to meet the needs of all students.

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?

5. There are several targeted intervention programs for our ELLs in math and ELA, all of which are offered in English. Our ELLs in grades K-1 utilize the Earobics phonics remediation program. ELL's in grades K-3 utilize the Wilson Language Basics Program, Leap Frog Literacy based technology, The Write Source Writing Program, the newly introduced Pearson Reading Street Program, and Units of study for Primary Writing which is a yearlong writing curriculum. Grades 3-8 are using the Teaching the Qualities of Writing Kit by Ralph Fletcher and Joann Portalupi, and ELL's in grades 4-8 are using Building Vocabulary through Word Roots by Teacher Created Materials. All of our ELL's receive AIS services as needed and differentiated instruction by their teachers within the classroom. At P.S./M.S. 114 our ELLs utilize the core knowledge curriculum program in grades k-8. Grades k-5 utilizes the envision Math program, and the middle school works with the Course 1 and 2 Integrated mathematics program.

6. Those ELLs who reach proficiency on the NYSESLAT will continue to receive transitional support. Their teachers will be made aware of the ELL's transition into the classroom without the support of the ELL teacher, and their classroom progress will be monitored on a regular basis. They will continue to receive the extended time modification on all classroom, City and State exams. If needed they will be given additional academic support through AIS or the After School Academy.

7. A new program that has been considered and will be implemented for the present school year is "Teaching the Qualities of Writing" for grades 2-8. This program will help students to become better writers in all genres. It will introduce students to the methods which underlie all writing instruction.

8. There are currently no programs/services for ELL's that will be discontinued.

9. ELLs are afforded equal access to all school programs before, after and during school hours. We offer morning and after school tutorials and/or enrichment in math, reading, science and Spanish. Extracurricular activities are open to all ELLs from grades 3-8. Our programs include chorus, band, cheerleading, basketball, and volleyball, and chess. There are also lunch tutorials and academic intervention services via small group instruction.

10. At PS/MS 114 there is a laptop for every student to use within the classroom. Lower grades have access to Leap Frog Literacy based technology, Wilson Language Basics and The Foundations Literacy program. All of our ELL's have access to leveled libraries and are immersed in our Core Knowledge Curriculum. Grades K-5 utilizes the envision math program, and the middle school works with the Course 1 and 2 mathematics program.

11. At PS/MS 114 we try to offer native language support to both our ELL students and parents. Our parent coordinator ensures that all important paperwork is sent home in the family's native language. We also offer a small selection of books and materials in languages other than English.

12. At PS/MS 114 all required services and resources correspond to our ELL's age and grade levels.

13. We currently do not have any programs or activities to assist our newly enrolled ELL students prior to the first day of school. Over the past few years at PS/MS 114 our new ELLs come to us in kindergarten. Within the first few weeks of each new school year the ESL teacher in collaboration with the parent coordinator holds a meeting for the new ELLs and their parents to answer any questions or address any concerns that they may have.

14. At the present time we do not offer language electives to our ELL's as there is not a need.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. At P.S./M.S. 114 we will conduct LAP (Language Allocation Policy) meetings on a monthly basis to raise our understanding of the principles of the LAP team. Our members will then turnkey the ideas to the staff during our monthly professional development meetings. The ESL teacher will meet on a monthly basis with classroom teachers of ELLs to evaluate how students are progressing based on the State learning standards as well as to discuss differentiated and academic language development strategies.

2. We provide our staff with support from both the ESL teacher and the guidance counselor to assist ELL's as they transition from elementary to middle school. ELL's have privately scheduled meetings with the both the guidance counselor as well as the ESL teacher to assist with the required paperwork needed to apply for middle school. It is at this time that the ELLs options are explained in full detail and all questions may be answered.

3. The ESL teacher is responsible for providing all teachers and service providers with the 7.5-10 hours of ELL training. Training is done over the course of the year during staff development days, professional half days, and monthly faculty meetings.

E. Parental Involvement

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

Parental Involvement

1. At PS/MS 114 we have a great deal of parental involvement from many of our parents. Several parents of our ELLs have chosen to become learning leaders and volunteer at the school on a weekly basis to assist in the lunchroom and in the schoolyard. Many parents of our ELLs are members of the school PTA, and attend monthly meetings.
2. There is one Community based organization that our school does partner with to provide workshops to all parents in the school including parents of ELLS. That organization is the Rockaway Artist Alliance, which has provided after school art workshops, for parents and their children to attend together within our school.
3. We evaluate the needs of our ELL parents at the start of each school year. During the month of September parents of ELLs are invited by the ESL teacher and the parent coordinator to attend a “meet and greet”. It is at this time that we have an opportunity to speak with the parents and ascertain if there is a need for oral interpretation and/or written translation.
4. Our parental involvement activities are geared to address the needs of our parents. Every month parents are invited to attend a workshop that is presented by a member of our school staff on a different subject/content area. For example, our math and core knowledge facilitators provide numerous workshops throughout the school year detailing the math, reading programs, and standardized tests that we utilize at our school. During these monthly parent workshops the curriculum and what is expected of the children is explained in detail and any questions or concerns may be addressed.

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
Intermediate(I)		1	3	1					1					6
Advanced (A)	2	1	1	2										6
Total	2	2	5	3	0	0	0	0	1	0	0	0	0	13

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

G	I													
	A			2	2									
	P		2	3	1					1				
READING/ WRITING	B			1										
	I		1	3	1					1				
	A		1	1	2									
	P													

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

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.

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

1. There are several assessment tools that we use to assess the early literacy skills of our ELLs. All students are evaluated using ECLAS, EPAL, and Fountas and Pinnell's running records. As part of the Foundations program our ELLs are given end of unit tests to determine if there is a need for review and/or remediation. All information that is gathered from the assessments is used to drive instruction. The data from the assessments indicates that many of our ELLs are on par with their monolingual peers in most areas, but we notice a need for remediation when it comes to writing.
2. If we look at the data patterns across proficiency levels on the Lab-R and NYSESLAT for the breakdown of skill in listening, speaking, reading and writing, we find that the students score considerably better, in both, listening and speaking, with most achieving proficiency.
3. Patterns of student's progress across the modalities on the NYSESLAT will drive instruction for our ELL students. A large emphasis has been placed on developing our ELLs written language skills, as we have found that modality to be the most difficult one for our ELLs to master. We accomplish this by providing clear and focused ESL instruction to small groups of our ELL learners. ESL instruction at P.S./M.S. 114 adheres to the eight main LAP principles with our main focus on principle 2: Academic Rigor. Our students are challenged in every content area to stimulate their academic growth within our school. ELLs are provided with challenging content and learning strategies that will prepare them to think critically, solve problems, and communicate in the language of instruction.
4. After examining student's results we have found that our ESL students in grades 3-6 seem to do better on math assessments versus those that encompass a reading and writing component. Understandably, since the written language component is generally acquired last. The breakdown of levels in the modalities shows that the students in the upper grades are having difficulty obtaining proficiency in writing. These students are proficient in listening, speaking, and often reading as well.
- b. The data seems to imply that the instructional program for ELL students is working well. Each year our NYSESLAT scores indicate that our ELLs are improving in all modalities with many of our students reaching the proficiency level. To continue this success we will keep the class sizes small, continue grouping the ability level of the students homogeneously, and provide instruction that is similar to that of the general population's focus on literacy and test preparation. In addition, through collaboration the, ESL teacher and the classroom teacher will continue to work together to identify each ELLs strengths and weaknesses which will in turn drive instruction.

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		