



**PS/IS 128 QUEENS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 24Q128 THE JUNIPER VALLEY SCHOOL**  
**ADDRESS: 69-10 65 DRIVE MIDDLE VILLAGE NY 11379**  
**PRINCIPAL: JOHN L LAVELLE**  
**TELEPHONE: 718 326 6210**  
**FAX: 718 326 6080**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q128      **SCHOOL NAME:** The Juniper Valley School

**SCHOOL ADDRESS:** 69-10 65 Drive Middle Village New York 11379

**SCHOOL TELEPHONE:** 718 326 6210      **FAX:** 718 326 6080

**SCHOOL CONTACT PERSON:** John Lavelle      **EMAIL ADDRESS:** Jl;avell@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jo Ann Sansivieri

**PRINCIPAL:** John Lavelle

**UFT CHAPTER LEADER:** Jo Ann Sansivieri

**PARENTS' ASSOCIATION PRESIDENT:** Dawn Camus/Bonnie Piller Co-Presidents

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24 QUEENS      **CHILDREN FIRST NETWORK (CFN):** Sandy Litrico CFN 406

**NETWORK LEADER:** Sandy Litrico

**SUPERINTENDENT:** Madeline Taub-Chan

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
John Lavelle	*Principal or Designee	On File
Jo Ann Sansivieri	*UFT Chapter Chairperson or Designee	On File
Dawn Camus/Bonnie Piller	*PA/PTA President or Designated Co-President	On File
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	
David Abbott	Assistant Principal	On File
Cindy Monti	Teacher	On File
Nancy Barvels	Teacher	On File
Ruth Schmidt	Parent	On File
Maureen Zovich	Parent	On File
Rose Ann Szabo	Parent	On File
X	X	X

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Our school's vision is to prepare our students to become productive, successful and caring members of society. Our school's mission is to enable each student to attain his or her highest potential. We recognize that we must provide every student, including special education, ELL and high achieving students, a variety of productive educational activities. We will continue our collaboration with parents and community to fulfill these goals.

PS/IS 128Q is located in Middle Village, New York. It has 676 children in grades K through 7; 19.4% of these are eligible for free or reduced lunch. The school population comprises 1.0% Black, 19.79% Hispanic, 71.31% White, and 7.9% Asian. The average attendance rate was 95%.

As of September 2010, PS/IS 128Q occupies two buildings. The main building is a five story structure which also serves as a campus site for P.S. 255Q. With the exception of two specialty classrooms, P.S. 255Q (D75) occupies the second floor of the main building. 128Q is scheduled to grow to a K to 8 school next year when we phase in our 8<sup>th</sup> grade.

We are challenging our sixth and seventh grade students by utilizing content specialty teachers to teach ELA, Social Studies, Math and Science. We further accommodate the needs of our students through various enrichment activities after school as well as a Saturday program.

At this school we are very proud of our academic achievement. In 2010, 78.1% scored level 3 and 4 on the NYS ELA Assessment and 88.4 % scored level 3 and 4 on the NYS Math Assessment. The performance index on the NYS Science Assessment (Grade 4) was 188, which is 60 points higher than the 128Q NYSED performance objective

The staff consists of 1 principal, 1 assistant principal, 1 parent coordinator, 35 GE classroom teachers, 4 SE teachers, 4 paraprofessionals, 1 guidance counselor, 2 SBST members, 1 ELL teacher, 1 adaptive physical education teacher, 1 speech therapist, 2 occupational therapists, 1 physical therapist, 5 school aides, 2 lunch aides, 1 school nurse, 3 school safety officers, 5 custodial staff, and 3 secretaries. (Many of these are part time)

Teachers are programmed with at least one common prep period to allow for professional growth and common planning. Our literacy coach provides professional development to teachers through learning lunches as well as during some of the common prep periods. Technology is infused in each classroom with the use of table top computers, laptops, and Smart Boards. We have adopted an SBO that allows for PD and/or inquiry every Monday and once a month runs consecutively with the faculty Conference.

There is a large staff awareness and familiarity with individual students. This enables the staff to help every child reach his or her full potential socially and academically. The school provides a very safe environment. It is wonderful to watch our incoming kindergarteners grow into young adults. We are very proud of our accomplishments and the performance of our students.

The school has three overarching goals which are revised only slightly from year to year and are continually monitored, assessed and revised

- To actively engage all students in “Accountable Conversation” throughout the broad interdisciplinary curriculum. To encourage students to listen to and learn from one another. To assure students understand the importance of conversation as a means of communication.
- To utilize a wide array of data in order to ensure that each child reaches their full potential, and to provide individualization and differentiated instruction in order to accomplish this.
- To expand the existing home/school link by providing additional measures of communication, including reciprocal communication, on an ongoing basis.

It is our belief that these goals and objectives will enable the school to reach the more specific and measurable goals that we detail in the action plan.

## SECTION III – Cont’d

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Juniper Valley School				
<b>District:</b>	24	<b>DBN #:</b>	24Q128	<b>School BEDS Code:</b>	342400010128

DEMOGRAPHICS									
Grades Served	K - 7	✓ K	✓ K1	✓ 2	✓ 3	✓ 4	✓ 5	✓ 6	✓ 7
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94	95	95.5		
Kindergarten	73	83	97						
Grade 1	83	73	81	<b>Student Stability: % of Enrollment</b>					
Grade 2	71	81	78	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	57	75	81		96	92	94		
Grade 4	54	59	83						
Grade 5	48	55	66	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	52	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		18	15	19		
Grade 8	0	0	0						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	0	0		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	395	438	538			7	21		
<i>It should be noted that the current 2010/2011 population is 673 students.</i>									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	24	24						
No. in Collaborative Team Teaching (CTT) Classes	N/A	N/A	N/A	Principal Suspensions	5	5	0		
Number all others	42	51	60	Superintendent Suspensions	2	3	0		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	11	16	23	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	5	(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	30	36	41
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	4
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		98	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school		84	81
Black or African American	1	1	1	Percent more than five years teaching anywhere		83	81
Hispanic or Latino	17	20	17	Percent Masters Degree or higher		83	86
Asian or Native Hawaiian/Other Pacific Isl.	5	6	6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	100
White	77	73	75				
Multi-racial							
<b>Male</b>			51				
<b>Female</b>			49				

### 2009-10 TITLE I STATUS – NOT ENTITLED

<b>NO <input type="checkbox"/> Title I Schoolwide Program (SWP) NO</b>		<b>NO <input type="checkbox"/> Title I Targeted Assistance</b>		<b>YES <input type="checkbox"/> Non-Title I</b>	
<b>Years the School Received Title I Part A Funding:</b>		<b>NO <input type="checkbox"/> 2006-07</b>	<b>NO <input type="checkbox"/> 2007-08</b>	<b>NO <input type="checkbox"/> 2008-09</b>	<b>NO <input type="checkbox"/> 2009-10</b>

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School: No</b>	<b>If yes, area(s) of SURR identification: Not SURR</b>
<b>Designated as a Persistently Lowest-Achieving (PLA) School: No</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	Made AYP ✓	ELA:	N/A
	Math:	Made AYP ✓	Math:	N/A
	Science:	Made AYP ✓	Grad. Rate:	N/A

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
Overall Letter Grade	A	Overall Evaluation:	PRF
Overall Score	62.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	PRF
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	PRF
School Performance (Comprises 25% of the Overall Score)	12.3	Quality Statement 3: Align Instructional Strategy to Goals	PRF
Student Progress (Comprises 60% of the Overall Score)	36.6	Quality Statement 4: Align Capacity Building to Goals	PRF
Additional Credit	1.8	Quality Statement 5: Monitor and Revise	PRF
<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?

As detailed in the New York State School Report Card we continue to meet our AYP in ELA, Math, and Science. We have always been a NYSED School in Good Standing based on the percentage of student success. In brief summary 78.1 % of students met proficiency level in ELA and 88.4% met proficiency level in Math.

Although student performance remains high, it has significantly dropped from the previous year. This drop was the result of a retroactive change in the cut scores (to measure proficiency) by the NYSED. The number of correctly answered questions needed to score a 2, 3 or 4 rose in each grade. There are no significant differences for males and females. Our general education and special education students, as well as our economically disadvantaged and not disadvantaged students performed within our AYP target. Since the results are very close in these various groups. The conclusion that can be drawn from these findings is that there are no statistically significant differences in the performance of these subgroups in meeting the State Standards on the NYS assessments. However, a larger percentage of boys than girls received a 4 on the NYS Science Assessment. This is an issue

that we will review. There was a drop in the *fifth* grade scores in 09/10 in *both* Math and ELA that exceeded the statewide drop. This data will have to be studied very carefully.

On the New York City Progress Report the findings are broken down into three areas. We received an A in 2 out of 3 areas. We received a B in student performance as measured against NYC and peer schools. However, our scores were higher on average than any similar nearby school. Our Quality Review indicated that our school was proficient.

Our greatest need is to continue our effort to differentiate and individualize instruction in each grade as we phase in the CCS.

**PS/IS 128 QUEENS**  
**The Juniper Valley School**  
**The *PUBLIC* School that does it all.**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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## SECTION VI: ACTION PLAN – PS/IS128 QUEENS – THE JUNIPER VALLEY SCHOOL

**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.

## SECTION VI: ACTION PLAN PS/IS 128 QUEENS – THE JUNIPER VALLEY SCHOOL

**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):** Multi-Disciplinary

<p><b>Annual Goal I</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To begin the process of incorporating areas of the CCS into our instructional plans by using updated curriculum maps and rubrics. By June 2011 we will have revised 50% our curriculum maps and scoring rubrics to reflect the CCS which will result in student performance in ELA increasing to 80% at level 3 or 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive training on the Common Core Standards Curriculum maps will be evaluated and revised to include CCS Create grade wide assessments aligned to CCS providing consistency Teachers will revise/create rubrics aligned to CCS Staff members will engage in classroom inter-visitations to share best practices Best practices around movement toward CCS in all content areas will be discussed during teacher team meetings and Inquiry meetings and replicated in classrooms Teacher teams will evaluate data from multiple sources Professional development on common scoring methods related to CCS for student work/assessments Establish an SBO to further facilitate this work On an going basis, we will monitor and adjust this process as needed Teachers will set personal goals and evaluate progress toward these goals in mid-year and end year. <u>Evidence</u> Agenda of team meetings &amp; PD Adjusted rubrics and curriculum maps Schedule of intervisitations related to CCS</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b> Tax Levy Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> Projected gain is for 7<sup>th</sup> grade to score at par with/or above the 7<sup>th</sup> grade NYCDOE entire body of students. -----</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal II</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop an effective Math program for our seventh grade. (This grade is new to the school) The measurable goal will be an analysis of the NYC standardized seventh grade Math test. The objective is that 70% of our students will achieve a 3 or 4 on this exam – in this - the first year we are offering it.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Recruit and hire teachers capable of instructing 7<sup>th</sup> grade Math and Science which are increasingly related as students move through the grades Individualize student schedules in seventh grade to best differentiate for all students Assure funding for all academic materials needed to meet this performance objective Involve parents in this process by increasing home skill communication link by introducing Engrade Conduct parent workshops on Math and on standardized testing. On an going basis, we will monitor and adjust this process as needed Put Math (&amp; Science) textbook online so students do not have to remember to bring their book home and the book is always available to them. (&amp; their families) <u>Evidence</u> The academic results on standardized Math tests, unit exams and acuity will indicate whether our students are performing comparably with other seventh grade students in NYC and whether they have met our objective. Formal and Informal observations, walkthroughs and discussions with the students. The sign in sheets and evaluation forms from meetings with parents</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b> Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> Students and staff shall be observed at least monthly to monitor progress toward their yearend goal. -----</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal III</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase rigor in Math instruction in all grades K – 7. To increase by 3 % the percentage of students at level 3 or 4 in Math as compared to our peer horizon.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Schedule common prep periods for all classroom teachers in grades Kindergarten through 7<sup>th</sup> grade. Assure adequate and varied funding so as to schedule meeting time after school if required. Use CFN staff to conduct introductory faculty conferences centered on CCS Schedule meetings of these inquiry leaders with the school administration and CFN staff. Track progress of the impact of these inquiry leaders through observation and/or active supervisory participation. Further align Report Card grades with CCS Develop capacity within our staff by having turnkey training on our work and findings. On an going basis, we will monitor and adjust this process as needed. To appoint a grade inquiry leader (K-5) on each grade and a leader in each core subject area for middle school grades. To have these leaders work collaboratively with administrators and CFN staff in all inquiry planning activities. <u>Evidence</u> The agenda, sign-in sheets of all related meetings Inquiry meetings will be observed by supervisors. Use staff feedback sheets as an evaluative tool Analyze multiple sources of student data including student work</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b> Tax levy, CFE</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>----- As noted above</p>

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal IV</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand rigor and to continue to strengthen all students’ comprehension skills through exposure to non-fiction reading materials in alignment with Common Core Standards. To increase by 3 % the percentage of students at level 3 or 4 in ELA.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Schedule common prep periods for all classroom teachers in grades Kindergarten through 7<sup>th</sup> grade. Assure adequate and varied funding so as to schedule meeting time after school if required. Use CFN staff to conduct introductory faculty conferences centered on CCS Schedule meetings of these inquiry leaders with the school administration and CFN staff. Expand the availability of non-fiction titles available so as to accomplish this goal. Track progress of the impact of these inquiry leaders through observation and/or active supervisory participation. Further align Report Card grades with CCS Develop capacity within our staff by having turnkey training on our work and findings. On an going basis, we will monitor and adjust this process as needed. To appoint a grade inquiry leader (K-5) on each grade and a leader in each core subject area for middle school grades. To have these leaders work collaboratively with administrators and CFN staff in all inquiry planning activities. <u>Evidence</u> The agenda, sign-in sheets of all related meetings Inquiry meetings will be observed by supervisors. Use staff feedback sheets as an evaluative tool Analyze multiple sources of student data including student work Sales Receipts of Non Fiction Titles.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b> Tax Levy, RESO-A</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> <i>Evaluation of Fall training</i> ----- <b><u>Intervals of Periodic Review:</u></b> As Noted above</p>

**Subject/Area (where relevant):** Multi-Media

<p><b>Annual Goal V</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement an effective Library Media program. To increase the quantity of independent reading done by our students in grades two through seven. To have all students visit the Library Media Center on a rotating basis. To average at least 4 books of circulation per student with a target circulation of 3,000 books. This will be reflected in an increase of 3% in our 5<sup>th</sup> and 6<sup>th</sup> grade ELA scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Recruit and hire a staff member qualified for and capable of meeting this objective Prepare a schedule that will allow students in targeted grades <i>in both buildings</i> to have access to our library selection and be able to take books home Implement a tracking system capable of data collection as to our progress toward this goal Seek donations of books to supplement our NYSTYL library funds Interview students in the library and elsewhere about this initiative Set up a “library squad” of students to facilitate and promote library usage On an going basis, we will monitor and adjust this process as needed Use of Library/Classroom Teacher collaboration to further enhance research. Research will be conducted in line with the Library standards <u>Evidence</u> Observation of the library while in use Maintain an inventory of available titles Evaluate the procedure in place to provide access to targeted grade students in the annex Track the circulation in order to measure progress toward our goal Evaluate NYS test results</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b> <i>Tax levy, federal funds directed toward implementation of Core Standards</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b> <i>Staff evaluation of initial introduction. As noted above.</i> ----- <b><u>Intervals of Periodic Review:</u></b> <i>As noted above.</i></p>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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. AIS Students are defined as students receiving a 1 or 2 in ELA or Math in grades 3-7 and defined by teacher selection in grades K-3

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	7	7	N/A	N/A	Number Varies	Number Varies	Number varies	# varies
1	10	10	N/A	N/A				
2	9	9	N/A	N/A				
3	14	14	N/A	N/A				
4	13	7						
5	12	11						
6	23	19						
7	14	5						
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Differentiation in class – small group. Individual goal setting. 37.5 minute instruction – small group. Offer of Saturday classes for grade 3-7 – small group.
<b>Mathematics:</b>	Differentiation in class – small group. Individual goal setting. 37.5 minute instruction – small group. Offer of Saturday classes for grade 3-7 – small group.
<b>Science:</b>	Smaller class size to promote differentiation. Various supplementary books to meet each students needs.
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	Emotional & Transitional Support.
<b>At-risk Services Provided by the School Psychologist:</b>	Transition into new school & class. Family referral services.
<b>At-risk Services Provided by the Social Worker:</b>	Family support and referrals when needed.
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) K - 8      Number of Students to be Served: 32 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers One      Other Staff (Specify) \_\_\_\_\_

School Building Instructional Program/Professional Development Overview

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

Language Instruction Program – *See Attached LAP.*

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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Information from the HILS forms, LAB testing and the intake process with the Parent Coordinator is compiled to yield a general profile of our school translation needs. We have thirty-two families that currently are listed as needing translational services. The principal languages involved are Arabic, Cantonese, Polish and Spanish. This information is maintained on a continually updated list kept in our administrative offices.

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

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The following measures are among those employed to maintain communication with our parents.

- We have at least one staff member fluent in all of the needed languages. These staff members translate communications and information during phone calls, conferences and at other times as required.
- The NYCDOE Translation & Interpretation Department service has proven to be very helpful with telephone conferences.
- Parent volunteers are also coordinated through our Parent Coordinator as backup interpreters should any of the above be not available.

**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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 128 Juniper Valley					
<b>District:</b>	24	<b>DBN:</b>	24Q128	<b>School</b>		342400010128

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.2	95.9	95.5
Kindergarten	83	97	93				
Grade 1	73	81	107	<b>Student Stability - % of Enrollment:</b>			
Grade 2	81	78	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	79	81	85		96.0	94.1	96.0
Grade 4	66	83	84	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	55	66	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	52	75		19.4	26.5	27.9
Grade 7	0	0	52	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	4	1
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	4	5
Ungraded	1	7	5				
<b>Total</b>	<b>438</b>	<b>545</b>	<b>676</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	16	23	Principal Suspensions	5	5	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	0
Number all others	51	60	63				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	30	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	5
# receiving ESL services only	16	23	TBD	Number of Educational Paraprofessionals	2	0	4
# ELLs with IEPs	0	5	TBD				

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.3	80.0	71.9
				% more than 5 years teaching anywhere	66.7	63.3	71.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	87.5
American Indian or Alaska Native	0.5	0.4	0.1	% core classes taught by "highly qualified" teachers	96.0	95.7	96.2
Black or African American	1.1	0.7	0.9				
Hispanic or Latino	16.7	17.4	18.2				
Asian or Native Hawaiian/Other Pacific	5.3	5.7	5.8				
White	74.0	75.0	75.0				
Male	49.5	51.4	50.3				
Female	50.5	48.6	49.7				

#### 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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	62	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	12.3	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	36.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 406</b>	District <b>24</b>	School Number <b>128</b>	School Name <b>Juniper Valley</b>
Principal <b>Mr. John Lavelle</b>		Assistant Principal <b>Mr. David Abbott</b>	
Coach <b>Ms. Corrina Sabatacos</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Ms. Pam Petraccione</b>		Guidance Counselor <b>Ms. Irene Papatsos</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Ms. Melissa Phillips</b>	
Related Service Provider <b>Ms. Ana Oliveros</b>		Other <b>Ms. Erin Kilbride</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>687</b>	Total Number of ELLs	<b>32</b>	ELLs as Share of Total Student Population (%)	<b>4.66%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When new students enroll at P.S. 128 the identification process begins with an informal interview with the family. During the intake process, the parent coordinator is present, but it is the ESL teacher's responsibility to gather information about the child. When the ESL teacher is not available, there are alternate staff members who are trained to assist with this process. Furthermore, we have teachers fluent in Italian, Greek, and Arabic, and Spanish. They can help translate information for parents when necessary. When we do not have staff fluent in a particular language, we rely on the Translation Unit. These staff members are trained to speak with families about the child's language and school experience. We explain the HLIS form to parents and discuss its purpose: to obtain information that will help us best meet the needs of their child. In order to promote academic success in school we need to place the child in the appropriate setting. As a result, we rely on 2 sources of information: The HLIS, to determine the language most often spoken at home, and an oral interview, to determine the overall language ability of the child. Once we determine if the student's dominant language is a language other than English, we administer the LAB-R within 10 days of the admission date. Usually, the ESL teacher is able to test students, but if she is unavailable, there are other pedagogues who are trained to do so. Raw scores are calculated by hand and filed with the ESL teacher. Answer documents are returned to the Borough Assessment Office on the scheduled due date for official scoring. Until then, raw scores are used to indicate proficiency levels and eligibility. Students who fall within the range of Beginner, Intermediate, or Advanced levels are then placed in an appropriate language program.

Furthermore, Spanish students who are eligible for language services, take the Spanish LAB-R and those documents are also hand-scored and delivered to the BAO. This information is valuable because we can utilize the literacy skills they possess in their native language to develop English literacy and fluency.

Placement of students is a partnership between school and parents. Parents have the right to choose a placement for their child, so next we hold a parent orientation meeting. The meeting is held by a trained pedagogue, usually the ESL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ESL, and Transitional Bilingual Education. The invitation to this event is sent home in the parents' home languages, so they understand their role at this meeting and the importance of their attendance. In the initial months of school the orientation is held a few weeks after the conclusion of the LAB-R testing period, when raw scores have been calculated. We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ESL teacher.

Before previewing the video we provide an overview of the three program choices. One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when numbers increase. We watch the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models: pull-out, push-in and

self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes.

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. We feel the Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meeting are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. All outreach will be kept on file with the ESL teacher.

During our parent orientation this year, all parents selected Freestanding ESL as their first option. Last school year we created a document to track and revisit parent selection choices. This is stored in the ESL teacher's room where it is easily assessable and updated. When new students are enrolled, their information is added and compared with previous data. Therefore, trends are continuously reviewed as the school year progresses. Data from our previously enrolled ESL students' parent selection forms indicate that there are 2 requests for TBE as a first choice (1 Urdu and 1 Spanish). In addition there is 1 request for a Dual Language Program from a Spanish family. We will continue to keep this information on file and when there are 15 or more students in consecutive grade levels that request a bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at P.S. 128Q. Therefore, at this time there is insufficient number of students to create a bilingual class. As a result, we only offer a Freestanding ESL program for the 2010-2011 school year.

The identification process for previously enrolled students is determined by the 2010 NYSESLAT results. All students who as a result of this assessment, fall into the category of Beginner, Intermediate and Advanced Language Learners continue to receive services during the current school year. In September, students receive entitlement letters informing parents of the results-both for students who have passed and those who continue to need language support. Furthermore, we use the NYSESLAT data to determine the strengths and weaknesses among the modalities of language and gives us a baseline of what kind of instruction needs to take place in order to promote proficiency in English. After a year of language services, students development in proficiency will once again be assessed in the spring with the NYSESLAT exam. We ensure that all eligible students are tested by using the ATS document-RLER.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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

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

(50%:50%)														
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>		2												2
<b>Total</b>	0	2	0	0	0	0	0	0	0	0	0	0	0	2

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	9
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30		9	2						32
<b>Total</b>	<b>30</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	7		2	1		1							12
Chinese	1		1	1			1							4
Russian	1													1
Bengali														0
Urdu		1												1
Arabic	1	2		2		1	1							7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	1	1	1										4
Albanian	1		1											2

## 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
Other		1												1
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 32 students this year. Our students come from various native-language backgrounds-Spanish (12), Chinese (4), Russian (1), Urdu (1), Arabic (7), Polish (4), Albanian (2), and Portugese (1). In addition, 30 are considered Newcomers (ELL's receiving 0-3 years of service). Only 2 students are within 4-6 years of service. Therefore, students usually test out within 3 years of English instruction.

At P.S. 128Q we follow both a pull-out and push-in model and adhere to all CR Part 154 mandates. ELL's spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction. The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K/Newcomers, 1-2, and 3-6) and are of mixed proficiency levels. We only have a few students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. Next year, we can continue to revisit numbers of students per grade to participate in the preferred push-in model by placing ESL students in the same homeroom class. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction.

Several factors are considered when planning for those instructional minutes. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. In the beginning, LAB-R and NYSESLAT results are used to determine the linguistic needs of the students. In addition, New York State ELA Standards, New York State ESL standards, and grade level curriculum are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore Language Arts, Science and Social Studies are covered in our ESL periods, We use the methods from the Sheltered English approach to deliver instruction because it is an optimal recipe for language development: standards, goals, mulitdimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around linguistic demands/functions of a topic. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc...) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc..). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of

assessments are used to track progress and drive instruction. We use data from NYSESLAT, LAB-R, ELA, Math, and ECLAS as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often we look at these assessments to create goals in all areas of language development for our ESL students. Parents are also included in the assessment process. Each month parents receive a progress report explaining the students' goals and steps we are taking to meet those goals. They are encouraged to comment and help support the learning of their child-providing a bridge between home and school.

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Newcomers who are beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing, students use various scaffolds such as sentence builders, mapping, and cloze activities. Reading scaffolds include: age-appropriate picture books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

There is an added benefit to teaching ESL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, poetry, etc.. By the time they encounter the ELA for the first time, they have examined and read stories form all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information need to take the state Math, Science, and Social Studies exams. We do realize that state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of content in their home language, they will be provided with a way to express that by means of a test in their native language or a translator. Lastly, ESL students receiving content instruction will have an easier time transitioning to the push-in model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

Although newcomers who are beginners and intermediates make up a majority of our ESL population, we have 2 advanced students who are in their 4<sup>th</sup> and 5<sup>th</sup> year of ESL services. We began by looking at their scores on the RNMR to determine the area(s) of need and what needs to take place during the 180 minutes of ELA mandated by Part 154. Findings indicate that both students scored Proficient in the areas of Listening and Speaking, but scored Advanced in the areas of Reading and Writing. The ESL teacher asked students for baseline piece of writing and after reviewing what they produced, we discovered they are advanced in their ability to organize their piece of writing, but lack more advanced ways of expressing themselves in writing-in choosing better/more specific vocabulary, transitional words, and expressions/idiomatic expressions. Therefore, this year we created a plan on emphasizing reading and writing development by making a connection between being a reader and a writer. Essentially learning using authors as mentors. During our ELA periods for advanced students, we will also carefully examine different genres by looking at similarities and differences among organization, style, vocabulary (word choice/expressions), and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method of instruction is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, *Scaffolding Language, Scaffolding Learning*. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then through shared experiences, students write a joint text with the teacher, and finally, students will write their own. This method of instruction will not only benefit those students previously mentioned, but all of our Advanced students.

These students will also continue to develop and enhance their Aural/Oral language development during their ESL instructional minutes by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will be provided with some scaffolds, but will rely mostly on modeling from the teacher and text rich in language. They will be asked to reflect on the language and be encouraged to attempt using it in their own speech and writing. Working in pairs and groups will allow students to



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### 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?

Most of the intervention services occur within the school day. Our Beginners make up a majority of our ESL population. Although our Beginners range from 0-3 years of ESL, we were able to determine from various sources that that they all need support in early Literacy skills-in particular sight words, decoding, and basic comprehension skills. Therefore, during the 37 1/2 minutes we are using Foundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension.

Students who are Transitional ELL's are closely monitored by classroom teachers by informal and formal assessments. Students who are identified as those who need academic support are invited to remain in school for the 37 1/2 minutes of extended day and the Saturday program. During the Saturday program, students are grouped according to needs.

Lastly, the ESL teacher and SETTS teacher attend grade level meetings with teachers to provide strategies for classroom teachers. The ESL teacher can provide ESL methodology, while the SETTS teacher can provide academic intervention strategies for teachers. The combined efforts of the support staff provides teachers with tools to use in the classroom to meet the various needs of ELL's-language and academic.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

ELL professionals are given every opportunity to enhance their knowledge in the field of Teaching English as a Second Language. The Office of ELLs conducts workshops that reflect current needs in the area of English as a Second Language instruction. The administration encourages its' teachers of ELL's to take advantage of all professional development opportunities related to ESL pedagogy and compliance. Since the beginning of the 2009-2010 school year the ESL teacher has participated in 2 workshops related to ELLs:

- LAP workshop presented by Wladimir Pierre, ELL Compliance Specialist, October 2010.
- ESL/SETTS meeting presented by Enrico Domingo, October 2010

After analyzing the data for our ELL's we found we need the greatest support in the areas of ELL's who are recent arrivals in the upper grades and Early Childhood ELL's. Therefore, when we receive e-mails from the Office of ELL's we search for workshops that match the needs of our school. We have a growing population of students who are recent arrivals and would like opportunities to learn new strategies to help them catch up academically with their peers. This will increase the confidence they feel in their homeroom class as well as lessen anxiety when they are required to take state tests after one year of schooling in the U.S. In addition, workshops related to Early Childhood ELL's are of interest to us. Workshops attended by the ESL teacher are a benefit to all classroom teachers. One way to provide staff development to peronnel at the school is by turn-keying new strategies teachers learn at workshops they attend. Every Monday, our students are dismissed at 2:30, while teachers spend the 37 1/2 in professional development. This time can be utilized to support staff in the area of ELL's.

In order for teachers to differentiate instruction in their classrooms, they need to be aware of the characteristics of the various proficiency levels. When teachers receive the ESL schedule for their students, they are provided with some information about them. The ESL teacher gives each teacher a "grouping sheet" that indicates how the child was grouped and the other students they will be working with. This grouping sheet also states the child's proficiency level and the areas in need of support (reading, writing, speaking, and listening). Teachers also receive an ESL rubric that provides some indicators for each proficiency level and how it correlates to the language modalities. They can also use the rubric to create reading, writing, speaking and listening goals for their ESL student. This particular rubric is also used by the ESL teacher, so there is a level of consistency between the homeroom and the ESL classroom.

Lastly, this year, the ESL teacher has begun to attend grade-level meetings on a monthly basis to provide support for staff members. She will be providing mini-workshops with strategies classroom teachers can use to assist the ELL's in their classroom. For example, we have a growing number of students from Yemen who are Beginners and behind grade level in this country. This month the ESL teacher worked with teachers on understanding the characteristics of Beginner ELL's, expectations, and goals. We then discussed ways to make content comprehensible and promote participation in the classroom. Teachers were given a packet of information and strategies they can refer to when planning lessons to differentiate instruction for Beginner students. Each meeting will count towards ELL training for staff and sign-in sheets will be kept on file.

## E. Parental Involvement

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

At P.S. 128 we encourage and witness parental involvement starting at the initial interview and parent orientation. Parents even take the initiative to bring translators with them during parent/teacher meetings. When speaking with parents, we notice that most of them are concerned about their child's education and are willing to participate in any way they can. However, parents who are not proficient English speakers feel they are limited by their ability and have expressed an interest in becoming English language learner themselves. As a way to meet the needs of these parents, we have begun to plan for an Adult ESL class for our parents. Until then, we have found other ways to inform parents and provide strategies for them to use at home. As mentioned earlier, a monthly goal sheet is sent home with steps we are using meet the goal. Parents are encouraged to use these same strategies when working with their child at home.

Our parent coordinator is dedicated to her role as a liaison between home and school. At times, parents do not respond to notices or requests to meet. Our parent coordinator has made visits to parents at their place of business or home, ensuring parents receive important information from school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	7		2		1	1							14
Intermediate(I)		4	2	1			1							8
Advanced (A)	3	1	1	3	1		1							10
Total	6	12	3	6	1	1	3	0	0	0	0	0	0	32

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

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

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

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

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

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

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

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

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

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

- First Grade – 12 students (5 General Education and 1 Self-Contained Special Ed. Class)
- Second Grade – 3 students
- Third Grade – 6 students
- Fourth Grade – 1 student
- Fifth Grade – 1 student
- Sixth Grade -3 students

Proficiency Levels:

- Beginners- 14 students (3 Kindergarteners, 7 First Graders, 2 Third Graders, 1 Fifth Grader, and 1 Sixth Grader)
- Intermediates- 8 students (4 First Graders, and 2 Second Graders, 1 Third Grader, and 1 Sixth Grader)
- Advanced- 10 students (3 Kindergarteners, 1 First Grader, 1 Second Grader, 3 Third Grader, 1 Fourth Grader, 1 Sixth Grader)

A closer look at the data reveals that the majority of our students fall into the Beginner and Advanced level of English Language proficiency. We have the least amount of students at the Intermediate level of proficiency.

Beginners:

Although we have many Beginners this school year, these students are mainly comprised of Early Childhood, Self-Contained Special Education and upper grade students who are recent arrivals to the United States. The remaining Beginners are in Grade 1 and only received one year of ESL. In sum, although our Beginners a mix of students from Grade K-6, the common thread that ties most of them together is that they are newcomers with 0-3 years of ESL instruction.

Intermediates:

We have 8 students at the Intermediate level of English proficiency. All except for 1 student are in Grades K-2 students or Newcomers.

Advanced:

Most of these students are beginning their 3rd year of ESL instruction or beyond. We are carefully monitoring 5 students in this group because they are in danger of becoming Long Term ELL's.

After reviewing the data from LAB-R and NYSESLAT it is evident that our Beginners, Intermediates and Advanced students performed better in the Listening and Speaking strands of these exams. 2010 NYSESLAT results indicate that 13 students from various grade levels passed this part of the NYSESLAT exam. However, among the Reading and Writing strands, 11 students, who were Kindergarteners and Newcomers, performed at the Beginner level of Proficiency. Kindergarten performed the lowest among all grade levels. 8 students were able to achieve only Beginner proficiency. Although their Aural/Oral skills may be of the Advanced/Proficient levels, their Reading and Writing scores reflect they are Beginner English Language Learners. We are unable to determine if this was related to skill as opposed to test sophistication. Still in all, these findings are a concern to us will affect our assessment of student progress and instructional decisions for these students. Results from the September 2010 LAB-R provide the same conclusion: students have stronger Listening and Speaking skills than Reading and Writing skills.

Therefore, our students who are in grades K-2, along with Newcomers were assessed by the ESL teacher using the ECLAS kit as a baseline for students' knowledge of early literacy skills. Students were assessed on alphabet awareness, sight words, decoding. Running records were also used to gain insight on how students make and correct errors, as well as their comprehension. The ESL teacher's data was compared to the classroom teacher's results for accuracy. Students ECLAS levels were correlated to Fountas and Pinnell levels as a way of tracking progress and movement during the school year.

- Kindergarten (6 students): Students performed on a Level 1 in ECLAS. 5 out of 6 were able to achieve a Level 2 for recognition of the alphabet. We will be working on sounds of letters using the letter/keyword/sound strategy and applying their knowledge when learning new words.
- Grade 1 (4 General Education students): All performed on a Level 1 in ECLAS. 3 of the 4 displayed greater ability to read sight words than decode. This information will drive our instruction when working with these students. In addition, they used basic skills to attack new words and comprehend: using the picture, but did not always check letter sounds or monitor whether their choice made sense. 1 student is a newcomer, recent arrival, who requires instruction in all early literacy skills.
- Grade 2 (3 students): 1 performed at Level 3, 1 performed at Level 4, and 1 performed at Level 5. In this group of students all students again performed better at sight word analysis than decoding. In addition, they all used basic skills to attack new words: picture clues and beginning sounds. They all will need more strategies, such as chunking, to attack longer words and will require strategies to build new vocabulary while reading. They were not using their knowledge of English to predict words on a page. All of these skills will be addressed during their instructional minutes in and out of the ESL classroom.
- Newcomers: Newcomers are also assessed using ECLAS. We are assessing their knowledge of English letters and sounds. They are

all at Level 1 of ECLAS. They do have some recognition of the letters, and are now working on sound/letter relationships.

#### Conclusions:

#### Strengths

- ü Most of our students who are in Grades K-2 and Newcomers possess alphabet awareness.
- ü Students in Grades 1 and 2 possess basic skills, such as picture cues, to decipher new words and gain meaning.
- ü Students in Grade 2 check the beginning sounds with the picture.
- ü Students in Grades 1-2 are able to recall sight words when reading.

#### Students' Needs and Instructional Plan

ü All students in Grades K-2 were unable to monitor their comprehension on various levels: words, phrases, pages, and stories. Students also had difficulty when encountering new vocabulary. One strategy we will use to introduce monitoring skills is the Language-Experience Approach. This method can be used in many ways and is beneficial because it is centered around learner's own interests, background knowledge, and language proficiency. This also works well for older preliterate students who need age-appropriate texts since the material is of interest to them. As we write stories with students will encourage them to predict words that come next, connect that to letter/sound/word relationships, and ask them if it makes sense. We will connect the strategies we utilized during the language experience lesson as students read independently. This strategy also incorporates all modalities of language.

ü Students in Grades K-2 will also work on strategies they can use to figure out a word's meaning. Sometimes they can decode the word, but may be unable to comprehend the meaning. Graphic organizers can help students focus on words they read and their thoughts about new words, how they are used, and their connection to the story. We will encourage them to use newly learned words in discussions and writing tasks.

ü Introducing new "chunks" as they naturally come up in stories we read.

ü Use Story Maps and other graphic organizers to develop comprehension skills such as retelling and main idea. Graphic organizers can help students plan thoughts and be used during Speaking activities as well.

Although the greatest areas of need are Reading and Writing, all modalities of language will be emphasized during instructional time. ESL lesson plans incorporate listening, reading, writing, and speaking components.

Most of our ESL students scored 3's or 4's on ELA, and content state exams. We included scores of the 6 students who passed the 2010 NYSESLAT. Scores tended to be higher for content exams. Some students did have the advantage of native language support. For students who are proficient in their home language, the native language support via translators or native language versions were beneficial. Those students were able to achieve a 3 or 4 on content exams. However, we have 2 students who are not literate in their home language. We provided translators for them, but scored 1's on both the social studies and math exams. They are from the same native country and were both Newcomers, with one full year of language services. Therefore, the data supports the connection between ability in L1 and learning content material in L2.

#### Evaluation of the success of the program:

The first measure of success is a review of the NYSESLAT data from the last 3 years. The RNMR report provides data on students' exam scores beginning from the 2008 NYSESLAT exam. For students in First grade we compare the LAB-R results to NYSESLAT results to examine progress. 25 of our current students took the NYSESLAT exam in the spring of 2010. We also looked at state exam scores to find correlations.

#### Areas of success:

- 6 students passed the 2010 NYSESLAT.
- 8 students went up 1 or 2 proficiency levels.
- All, except 1, eligible students who took the ELA received a Level 3 or higher.
- All except 2 ELL's received a 3 or 4 on the State Math exam.
- All ELL's (2 students) in Grade 4 received a 4 on the State Science exam.
- 3 Advanced students remain as Advanced students from 2009-2010. However, all students made gains in scale scores from one administration of the NYSESLAT to the next. They also have received Proficient scores in Speaking and Listening.

#### Areas of improvement:

- 8 Kindergarten students are Beginners as a result Reading/Writing components of the NYSESLAT. Most of them are Proficient in Speaking/Listening. There needs to be stronger instruction to develop literacy skills.
- 9 students remained as Beginners or Intermediates from 2009-2010 administration of the NYSESLAT.

**Conclusion:**

We have greater results among upper grade students. We need to develop better ways to promote early literacy skills among our K-2 students.

We will continue to use new data to track and develop our ELL's proficiency. As we receive new data we will modify instruction based on their current needs to develop their English language skills-both academically and socially.

**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.

**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		