



PS/IS 270~THE GORDON PARKS SCHOOL]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (29/ Q/ 270)
ADDRESS: 233-15 MERRICK BLVD, ROSEDALE, N.Y. 11422
TELEPHONE: 718- 341-8280
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 270 SCHOOL NAME: THE GORDON PARKS SCHOOL

SCHOOL ADDRESS: 233-15 MERRICK BLVD., ROSEDALE, NY 11422

SCHOOL TELEPHONE: 718-341-8280 FAX: 718-341-5589

SCHOOL CONTACT PERSON: ELEANOR S. ANDREW EMAIL ADDRESS: eandrew@schools.nyc.gov

POSITION/TITLE : **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MICHAEL SHANNON

PRINCIPAL: ELEANOR S. ANDREW

UFT CHAPTER LEADER: STEPHANIE LAMONTANARO

PARENTS' ASSOCIATION PRESIDENT: CAROL BARRACKS

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 CHILDREN FIRST NETWORK (CFN): ICI Children's First Network

NETWORK LEADER: Joanne Joyner-Wells & Janet Won

SUPERINTENDENT: Lenon Murray

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
Eleanor S. Andrew	*Principal or Designee	
Stephanie Lamontanaro	*UFT Chapter Chairperson or Designee	
Carol Barracks	*PA/PTA President or Designated Co-President	
Michele May	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Javan Evans	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Santina Cammariere	Financial Officer-Staff	
Lisa G. Allen	Member/Staff - Assistant Principal	
Michael Shannon	Member/Staff /Middle School Intervention	
Florence Duggins	Member/Parent	
Ernest Gaither	Member/Parent	
Stacie N. C. Grant	Member/Parent	
Judine Joiner	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

School Vision and Mission Statement:

The diverse PS/IS 270 community is dedicated to achieving high standards of academic excellence for all students in a nurturing environment in preparation for the ever-changing challenges of society's new millennium. We want to create a community of life long learners whose focus will include the development of attitudinal, civic, and social skills necessary to function productively and successfully on every level including leadership roles in the world community.

Contextual Information About the School's Community and its Unique/Important Characteristics:

We are a collaborative school community of dedicated administrators, educators, and parents, who are committed to the students we are entrusted to serve. We envision our school as a place in which children will develop and grow in a safe, nurturing, and respectful environment. Our goal is to provide a comprehensive quality education to assist every child in achieving its fullest potential.

By promoting and encouraging independent thinking, social responsibility, self worth, and high achievement, our students will be prepared to compete with other students throughout the city who have enjoyed academic success and are accepted in the most rigorous high school programs available to them. This will be achieved through the multiple intelligence educational models designed to meet the individual needs of our students. The most current trends in education will be used to have opportunities to learn through various modalities including the areas, technology, the sciences, mathematics, and literacy. We will also encourage and foster a sense of community and civic responsibility within our students to mold socially conscious citizens.

The five common areas located through out the buildings are used to facilitate extended learning. Students often participate in grade wide cooperative learning experiences. Some examples are as follows: Poetry readings, one to one and small group instruction, multicultural presentations that include dance, music, art, dramatizations, and clubs.

Our daily instructional program includes AIS in literacy and math. We utilize team teaching, collaborative team teaching, and teaching through the arts as a means of expanding our students' knowledge base. Since students in grades three through eight are encouraged to select the arts program they are most talented in, interest based learning is also applied.

As a Primary and Intermediate School, we foster a school culture that is nurturing academically stimulating, and cohesive. Our Middle School students are being prepared to attend preparatory programs for specialized high schools.

Our library will be expanded in its use to include a Media Center. Students have the ability to utilize the facilities with their teachers for research purposes. The library facility will include a

smart board, computers, printers, and iPods. Our science teachers will conduct intensive collaborative teaching as well as individual classroom instruction in order to prepare the grades four and eight for the annual state science assessment. Earth Science Regent's course will again be implemented in our program to include selected 8th grade students. Selected 8th grade students will also be offered an Integrated Algebra Regents course. These students will sit for both the Earth Science and Integrated Algebra Regents in June 2011. The photo-journalism was a great success and will continue to be incorporated into the curriculum for grades three through eight.

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					
School Name:	PS/IS 270Q				
District:	29	DBN #:	29Q270	School BEDS Code:	342900010270

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		97.2	96.9	96.1		
Kindergarten	48	50	66						
Grade 1	53	55	53	Student Stability: % of Enrollment					
Grade 2	58	55	57	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	81	62	58		98	96.8	?		
Grade 4	107	87	66						
Grade 5	78	108	82	Poverty Rate: % of Enrollment					
Grade 6	55	86	120	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	85	51	88		34.8	36.0	50.6		
Grade 8	54	82	50						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	4	3		
Grade 12	0	0	0						
Ungraded	4	0	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	623	636	644		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	11	12	24						
No. in Collaborative Team Teaching (CTT) Classes	15	21	22	Principal Suspensions	24	25	14		
Number all others	34	32	37	Superintendent Suspensions	7	5	14		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	7	2	1	Number of Staff: Includes all full-time staff			
# ELL's with IEP's	2	4	3	(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	38	42	46
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	3
	0	0	3				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.5	1.6	1.6	Percent more than two years teaching in this school	89.4	71.4	88.0
Black or African American	90.2	90.6	90.4	Percent more than five years teaching anywhere	78.9	57.1	91.0
Hispanic or Latino	2.3	2.4	2.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.6	1.6	Percent Masters Degree or higher	94.7	90.0	95.0
White	2.0	2.0	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	60.0	100.0	100.0
Multi-racial	0.1	0.1	0.1				
Male	48.0	47.8	48.8				
Female	52.0	52.2	51.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	1.6	X	X				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	X	X					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	X	X	-				
Limited English Proficient	-	-					
Economically Disadvantaged	X	X					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	68.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The interim reports noted that grade 7 attained success in the following areas. In Mathematics our strengths include Number Sense and Algebra. In ELA the strengths were in "Information and Understanding", "Critical Analysis and Evaluation"

Increased instruction and particular attention to this same population of students will be directed to the following areas. In Mathematics the focus will be Geometry and Problem Solving. In ELA, the focus will be to increase Literary Response and improve writing skills.

A success rate of at least a year and a half of growth is the goal for all students.

A teacher mentor system is set in place and is a significant aid to the school's continuous improvement with the support and professional development opportunities provided to the staff. The core element is pairing new staff members with an experienced teacher. The job of the "buddy" teacher would be to assist the new teacher with various aspects of the job such as but not limited to planning, curriculum, instructional strategies, classroom management, etc.

Once again we find that the influx of NCLB students continue to be a barrier to the schools continuous improvement. Unfortunately, so many of these children are middle school students that come to us requiring immediate intervention because they are so far behind academically. Provisions of differentiated instruction and AIS services are afforded these students in an effort to increase their academic levels.

According to the CEIS data we have experienced a rise in the number of suspensions, which is directly related to the influx of NCLB students. As such we have been sited. The amount of time spent with conferences, reports and hearings translates adversely on the time necessary to successfully impact instruction.

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.

After reviewing the data from the NYS ELA and Math exams from the past couple of years, we noticed the number of our level four students is declining. In an effort to challenge these high level students we will implement a more rigorous curriculum for students in grades 3 -8 including an extensive accelerated Regents program.

- **(Goal 1) By June 2011 we will increase to 60 % the number of students scoring in levels 3 and 4 (from ELA 55.4 and Math 54.0) and 85 % of the 8th grade accelerated students will receive a score of 80 % or higher, as a result of our implementation of the above mentioned program.**

Our 2009-2010 Learning Environment Survey showed a need for improvement in the area of home/school collaboration. To this end, the school will design and develop and more effective communication program to meet the needs of the parents and the students.

- **(Goal 2) To implement parent communication protocols that will result in improved communication scores on the learning survey from 7.0 to approximately 8.0.**

According to the data provided by 2010 NYS Math exams, the number of level 2 students in these areas has increased, however we experienced a major decline in our over all progress in mathematics.

- **(Goal 3) Using the Common Core State Standards we will examine the mathematical practices and improve pedagogy that will result in a 20 % growth in our overall progress in mathematics.**

Thanks to the prior success of our Arts department, we have chosen to expand the instrumental portion of the program with the implementation of guitar instruction for grades in our intermediate grades. Data on our Arts survey indicated a need for additional music support, and to this end we decided to expand our instrumental department to include acoustic guitars.

- **(Goal 4) To increase student participation in our overall arts program with the inclusion of drama, dance and acoustic guitar.**

SECTION VI: ACTION PLAN

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

1) Rigor in ELA and Math

Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011 we will increase to 60 % the number of students scoring in levels 3 and 4 (from ELA 55.4 and Math 54.0) and 85 % of the 8th grade accelerated students will receive a score of 80 % or higher, as a result of our implementation.</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Conduct a search for a HQ Integrated Algebra instructor • To implement a schedule where regents track students will study the Integrated Algebra Regents coursework in addition to the Grade 8 math curriculum. • To continue Earth Science accelerated program in Grade8. • Provide Professional Development and differentiated instruction in ELA and Math • To analyze the NYS exam data in an effort to develop strategies that will challenge these students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Provide funding for purchase of Integrated Algebra and Earth Science textbooks, workbooks as well as graphing calculators and Barron's review books via
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher exams, midterm exams, final exams and periodic assessments will be used as measurement tools of progress. • Teacher observation of individuals as well as student groups will also be used as a progress indicator.

2) Learning Environment

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our 2009-2010 Learning Environment Survey showed a need for improvement in the area of home/school collaboration. To this end, the school will design and develop and more effective communication program to meet the needs of the parents and the students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue to subscribe to Engrade (3-5) and Snapgrade (6-8) programs being implemented. • Refine and redesign a bi weekly progress report for grades K-2 • Parent workshops will continue to be implemented and offered to bridge the school/parent relationship.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<ul style="list-style-type: none"> • Allocate Tax Levy Funding to support Snapgrade • Allocate funding for Professional Development related to implementation for Snapgrade and/or Engrade.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The Learning Environment Survey for the 2010-2011 school-year will reflect an improvement on the home/school collaboration section.

3) Mathematical Progress

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Using the Common Core State Standards we will examine the mathematical practices and improve pedagogy that will result in a 20 % growth in our overall progress in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide opportunities for Teacher Teams and Professional Communities to meet for common planning • Provide Professional Development on the eight mathematical practices • Implementation of pilot program “Time 2 Know” • Provide Professional Development for “Time 2 Know” program •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<ul style="list-style-type: none"> • Inquiry Team Funding • “Time 2 Know” Grant Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Spring 2011 Mathematics scores. • Bench marks: Predictive ITA

4) Arts Department Expansion

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student participation in our arts program with the inclusion of drama, dance and acoustic guitar.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To search for a HQ instrumental arts instructor. • Provide program that allows students to participate in the extended arts offering.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<ul style="list-style-type: none"> • Funding provided for the extended arts program via TL FSF
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • With the successful mastery of their particular art, students work will be showcased during a culminating Spring event.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2	1	1	N/A	N/A				
3	3	5	N/A	N/A				
4	9 & 20 = 29	1 & 24 = 25						
5	3 & 16 = 19	2 & 19 = 21						
6	4 & 37 = 41	2 & 40 = 42						
7	2 & 51 = 53	2 & 32 = 34						
8	1 & 38 = 29	7 & 41 = 48						
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Push/Pull Out Instruction, Small group instruction before and during school.
Mathematics:	Push/Pull Out Instruction. Small group instruction before and during school.
Science:	Inquiry Based Projects. Small group instruction before and during school.
Social Studies:	Inquiry Based Projects using DBQ's, www.oswego.org, www.timefor kids.com, Small Group Instruction before and during school.
At-risk Services Provided by the Guidance Counselor:	Small and large group instruction. Intervention on an as needed basis. One to one counseling. Services provided during the school day.
At-risk Services Provided by the School Psychologist:	Intervention on an as needed basis.
At-risk Services Provided by the Social Worker:	Intervention on an as needed basis.
At-risk Health-related Services:	On an as needed basis.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be served: 3 LEP 622 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

There are ESL and Pull Out programs in place. Three students participate in these programs. They are in grade four. They are instructed in the English language. They are seen five times a week for 60 minutes each day.

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.

Teacher/Staff associated with ESL have attended the following Professional Development sessions. Test Analysis; Language Instruction K-8; and BESIS Training.

Section III. Title III Budget

School: _____ **BEDS Code:** _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Parents are afforded both written translations and oral interpretations.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Due to the limited necessity of translation required; less than 1% of the population, individual families were informed that written translation and oral interpretation were available to them.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
Due to the limited necessity of translation required; less than 1% of the population, individual families were informed that written translation and oral interpretation were available to them.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
A school staff member provides interpretations in house.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Parental notifications will be performed according to the Chancellor's Regulations via written translations and oral interpretations.

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:		\$ 296,131	\$ 296,131
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$ 2,961	\$ 2,961
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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			1,444	x	25-32
Title I, Part A (ARRA)	Federal	x			296,131	x	25-32
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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Three
2. Please describe the services you are planning to provide to the STH population.
Counseling for adjustment to new and adverse living conditions on an as needed basis.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Gordon Parks School					
District:	29	DBN:	29Q270	School		342900010270

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.1	96.9	96.1
Kindergarten	50	66	68				
Grade 1	55	53	69	Student Stability - % of Enrollment:			
Grade 2	55	57	58	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	58	54		95.6	96.8	99.0
Grade 4	87	66	58				
Grade 5	108	82	64	Poverty Rate - % of Enrollment:			
Grade 6	86	120	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	51	88	118		34.8	50.6	57.9
Grade 8	82	50	80				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	4	6
Grade 12	0	0	0				
Ungraded	0	4	4	Recent Immigrants - Total Number:			
Total	636	644	660	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	24	33	Principal Suspensions	24	25	44
# in Collaborative Team Teaching (CTT) Classes	21	22	20	Superintendent Suspensions	7	5	15
Number all others	32	37	40				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	42	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	8
# receiving ESL services only	2	1	TBD				
# ELLs with IEPs	1	3	TBD	Number of Educational Paraprofessionals	2	1	3

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	74.4	71.4	80.0
				% more than 5 years teaching anywhere	53.8	57.1	82.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	90.0	95.6
American Indian or Alaska Native	1.6	1.6	1.2	% core classes taught by "highly qualified" teachers	66.3	100.0	100.0
Black or African American	90.6	90.4	93.3				
Hispanic or Latino	2.4	2.5	2.3				
Asian or Native Hawaiian/Other Pacific	1.6	1.6	1.8				
White	2.0	1.7	1.4				
Male	47.8	48.8	46.4				
Female	52.2	51.2	53.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	31.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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



School - Parent Compact

We, the school and parents agree to work collaboratively in order to provide for the successful education of our children.

SCHOOL

We understand: the need to schedule flexible meeting that will allow for full participation of all parents.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the School Wide Project (SWP) guidelines.

We understand: the need to provide weekly progress reports (K-5), ENGRADE updates, performance profiles, and intermediate (6-8) SNAP grade updates for parental feedback.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information. (ARIS information will be encouraged)

We understand: the need to provide continuous quality instruction and the latest curriculum mandates (CCSS).

We understand: the need to deal with communication issues between teachers and parents through:

- Know Your School Night with in the first 10 days of each school year.
- Return all phone calls with 48 hours to establish Parent-Teacher Conferences.
- Reasonable access to staff.
- Updated reports to parents on their child's progress.
- Opportunities to participate in class excursions and performances.

We understand: the need to provide various parental workshops to ensure parental understanding of the latest in curriculum mandates, testing, safety and parenting strategies in order to maximize to student potential.

PARENT - GUARDIAN

I understand: the need to reinforce the day's lessons in addition to homework assignments: Read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance / training that the school or district offers on child rearing practices, teaching and learning strategies. (ARIS, SNAP grade, ENGRADE)

I understand: the need to provide necessary tools to enhance this education of our students so that each student achieves their potential while attending PS / IS 270.

I understand: the need to reach out to other parents and promote social interaction of all students for social growth and positive student progress.

I understand: the need to share responsibility for my child's improved academic achievement.

I understand: the need to communicate with my child's teachers about his / her educational needs.

I understand: the need for me to monitor my child's:

- Attendance at school.
- Homework
- Television watching
- Health needs

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like

and or need to help me be more effective in assisting in my child in the education process.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 2.05	District 29	School Number 270	School Name THE GORDON PARKS
Principal sEleanor S. Andrew		Assistant Principal Lisa Allen, Rosalie Ambrosio	
Coach (Math) Santina Cammariere		Coach	
Teacher/Subject Area Aris Flores / ESL Teacher		Guidance Counselor Sonya Spurling	
Teacher/Subject Area Ruth Panaligan/SETSS		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Patricia Wheeler	
Related Service Provider type here		Other type here	
Network Leader Joanne Joyner-Wells		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	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	0

C. School Demographics

Total Number of Students in School	659	Total Number of ELLs	5	ELLs as Share of Total Student Population (%)	0.76%
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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.
- 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.)
 - 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.

Initial identification of possible English Language Learners (ELL) starts at the time of admission when the child and his parent or guardians meet with the principal, parent coordinator, and other school personnel. At this point, the Pupil Accounting Secretary makes sure that the Home Language Identification Survey (HLIS) is administered to identify the dominant language that the student understands and speaks at home. For those who have prior HLIS, the ESL Provider and Pupil Accounting secretary analyze the document to find out if the child might require services and that correct dominant language is inputted on ATS. If the dominant language is a language other than English, the English proficiency test called the Language Assessment Battery –Revised (LAB-R) is administered to determine eligibility for ESL/Bilingual Services. Also, RLER ATS reports are run by the Special Education Liaison on a regular basis to ensure that all students admitted to the school that require LAB-R are tested.

Upon identification of eligibility to ESL services, parents are invited to come to the school to meet with the ESL Provider, Parent Coordinator, and Special Ed Liaison (specially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child’s learning process such as classroom teachers and service providers (if child has an IEP) are also invited. During this meeting, the Parent Survey and Program Selection Forms that documents the parent’s decision are distributed. To ensure that the forms are returned on a time, the ESL Provider and parent coordinator (if needed) communicate with the parents via letter or telephone.

At this time, the only program available in the school is Freestanding ESL because we do not have sufficient number of students to open a bilingual class. The ELL population in our building is relatively low and two out of two new admits that we have this year that are currently enrolled in the school chose ESL based on the Parent Selection Form. One new admit had previous ESL instruction in her old school and we continuing the services.

Students who receive ESL services are assessed yearly using the NEW York State English as a Second Language Achievement Test (NYSESLAT). The test results are evaluated annually to identify areas of strength and weakness of each child. Individual scores in the listening, speaking, reading, and writing subtests are analyzed to plan ESL and classroom instruction for the ELLs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) 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 checked="" type="checkbox"/> 7	<input checked="" 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1		1	2			1							5
Total	1	0	1	2	0	0	1	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE		ELLs receiving service 4-6 years	1	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	4		2	1						5
Total	4	0	2	1	0	0	0	0	0	5

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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
Polish														0
Albanian														0
Other	1													1
TOTAL	1	0	1	2	0	0	1	0	0	0	0	0	0	5

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.

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is homogeneous wherein students of the same proficiency level are placed in group. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. At this point, we do not have any student in the advanced level but should we do in the future, we will provide the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

To make content area is delivered in a comprehensible manner that enriches language development, the TPR (Total Physical Response) and the CALLA (Cognitive Academic Language Learning Approach) are integrated with the America's Choice Model that the school is utilizing. The provider use books, teacher-created materials and technology (smart board/document camera) to make learning more fun and interesting. Lessons are scaffold and differentiated in instruction. Collaboration with the ELLs classroom teacher helps ensure that ESL instruction is aligned with the General Education curriculum. In addition, native language support is delivered by providing the parents resources and materials written in their native language.

For newcomer ELLs and NCLB student that we will probably have in coming school year, one of our major goals will be prepare them for the ELA and Math Tests. Test prep activities during school hours and after school that will familiarize them with content of the exams will be provided. Test taking strategies that will reduce anxiety and develop good time management will also be introduced. As an additional service, they will be picked up during Extended Day period where they will have an additional 30 minutes of instruction time that will target their areas weaknesses.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction.

Skills that will help them in writing resumes and application letters will also be taught. Daily life conversation, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For long-term ELLs, the focus will be independence. Similar to the goals for students receiving, 4-6 years, transition activities and services will also be integrated since at this stage when they are in the process of moving up to middle school or high school.

English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, educational CDs and listening tapes are available. Also, the ESL Provider uses the Smart Board, grammar board games, and flashcards are also being used. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

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

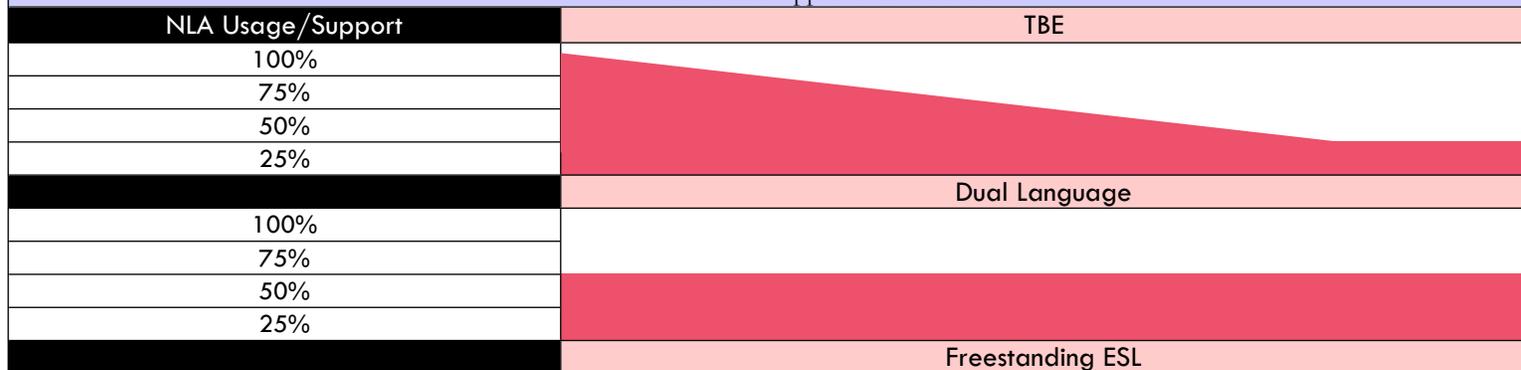
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

We are not discontinuing any ELL program for the coming school year. Instead, we are enhancing the existing ESL program through improved collaboration among the ESL provider, the child's general education teacher, and the parents. To assist newly enrolled ELL students, they will be introduced to one another and are toured around the school with their parents. Also, they will be invited to participate in assembly programs, field day, and other school activities. For students with IEP, the team which consists of the School Assessment Team; General Education and Special Education Teachers; and Service Providers will be more involved in planning and carrying the instruction to ensure that the students' needs are met. As for students reaching proficiency in NYSESLAT, we will continue to provide transitional support through ESL program that focuses on preparing the student for independence. When a child tests out of NYSESLAT, provider consultation will still be available to ensure continued student progress.

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.

ESL Providers, classroom teachers, other service providers as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of Freestanding ESL service and to comply with the required 7.5 hours of ELL Training. Also, they will be attending general workshops on technology in the classroom and curriculum and instruction that can be applied in teaching the ELLs. The school administration help Professional Learning Communities and teacher interactions/grade level meetings will provide support to staff as they transition from elementary to middle and/or middle to high school.

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?

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Census 2010, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

To assess the early literacy skills of our English Language Learners, ECLAS-2 is administered in addition to daily observations and regular classroom assessments. The ESL provider collaborates with the classroom teachers in analyzing test scores and observation data in terms of the areas of reading/decoding, speaking, listening and writing. When the school receives the NYSESLAT results, the individual scores are studied and used to drive instruction.

The three 2nd Grade (two of which are now in 3rd grade and one retained in the 2nd grade) students who took the Spring NYSESLAT all received a proficiency level of Intermediate. Our new admit in 6th grade scored a proficiency lever of Intermediate. Analyzing the modalities, Speaking and Listening appear to be areas of strength as three of the four ELLs in our school received a proficiency level of Advanced in that subtest. However, the Reading and Writing Modalities appear to be the areas that we need to work on since the three 2nd Grade students received an Intermediate Level on those subtests. Our 5th grade (now in the 6th Grade) student, however, did better in the Reading/Listening Area with a proficiency level of Advanced. Her proficiency level in Listening and Speaking is Advanced. Since the NYSESLAT results reveal that reading and writing are two areas of weakness for the lower grades, these two areas are given focus in planning instruction this school year. As for our middle school student, focus shall be in the areas of Speaking and Listening. Using the

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.

Melissa Iliomme (ID# 211711577) is being served as per IEP dated 9/24/2010. She is no longer mandated to receive ESL Services but is required to take the NYSESLAT and counted as an ELL child.

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		