



[THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 28/Q/303

ADDRESS: 108-55 69TH AVENUE, FOREST HILLS, NY 11375

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 303 **SCHOOL NAME:** The Academy for Excellence through the Arts

SCHOOL ADDRESS: 108-55 69th Avenue Forest Hills, New York 11375

SCHOOL TELEPHONE: 718-459-1358 **FAX:** 718-830-3253

SCHOOL CONTACT PERSON: Barbara Leto **EMAIL ADDRESS:** BLeto2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Gallo

PRINCIPAL: Barbara Leto

UFT CHAPTER LEADER: Emilio Burgos

PARENTS' ASSOCIATION PRESIDENT: Laura Sanogo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28Q **CHILDREN FIRST NETWORK (CFN):** 1

NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Barbara Leto	*Principal or Designee	
Emilio Burgos	*UFT Chapter Chairperson or Designee	
Laura Sanogo	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Laura Ugbomah	Member/Teacher	
Deana Bates	Member/Teacher	
Susan Gallo	Member/SLT Chairperson/Teacher	
Laura Marks	Member/Parent	
Aegina Barnes	Member/Parent	
Stephanie Matsuyoshi	Member/Parent	
Barry Joseph	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.

At The Academy for Excellence through the Arts, we believe that children have a natural desire to learn, imagine, explore, and create. Our teachers, parents, and the community at large have high expectations and are committed to the personal, academic, and social growth of all of our students. We strive to offer our children an academically rigorous program with a well-balanced Theater Arts program consisting of Drama, Dance, Music, and Art.

Curriculum highlights include a balanced literacy program consisting of read aloud, shared, guided and independent reading. Children are immersed in the writing process to enfranchise students to become life-long learners. Our Everyday Math Program supplemented by Singapore Math and our Harcourt Science program offers a hands-on approach using inquiry, discovery and real life application. Social studies will be taught using primary documents and an integrated project-based method.

Our curriculum immerses our student's in the performing and visual arts that include drama, dance, music and art. Students participate in class productions, reader's theater and multicultural dance productions. Every Friday, students in K-2nd grade have enrichment clubs that include: Photography, Journalism, Italian, Fairytale Trials, Architecture, Science, Chorus, Passport Express, Mythology and Puppet Theater. Learning Leaders are used to maximize our instructional time with our students.

Our school constitution focuses on positive strategies that our children can use to maximize their success at school. To this end we have instituted a school wide study on Character Education that includes lessons from the L.I.V.E curriculum. Each class is responsible for putting an assembly for their perspective classes.

We make every effort to effectively communicate clear expectations for all children with attainable goals and use reflection and communication as tools to build community and respect. Our school-wide enrichment programs include "Spotlight Artist", "Spotlight Composer", Character Education, and Enrichment clubs. Through aesthetic appreciation and hands-on exploration and performance, children are given the opportunity to learn about some of the great art contributors.

Students in Kindergarten through 2nd Grade partake in Enrichment Clubs every Friday. The following clubs are in effect for the 2010-2011 school year: Architecture, Journalism, Digital Photography, Chorus, Puppet Making, Science, and Passport Express. At the end of each

semester students invite parents for a gallery walk of performances and artifact viewing. This is one of the ways we engage in making the home/school connection a vehicle to enhance our students' school experience.

Family engagement is attained through workshops and other family events that give families the opportunity to learn along side their children. One such activity is "Art Buddy". As a school that values cultural and linguistic diversity, we work closely with families to help us learn about their cultures through celebrations like Diwali and Lei Day. Families are invited to school to participate in our in depth exploration of the spot-light artist. Parents are invited at different points of inquiry to work using that artists' media.

Parents are encouraged to celebrate in our annual Literacy Fair, Arts Festival, Writing Celebrations to mention a few. This year our children will use their knowledge gained from learning the scientific method by conducting an experiment and presenting it at our Science Fair. AEA works hard to promote cooperative learning through integrated thematic centers, traveling portfolios and arts infusion in all curriculum areas that highlight our student's strengths and interests while differentiating instruction for all our learners. We want to provide our students the opportunity for risk-taking and hands on exploration.

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:	The Academy for Excellence through the Arts				
District:	28	DBN #:	28Q303	School BEDS Code:	342800010303

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		36	36						
Kindergarten		66	48						
Grade 1			47	Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						96.9			
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6						55.7	12.1		
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9						0	0		
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12						2	0		
Ungraded									
Total		102	132						
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		0	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes		4	9	Principal Suspensions		1	0
Number all others		0	4	Superintendent Suspensions		0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		11	6	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				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
American Indian or Alaska Native		1.0	0.8	Percent more than two years teaching in this school			
Black or African American		3.9	1.5	Percent more than five years teaching anywhere		87.5	87.5
Hispanic or Latino		11.8	9.8				
Asian or Native Hawaiian/Other Pacific Isl.		19.6	19.7	Percent Masters Degree or higher		100.0	100.0
White		60.8	54.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100.0	100.0
Multi-racial							
Male		45.1	44.7				

DEMOGRAPHICS							
Female		54.9	55.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

MCLASS Reading 3D is our formal reading assessment. Last year we witnessed a great growth in our children's reading scores. The End of the Year (EOY) results reported that 98% of our children including our Special Education and ELL students were at or above Kindergarten reading levels. Our First Grade students were also able to move 2 to 3 reading levels to meet our literacy goal.

The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student's instructional level. The Progress Monitoring assessments are administered in between Benchmark assessments and are used to track progress of individual student's areas of weakness and changes in reading levels. Reading 3D measures initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our youngest learners. By creating skill groups based on the data that is generated through the reading 3D system, we have observed that our students have met benchmark goals in all literacy areas by differentiating instruction for all our learners.

Our greatest accomplishments as a new school in its third year has been the unique opportunity to provide our students with a newly initiated program that offers differentiated literacy enrichment classes closely aligned to students' areas of need and interest. The addition of a new math school-wide program, Singapore Math, provides a strong foundation in basic number sense and mathematical operations. The curriculum immerses our students in all aspects of the Arts and requires all students to participate in class productions, Readers' Theater, and music appreciation. School performances are much anticipated by staff and parents and contribute significantly to students' confidence, and their social and emotional growth.

Students study several "Spotlight Artist" throughout the school year and create art using the media of the artist they are studying. To date students have studied the following artist; Mary Cassatt, Vincent Van Gogh, Georges Seurat, Andy Warhol and Pablo Picasso. The students are

immersed in aesthetics education and make schema connections during reading and writing workshop. The students have been fortunate enough to see performances at Lincoln Center as well as have Lincoln Center performers come and perform at our school.

Our partnership with Wingspan Arts as our Afterschool has made a positive impact in our school community. Wingspan Arts uses teaching artist that teach classes that they are passionate about. Wingspan Arts offer classes that enhance the enrichment classes that are provided during the school day. We have parents that have volunteered through the Learning Leaders organization to volunteer their time in our school and presently are part of our Friday Enrichment Clubs.

To promote parent involvement the school offers a monthly "On Stage with Ms. Leto" where parents are given an opportunity to discuss the issues that are affecting the school as well as making the home-school connection stronger by discussing ways parents can involve themselves in the school community and ways the school can effectively communicate with our families. To this end every teacher has created a Shutterfly account that allows parents to get notification every time the teacher posts any information on their homepage.

The most significant barrier to the schools continuous improvement is the lack of funds and space constraints. As a small school in its third year, we have received severe cuts to our budget that will make it very challenging for the 2010-2011 school year. As a proposal school with an arts focus, we find ourselves unable to have the art programs that were designed into the proposal such as; Lincoln Center Institute and Together in Dance. Lack of funds also precludes us from being able to provide the students with laptops or classrooms with more desk top computers, since we do not have a technology lab.

One area that the school needs to improve upon according to the Quality Review findings is to enhance the school's internal capacity and develop further external partnerships to support the social/emotional needs of students. As a small school we presently share a social worker with two other schools. The social worker has great difficulty meeting her mandated load since she is only at our school one day per week. In order to address this need internally our school will initiate this year a schoolwide initiative to introduce character education into our curriculum. Teachers will also be able to participate in a 3 series workshop on the "Responsive Classroom" offered by the Early Childhood Office that will support our school goal. Our network will also provide support to our school through workshops and presentations focusing in the area of addressing the social/emotional needs of our students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal # 1

By June 2011, 90% of our 2nd graders will move 2 reading levels as measured by Fountas and Pinnell leveling system.

Components of the Comprehensive Instructional Approach for Reading and Writing:

Grades K, 1st & 2nd:

Instructional Materials: Classroom libraries, Reading and Writing Units;

Foundations for K and 1, Reading 3D & DIBELS and Fontas and Pinnell running records and Computer Literacy programs

100 minute Literacy block

Small guided reading groups

K & 1st Grade-Literacy Centers

1st & 2nd Grade-Book Clubs

AIS Groups

Planning Guides:

Common Core Standards and Pacing calendars developed for both Reading and Writing

The balanced literacy approach is used in all classrooms where there is a daily read aloud, shared reading, partner reading, and independent reading. The Writing Workshops includes a connection, teaching point, independent and small group work with a share at the end of the lesson.

Professional Development:

Professional Development is delivered by the Literacy liaison during common preps and before school and afterschool, teacher study groups and Lunch and Learns.

Teachers share common preps 2 to 3 times per week where they plan as a grade to enhance and differentiate instruction/lessons for all our learners.

Network Professional Development on the Common Core Standards/Guided Reading

Goal # 2

By June 2011, 90% of all 1st and 2nd graders will demonstrate proficiency in the Scientific method and attain a level 3 on teacher created science performance-based assessments

Components of the Comprehensive Instructional Approach for Science:**Grades K, 1 and 2nd Grade:**

Instructional Materials: Classroom libraries, Science Units, Harcourt Science Core Curriculum, classroom computers, Smart Boards and Science Notebook

Planning Guides:

Common Core Standards, Science Pacing calendars, NYS City Performance Standards

We use the Workshop Model and project-based learning for Science instruction

Professional Development:

Teacher Study Groups

TPR

Goal # 3 Develop a full range of partnerships with community organizations that will provide additional enrichment activities for students to extend their learning experiences.

Components of the Comprehensive Instructional Approach for Community Involvement:**Grades K-1:****Instructional Materials:**

L.I.V.E. Curriculum Lessons

"Respect for All" books

Character Education trade books

"Respect for All" curriculum
 Responsive Classroom materials
 Curriculum Maps/pacing calendar
Planning Guides:
 L.I.V.E. Curriculum

*The workshop model is used in all classrooms which include a connection, teaching point, independent and small group work with a share at the end of the lesson.

Professional Development:
 Responsive Classroom Workshop

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): READING

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of our 2nd graders will move 2 reading levels as measured by Fountas and Pinnell leveling system.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Our (2) 2nd Grade classes will be split into 3 Literacy groups based on the most recent data available through MCLASS assessments. • Infuse Reading comprehension skills into existing units of study to differentiate instruction for all our learners. • AIS/Guided Reading groups • Have a MCLASS workshop for our families to describe the program expectations and assessments. • Second grade classes will effectively incorporate Second grade literacy enrichment groups,

	<p>based on comprehension and fluency levels, with the primary focus on creating learner centered communities.</p> <ul style="list-style-type: none"> • Teachers will collect and maintain individualized progress reports generated from DIBELS to plan instruction. • Schedule common preps and Afterschool per session activities to support teachers. • Conduct focused instructional walkthroughs to provide ongoing, authentic feedback to teachers. • Continue to build upon teacher expertise to deepen our teaching and learning. • End of the year School Leadership Team/teacher survey to gauge success and to inform program changes or adjustments.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • We will introduce Learning Leaders into the classroom with the goal of supporting Literacy groups. • Professional materials are purchased with tax levy funds, and C4E monies have been used to partially fund push-in teacher. • 100 Minute Literacy block
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>*MCLASS will be administered 3 times per year and teachers will use running records to progress monitor in between MCLASS assessments and differentiate instruction based on information gathered.</p> <p>*An improvement of at least one level of progress using the Fountas and Pinnell benchmarks for independent reading levels.</p> <p>*Collect and analyze data at the end of February and the end of May to determine the effectiveness of our program and the impact that literacy groups have had during the 2nd Grade Literacy block.</p>

Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of all 1st and 2nd graders will demonstrate proficiency in the Scientific method and attain a level 3 on teacher created science performance-based assessments.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Introduce the science notebook as a tool of inquiry to develop skills in the application of inquiry-based investigations using the scientific method. • Create a Science Enrichment class and staff with science teacher. • Create Science units that enhance our science program; Harcourt Science. • Conduct Science Experiments and create Science Station to use with the Science Notebooking. • Using science programs on the computer to enhance units of study. • Schedule common preps and Afterschool per session activities to support teachers. • Conduct focused instructional walkthroughs to provide ongoing, authentic feedback to teachers. • Continue to build upon teacher expertise to deepen our teaching and learning. • Smart Board delivered lessons • Parallel teaching done by Cluster teachers • Participation in Science Notebook workshops • Inter-visitation opportunities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Professional materials are purchased with tax levy funds, and C4E monies will be used to partially fund cluster teacher. • Teacher Performance Review in designated Science curricular fields.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> *Collect and analyze data at the end of February to determine the effectiveness of our program and the impact that the note booking has had across the grades. *Common Core Standards benchmarks/Interim Assessments/Science Fair *Walk-through Protocol *Quality Review *Student Notebooks *Teacher Observations *Pre and Post Observation Conferences *Parent Conferences

Subject/Area (where relevant): Community Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, All students in grades K-2nd will produce and present an original school assembly around Character Education.</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 build relationships with outside organizations to enhance our schools art and academic curriculum. • the school will have developed a full range of partnerships with community organizations that will provide additional enrichment activities for students to extend their learning experiences. • Introduce Learning Leaders into the classroom to support enrichment activities. • Create opportunities for high school students to come learn alongside their younger peers. • Reach out to organizations such as <i>Chess in a School</i>, <i>92nd Street Y</i> and <i>Shakespeare to Go</i> • Reach out to parents in the community who are willing to offer their time and expertise to teach us about their culture. • Parent workshop on bullying
<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>	<p>We will introduce Learning Leaders into the classroom with the goal of supporting enrichment activities. Work closely with the PTA and SLT to pool our resources and energies to benefit our children and school community. Continue to expand our working relationship with Wingspan Arts. This goal will not require additional funding as we plan to have community members including parents volunteer their time and effort.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

By June, 100% of our children will have benefited from the partnerships that we have forged as evidenced through our school productions, enrichment activities, and community outreach. Parents will have volunteered their time to learn and celebrate cultural and linguistic diversity through books, music and food.

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	12		N/A	N/A				
1	16		N/A	N/A		1		
2	12		N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Targeted skills include decoding, fluency and comprehension. This is delivered using one on one tutoring, small group, literacy centers during the day and Afterschool. These services are provided by classroom teacher as well as the ESL language support teacher.
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Students are seen individually or in groups by a part-time social worker. The social worker works alongside the teacher in the classroom to support all of our students emotionally.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

2010/2011 Language Allocation Policy submitted through the I-PLAN portal

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, 1, and 2 Number of Students to be Served: 5 LEP 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

Instructional Program for ELLs :

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc).**

Curricular:

Extracurricular:

- II. Project Jump Start:**

- III. Staff Development:**

- IV. Support services provided to LEP students:**

- V. Name/type of native language assessments administered (bilingual programs only):**

Language Instruction Program –

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 28/Q/303 BEDS Code: 342800010303

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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.

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.

Present data indicates Spanish is the only language in which written materials have been requested. These translation needs are completed by our bilingual staff members as well as the NYCDOE Translation and Interpretation Unit. At this time we do not have a need for written or oral interpretation in any other language.

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.

Present data indicates Spanish is the only language in which written materials have been requested. These translation needs are completed by our bilingual staff members as well as the NYCDOE Translation and Interpretation Unit. When necessary, PS 303

will obtain a Translation Request Form online from the NYCDOE Translation and Interpretation Unit. The form, along with the file to be translated, will be electronically submitted to translations@schools.nyc.gov at least 7 days prior to the date of distribution of the document.

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.

For oral interpretation services, PS 303 may employ the use of the NYCDOE Translation and Interpretation Unit's over-the-phone interpretation services. In the event that we find ourselves in need of an immediate written or oral translation, we do, however, have the ability to provide a myriad of language translations. Amongst our staff we have fluent speakers of English, Spanish, Italian, and Greek. Our parents are extremely eager to become part of our school community in any and all capacities. They have volunteered their services for translations in Arabic, Russian, and Hebrew should the need ever arise.

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 notification requirements are met by the distribution upon request of the Parent Bill of Rights and Responsibilities. This document is also posted on the Parent Information bulletin board next to the security desk in the main entrance of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Academy for Excellence through the Arts					
District:	28	DBN:	28Q303	School		342800010303

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36				NR
Kindergarten	66	48	48				
Grade 1	0	47	46				
Grade 2	0	0	45				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
Total	102	132	176				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		96.9	96.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		12.1	8.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		1	0

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		2	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	0	0	0	Principal Suspensions		1	0
# in Collaborative Team Teaching (CTT) Classes	4	9	15	Superintendent Suspensions		0	0
Number all others	0	4	9				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		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		8	10
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		2	2
# receiving ESL services only	11	6	TBD	Number of Educational Paraprofessionals		3	3
# ELLs with IEPs	0	0	TBD				

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	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		87.5	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	1.0	0.8	0.0	% core classes taught by "highly qualified" teachers		100.0	100.0
Black or African American	3.9	1.5	1.7				
Hispanic or Latino	11.8	9.8	21.0				
Asian or Native Hawaiian/Other Pacific	19.6	19.7	14.8				
White	60.8	54.5	54.0				
Male	45.1	44.7	46.6				
Female	54.9	55.3	53.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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:		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					
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Sandra Litrico	District 28	School Number 303	School Name AEA
Principal Barbara Leto		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Susan Gallo/ESL Coordinator		Guidance Counselor	
Teacher/Subject Area Laura Ugbomah/First Grade		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	176	Total Number of ELLs	5	ELLs as Share of Total Student Population (%)	2.84%
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Part II: ELL Identification Process

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

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

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

Several steps take place in the identification process of English Language Learners. The entire initial process is overseen by our ESL Coordinator, Susan Gallo, who holds permanent certification in Teaching English to Speakers of Other Languages. In the event that Mrs. Gallo is unable to be present, Mrs. Bates and/or Ms. Dozis have been trained to oversee the intake process. Both Mrs. Bates and Ms. Dozis are pedagogues who hold valid teaching licenses.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing a student who may possibly be an ELL. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. In the event that a translator is needed, the NYCDOE Translation Unit is contacted. All HLIS are assessed by Mrs. Gallo and a determination is made as to the child's eligibility. If a parent answers "yes" to one question on Part 1: ques. 1-4 AND answers "yes" to two questions on Part 1: ques 5-8 on the HLIS, then the next step in ELL identification occurs. The next step is to administer the LAB-R to the student within the first 10 days of enrollment. Along with testing the children newly identified as ELLs by the HLIS, the RLER (Revised Lab and NYSESLAT Eligibility Roster) is generated through ATS and those children are administered the LAB-R as well. All LAB-R exams are hand scored by Mrs. Gallo.

All children who are designated as ELLs are annually assessed using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligibility status is confirmed by use of the ATS RLER (Revised Lab and NYSESLAT Eligibility Roster). Several structures are in place at our school to ensure that parents fully understand the three program choices they have available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). Each entitled family is invited to attend a Parent Information meeting to learn about their rights and the programs available to them. These meetings are conducted by Mrs. Gallo. Multiple meetings are scheduled to accommodate possible work hour conflicts. Meetings are advertised on the school's website; Invitations to these meetings are sent home in the children's backpacks, meetings are posted on the school's website, and announcements are posted on the parent bulletin board. Information regarding these meetings is sent home in whatever language the parent has requested on Part 3 of the HLIS - "In what language would you like to receive written information from the school?". Translators are made available at all meetings to any family who requests such services. Agendas, sign-in sheets, and native language pamphlets are available at each meeting. The first meeting is scheduled during Curriculum Night which takes place in September. Additional meetings are scheduled during Parent Teacher Conferences in November in both the afternoon and evening. Additionally, a morning meeting is scheduled in October for those parents who prefer attending immediately following morning drop-off.

Entitlement letters are sent home by Susan Gallo, ESL Coordinator, via backpack. That letter explains the HLIS and LAB-R process and explains what the student is entitled to. Two copies of the Parent Survey and Program Selection form are created per child. One form is sent home with the Entitlement letter and an extra is kept at school. This way if the first copy is not returned, a second copy is available for completion when the parent comes to school to attend the Parent Information meeting. By doing this, the school has the ability to ensure that all Parent Survey and Program Selections forms are completed and filed for each ELL on register.

At the present time, the number of children entitled to ESL services do not warrant a self contained ESL class, a Bilingual Transitional program, or a Dual Language program. The current ESL instructional program offered by our school is the Freestanding ESL model. Our program is that of a Push In/Pull Out model. Communication and consultation between the school and the parents with regard to program design is conducted by our SFA volunteers in the parents' native languages.

Data gathered from reviewing the Parent Survey and Program Selection forms over the past few years has indicated the continuation of the Freestanding ESL model which we currently have in place. The trend to date is that 100% of the parents surveyed have requested their child be placed in the Freestanding ESL program. Keeping in mind that parents are fully briefed during the Parent Information session of the alternate choices available to them, all have ultimately chosen to have their children be placed in the Freestanding ESL program.

At the present time the program model offered at our school is aligned with parent requests. In the event that parent choice changes and the number of ELL increases to be able to support such requests, our ESL instructional program and model will be reassessed. The reassessment will be done through consultation with the LAP team, SFA volunteers, and our SLT.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	5
Total	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

**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
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:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Our program design is two-fold. We offer both a 'push-in' component, as well as a 'pull-out' component to our Freestanding ESL program. For the 'push-in' model, children are blocked by grade. The students are supported and receive service minutes within the class setting. The 'pull-out' portion of the program is designed to be ungraded and children are grouped heterogeneously. Students are grouped together for services with beginner, intermediate, and advanced designations working together. Thus, modeling language skills for one another. We employ a full time ESL teacher who holds permanent certification Teaching English to Speakers of Other Languages. This teacher is here to provide service and ensure that each entitled child receives the mandated number of instructional minutes according to their proficiency level. Each ESL students receives the mandated number of minutes as per CR154 and based on their LAB-R determination. Our ESL instructional minutes are explicitly delivered through our push-in/pull-out model. Small group and one-to-one work is provided to support children in their second language acquisition. Every child also receives ELA support during their literacy block to fulfill the ELA instruction requirement of 180 mins per week for any child receiving advanced ELL designation.

We have adopted the Readers and Writers Workshop model for our Balanced Literacy program. We are using Everyday Math, supplemented with Singapore Math for our math program. We have chosen trade book Social Studies and Science programs. The language for instruction is English. ELLs are full participants in all subject area learning. A few of the instructional approaches and methods used to make content comprehensible to enrich language development are additional visual aids are provided. Hands on learning and a print rich environment are provided to serve as an additional supports for our LEP students.

At present, the subgroups that are currently part of our population are simply ELL students that fall into either beginner, intermediate, or advanced language proficiency designations. Teachers differentiate instruction by implementing various ESL methodologies such as extensive modeling, one-to-one directions, modified materials, clarifying and reteaching concepts, and pronunciation/linguistic mechanic work. At this present time, we do not have any SIFE children. Considering that this is an Early Childhood Center with students grades Pre-K to 2nd, we do not have any children receiving ESL services for 4-6 years or children considered to be Long-Term ELLs. Also, the new requirement under NCLB with regard to ELA testing for ELLs after one year is not age appropriate to our school due to the fact that we do not have testing grades. ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. All services and supports provided are required to strictly adhere to the child's IEP accommodations.

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

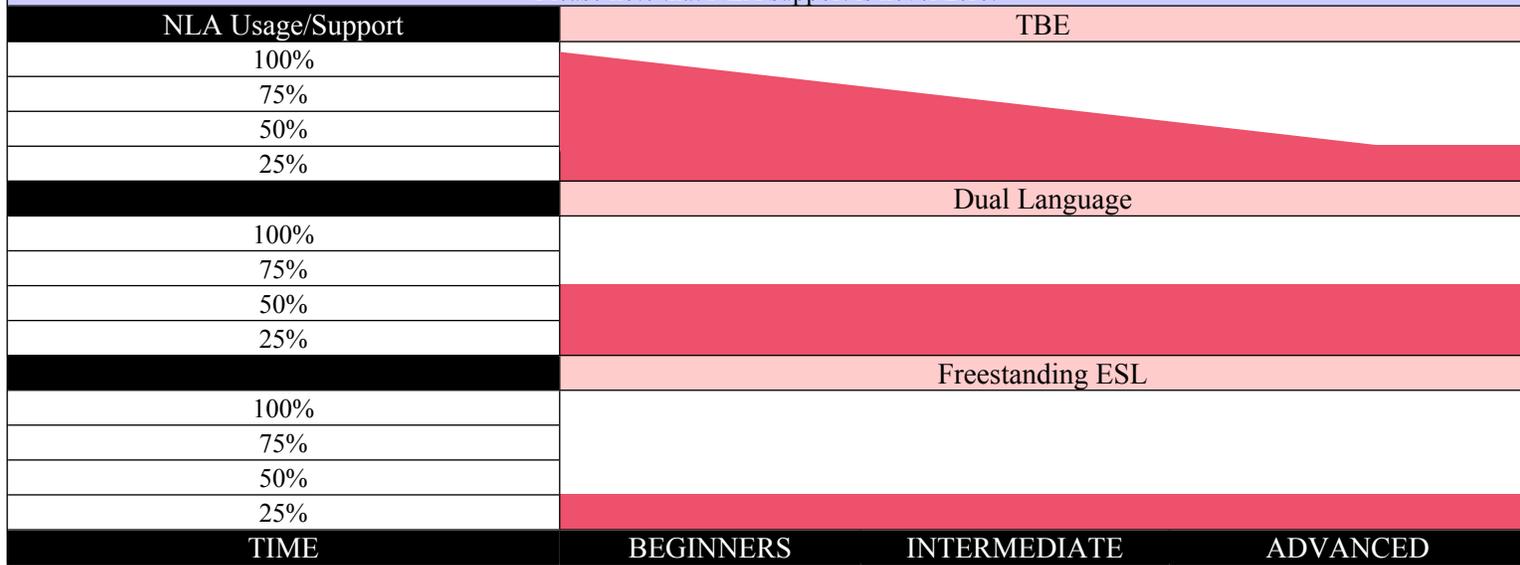
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Targeted intervention programs have been put in place for ELLs (beginner, intermediate, and advanced) in ELA, math, and other content areas. We have instituted small group instruction, focus groups, and guided reading groups, to provide additional support to our LEP students. Several supplemental programs have been put in place for our ELLs including Academic Intervention Service groups and Extended Day intensive instruction. All instruction is conducted in English. Children who have demonstrated proficiency and passed the NYSESLAT continue to have intervention programs available to them. Push-in instruction also incorporates this population so as to continue the academic support for these students.

At present the LAP team has decided to remain status quo with our programs and instructional practices for our ELL population. Self-evaluation of our programs has proven successful. However, this team will continue to regularly assess the effectiveness of all aspects of school-life and the way it is affecting our ELLs (curriculum, assessment tools, etc).

All ELLs are afforded equal access to all school programs. Partnerships have included Lincoln Center Institute and Together in Dance. We currently offer an after school program entitled "Wingspan Arts". All of the aforementioned programs are available to all students. Every child in the school, including ELLs, have the opportunity to actively participate in all programs offered.

In order to provide support services to our ELLs, all children are included in small group instruction, focus groups and guided reading groups. Technology is infused by using language enrichment software as well as by introducing children to online resources available to aid with schoolwork. Leveled libraries, literacy/math centers, and modified materials are available to enhance learning and target students' current academic abilities. Native language support is delivered through bilingual staff members, SFA volunteers, and native language materials which include a growing native language library. All required services and resources support and correspond to our ELLs' ages and grade levels.

We offer newly enrolled ELL students, and their parents, an orientation session before the start of school. This orientation includes a building and classroom tour for both child and parent to familiarize them with the layout of the school in order to make an easier transition on the first few days of school.

Considering elective classes are usually not a part of the Early Childhood education programs, our school has begun Enrichment Clubs for grades K-2. One of these Enrichment Clubs being offered this year is Italian. Children have the opportunity to learn basic vocabulary, food, and culture of Italy.

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

Specific Professional Development training for all staff is desgned around the needs of our ELLs. As per Jose P, the general education staff members who teach these children on a daily basis receive a total of 7.5 hours of training throughout the school year. This training is designed for the staff to become familiar with ESL methodology and practices best suited for this special population. Staff will meet with the ESL teacher to develop strategies to meet the needs of the ELL students. The administration, teachers, teaching assistants and parents will participate in ongoing Staff Development sessions with issues related to the Common Core Standards and strategies to increase student achievement. Since this is an ECC, our students will not be transitioning to a middle school, but rather, simply continuing in another neighborhood elementary 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?

Several parent involvement activities have been put in place in this school. Activities are all inclusive to the parent body both ELL parents as well as non-ELL parents are welcomed. These programs provide many opportunities for parents to become an integral part of their child's education. Some of these activities include Curriculum Night, ESL Parent Orientation, Art Buddies, Reading/Math Buddies, Literacy/Science Fair, 'On Stage with Mrs. Leto', etc. These programs have been designed to foster a very strong Home/School connection. Workshops and services for ELL parents are provided by the ESL Coordinator, Early Childhood Social Worker, PTA, or school administration. Specifics for these workshops and services are determined by a needs assessment conducted by the PTA at the beginning of the school year. All workshops and extras are designed based on the issues specified by the parents that they feel should be addressed. Activities are, in turn, designed to address such issues and/or needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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		1	1										
READING/ WRITING	B													
	I		1	1										
	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
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

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

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

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

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

The assessment tools our school uses to assess the early literacy skills of our ELLs are Fountas and Pinnell leveled readers/running records and the MCLASS DY0. Insights received are numerous. MCLASS Reading 3D is our formal reading assessment. The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student’s instructional level. The Progress Monitoring assessments are administered in between Benchmark assessments and are used to track progress of individual student’s areas of weakness and changes in reading levels. Reading 3D measures initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our ELLs. By creating skill groups based on the data that is generated through the reading 3D system, we have observed that our students have met benchmark goals in all literacy areas by differentiating instruction for all our learners. The data patterns across proficiencies and grades show that our ELLs are steadily learning and improving in their second language acquisition. Considering the fact that four out of the six children who took the NYSESLAT last spring achieved English proficiency, we feel that our pedagogy with regard to ELLs is on the right track. Information accumulated through data analysis of NYSESLAT modalities shows greater student strength in the listening/speaking portion of the NYSESLAT than in the reading/writing portion. Patterns across NYSESLAT modalities show 5 of the 6 children to be proficient in the listening and speaking portion with the other child scoring an advanced level in these modalities. With regard to the reading and writing portion of the NYSESLAT 4 of the 6 children tested proved to be proficient in these modalities. Additionally, 1 of the 6 children scored intermediate in these modalities, while the remaining child's score showed a beginning level in reading and writing. School leaders and teachers are using this data to continually inform instruction. This is done by putting more focus on the reading and writing instruction at the Kindergarten and first grade levels (ex: initial and final letter sounds, sentence copying, sight words, etc). The listening and speaking portions of the daily instruction will remain intact and status quo considering our outstanding results across these two modalities. We believe our programs for ELLs to be extremely successful. We have been able to evaluate the success of our programs for ELLs by looking at the data generated by our early literacy assessment tools. At the end of last year, 100% of our ELLs were reading at or above grade level.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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