



**LEARNERS AND LEADERS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: LEARNERS AND LEADERS**  
**ADDRESS: 378 SENECA AVENUE**  
**TELEPHONE: 718-366-1061**  
**FAX: 718-366-4301**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342400010305 **SCHOOL NAME:** Learners and Leaders

**SCHOOL ADDRESS:** 378 SENECA AVENUE, QUEENS, NY, 11385

**SCHOOL TELEPHONE:** 718-366-1061 **FAX:** 718-366-4301

**SCHOOL CONTACT PERSON:** LYNN BOTFELD **EMAIL ADDRESS:** LBotfel@schools.nyc.gov

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

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Irene Sprung

**PRINCIPAL:** LYNN BOTFELD

**UFT CHAPTER LEADER:** Deborah Sherlock

**PARENTS' ASSOCIATION PRESIDENT:** Tania Torres

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24 **CHILDREN FIRST NETWORK (CFN):** 207

**NETWORK LEADER:** PEGGY MILLER/Gary D. Goldenback

**SUPERINTENDENT:** Madelene Taub

**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
Lynn Botfeld	Principal	Electronic Signature Approved. Comments: Lynn Botfeld
Rosie Charneco-Vargas	Admin/CSA	Electronic Signature Approved. Comments: approval authorized by SLT member
Deborah Sherlock	UFT Chapter Leader	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved
Irene Sprung	Parent	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved
Kathleen Zomer	UFT Member	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved
Kandia Akili	Parent	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved
Flavio Riera	Parent	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved
Tania Torres-Garcia	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: approval authorized by SLT member to be approved

\* 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.

□

Collaboration, professional development and leadership are critical to the success of every member of our community. We are a collaborative community in which our students, their families, and school staff work together and view each other as valued partners. Parents and teachers are encouraged to take on leadership roles throughout the school.

Our belief in collaboration between the school and the /family is reflected in part in our many exciting family events. The school and our CBO partner, the Ridgewood Y sponsor regular family events, including performances, arts exhibition and themed arts and crafts festivals. The school also sponsors Weekend Family Trips program designed to build language and background and familiarize students and families with cultural venues here in New York City.

The school provides support for struggling students as well as enrichment for those performing on or above grade level. During Extended Day teachers provide small group targeted instruction for struggling students to improve academic skills. This year we are introducing our Explorers Club for students on or above grade level. Teachers working with the Learners and Leaders Explorers will extend the science exploration students are doing in class. They will be working with hands-on science activities and learning the scientific process.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Learners and Leaders								
<b>District:</b>	24	<b>DBN #:</b>	24Q305	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K		36	36			TBD	TBD		
Kindergarten		85	95						
Grade 1		23	77	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	28	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3		0	0			94.28	TBD		
Grade 4		0	0						
Grade 5		0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7		0	0			0	77.8		
Grade 8		0	0						
Grade 9		0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11		0	0			16	TBD		
Grade 12		0	0						
Ungraded		0	15	<b>Recent Immigrants - Total Number:</b>					
Total		144	251	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
						1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes		0	7	Principal Suspensions		1	TBD		
# in Collaborative Team Teaching (CTT) Classes		5	17	Superintendent Suspensions		1	TBD		
Number all others		5	7						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0		
						0	0		

# in Transitional Bilingual Classes		0	0				
# in Dual Lang. Programs		0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only		34	60	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		2	12	Number of Teachers		11	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		3	TBD
				Number of Educational Paraprofessionals		2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere		27.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		64	TBD
American Indian or Alaska Native		0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	TBD
Black or African American		4.2	3.2				
Hispanic or Latino		72.9	74.1				
Asian or Native Hawaiian/Other Pacific Isl.		11.1	10.4				
White		9	8.8				
Multi-racial							
<b>Male</b>		49.3	51.8				
<b>Female</b>		50.7	48.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09	Quality Review Results - 2008-09
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	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

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

As an early childhood center in our third year, our school does not have an a lot of summative performance data. In order to conduct a needs assessment, our School Leadership consulted the following sources of information:

1. Feedback received from our Quality Review

2. Formal Assessment information, including ECLAS-2, NYSESLAT, Fountas and Pinnell Benchmark Assessment System, Everyday Math, Beginning, Mid and End of Year Assessments

3. Benchmark assessment writing using the TC Narrative Continuum

- Faculty and Grade Conferences
- Data meetings with teachers
- Coffee with the Principal Parent Meeting
- SLT meetings
- Parent Association Meetings

Our greatest accomplishments have been creating a reading and writing curriculum in grades Pre-Kindergarten to Third Grade. Instruction was driven by analyzing student work, alignment with state standards and collaboration between teachers. Teachers differentiate learning goals according to their conference notes, running records and formative assessments resulting in improvement in student performance.

Barriers that we have faced are lack of resources (time and money) to develop a partnership with academic consultants ie: Teacher's College, BankStreet, Aussie and school based Math Coach, Social Studies or ScienceCoaches.

The school will use what we learn from working with the targeted population to identify and address the needs of the total population.

Although the school received extreme parent survey upon analysis of parent attendance at meetings, workshops and conferences indicate our need to provide support at more appropriate days and times, or to improve our ability to provide relevant support that parents value.

The school is working on generating more interactive forms of communication to help parents help and improve student academics.

Analysis of feedback indicated four key areas that we could improve upon; English Language Learners, developing critical thinking skills, assessing student learning in the content areas, and evaluating and revising our planning and instructional practices for effectiveness.

**English Language Learners:** Analysis of our year long data from ECLAS-2, Fountas and Pinnell and Writing assessments and NYSESLAT data, we found that all our ESL students were making gains in literacy. On the NYSESLAT, 14 out of 21 first graders and 3 out of 5 second graders improved at least one proficiency level, i.e. moving from beginner to intermediate. Further analysis revealed that student performance was much stronger on the listening and speaking portions of the NYSESLAT than on the reading and writing. Our push-in ESL teachers are working with classroom teachers to promote development of students' reading and writing skills. In addition, most teachers will address improving ELL students' reading skills during extended day. In response to analysis of the components of the NYSESLAT, one of our ELL teachers is working with Grade 3 ELL students on improving writing skills. In addition the school has a vertical language development inquiry team dedicated to improving literacy across the school. This is especially relevant since we have a large number of students whose native language is not English, and there is little or no English spoken at home, but who are not entitled to ESL services. We believe students who fall into this category will benefit greatly from the same supports we provide for our ESL students.

**Measuring Student Learning** – pre and post assessments In discussions with staff about what we do well in our school, we realized that while we are able to measure student performance in the content areas other than reading we are not as strong in measuring student learning. Our reading assessments measure students' proficiency in using strategies and skills that build upon each other in a clear progression. Measures of students' proficiency in writing, math, social studies and science are not as clearly sequential. Assessments tend to measure content and knowledge and skills within specific units of study. Last year we discovered that the knowledge and skills needed to perform well within each unit of study did not necessarily connect to previous or subsequent units. We also realized that students brought varying degrees of prior knowledge to units of study, and that we were unable to pinpoint how much students actually learned within each unit of study. Therefore we were unable to determine how much our students learned within each unit or across the year. In order to determine student learning as well as student performance we are creating pre and post assessments in science and social studies. In writing each grade identified 4-5 skills we will be measuring throughout the year across our units of study. Our Grade 3 teacher is developing pre and post tests for each unit of study to identify student learning within each unit. Results from these assessments will enable teachers to effectively reflect on how well we are aligning curriculum and instruction to students' prior knowledge and whether we are promoting student progress as well as student achievement.

**Questioning and higher-order thinking** Feedback from our Quality Review as well as observations by administration and inter-visitations by teachers revealed that challenging questions are not part of every lesson's components and students have insufficient opportunities to reflect deeply about their learning or to develop their thinking skills. The staff has begun thinking deeply about effective questioning designed to develop students' thinking skills and reflect upon their learning. Beginning with staff visiting each other and recording questions, we are analyzing the kinds of questions teachers ask during lessons. We are also thinking about the goals of questioning and exploring ways to reframe our questions to encourage deeper analysis and reflection. Finally we will establish criteria for measuring whether our questioning is effectively achieving our goal and how students will demonstrate higher levels of thinking and reflection.

### **Communicating student learning goals and performance with parents**

In 2009-10 teachers sent home monthly reports to parents for individual student learning goals and achievement in reading, writing and math. Feedback from our Quality Review and discussions

between administration and teachers and parents indicated that we need to modify our goal reporting to include science and social studies. In addition, communication between school and families will be more productive if it is interactive. We will develop goal reporting forms that provide parents with opportunities to ask questions and share comments and concerns with teachers.

### **Differentiating instruction to address learning styles**

Effectively differentiating instruction for our students is one of the major challenges we face. In previous years we differentiated for students in terms of differentiating rubrics and complexity of assignments. Feedback from our quality review and discussions with staff revealed that we need to recognize and address differences in students' learning styles. A vertical inquiry group will identify resources for addressing various learning styles and use student performance data to identify a target group and implement strategies based on our research.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 80% of Teachers will incorporate effective questioning to elicit higher- order thinking to extend learning by incorporating at least one open ended question in each lesson.	<input type="checkbox"/> In last years Quality Review it was indicated that we need to develop challenging questions and provide students with opportunities to reflect deeply about their learning and to develop their thinking skills.
<input type="checkbox"/> By June 2011, 50% of Teachers will provide differentiated instruction in lesson planning which accommodates at least two different student learning styles. (i.e. visual, auditory, kinesthetic)	<input type="checkbox"/> In last years Quality review it was indicated that we need to promote greater consistency in differentiated instruction to accommodate strengths of students in order to respond to their individual learning styles. (i.e. visual, auditory, kinesthetic) <input type="checkbox"/>
<input type="checkbox"/> By June 2011, 80% of Teachers will maintain regular contact with parents and provide a tool to identify specific learning goals and targets with suggestions for parents to help students attain them including a request of feedback from parents.	<input type="checkbox"/> In last years Quality review it was noted we needed to extend communication and collaboration to increase parent’s capacity to understand learning goals and to support their child’s learning at home.
<input type="checkbox"/> By June 2011, 60% of classroom Teachers will conduct pre and post unit assessments in science to monitor students learning and use the data to adjust instruction. <input type="checkbox"/>	<input type="checkbox"/> In last years Quality review it was noted we needed to collect and monitor student data so that teachers can assess whether students are achieving unit goals and reflect on the practices that are introduced to monitor student success. <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> In last years Quality Review it was

By June 2011, 100% of classroom Teachers and ESL Teachers will continue to engage in ongoing professional development which is aligned with outcomes from classroom observations and will impact student achievement as measured by year long rubrics and pre and post assessments. We will schedule sufficient time for reflection on the practices that monitor our success.

□

noted that professional development needed to be more clearly aligned with classroom observation and evaluated to measure the impact on student achievement.



**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) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 80% of Teachers will incorporate effective questioning to elicit higher- order thinking to extend learning by incorporating at least one open ended question in each lesson.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- introduce the use of questioning to elicit higher-order thinking during faculty conferences.</li> <li>- schedule coverage for teachers to visit each other during instruction</li> <li>- provide teachers with a tool for recording questions observed during visits, and analyzing the types of questions that were asked</li> <li>- schedule time for teachers to meet and analyze and if necessary and rephrase questions to elicit higher-order thinking.</li> <li>- mandate that instructional planning include at least one open-ended question in each lesson in every contact area.</li> <li>-</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> allocate funding in per diem and per session for coverage</li> </ul> <p>allocate budget in per session and per diem and schedule time for planning so teachers collaborate on developing open-ended questions and other activities designed to elicit higher-order thinking</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Inter-visitation observation tool</p> <ul style="list-style-type: none"> <li>• teacher plans</li> <li>• notes/records from grade level planning meetings</li> <li>• formal and informal observations</li> <li>• evidence of increase in students responding to and generating open-ended questions.</li> </ul> <p>Number of correct responses to beyond the text questions in the Fountas and Pinnell Benchmark assessment will increase 40% from September to May.</p>
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**Subject Area (where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 50% of Teachers will provide differentiated instruction in lesson planning which accommodates at least two different student learning styles. (i.e. visual, auditory, kinesthetic)</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Administration will allocate funding for providing coverage and per-session support for teacher meetings, professional development and professional resources</p> <p>Provide monthly opportunities for teachers to work with early childhood, ELL and special education specialists connected with the network to analyze reliable data to understand the needs and outcomes of all students, including subgroups such as at-risk students, special education students and English Language Learners</p> <p>Schedule monthly grade/staff meetings to develop curriculum based on grade level performance standards in reading and writing units of study and identify benchmark expectations for student performance</p> <p>Administration and teachers will use student performance data to coordinate ELL teachers' instructional schedules to address instructional needs and learning goals.</p> <p>Develop monthly learning goals based on student performance data and grade level standards to improve student performance in reading and writing.</p> <p>Classroom teachers will meet weekly to examine student work samples and other data, to collaborate on assessment, developing grouping strategies and instructional planning.</p>

	<p>Teachers and extended day tutors will use student performance data and learning goals to drive instruction and assess progress.</p> <p>Each classroom teacher will engage in 3 inter-visitations with colleagues. Inter-visitations to consist of planning time, visiting during a lesson, and a session to debrief.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Schedule monthly grade/staff meetings Per Session allocation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Beginning October 2009, 100% of classroom teachers will generate monthly learning goals for individual students based on student performance data and grade level standards</p> <p>Provide monthly opportunities for teachers to work with early childhood, ELL and special education specialists connected with the network to analyze reliable data to understand the needs and outcomes of all students, including subgroups such as at-risk students, special education students and English Language Learners</p> <p>Develop monthly learning goals based on student performance data and grade level standards to improve student performance in reading and writing.</p> <p>Funding allocations Schedules/agendas/minutes Schedules for ESL support and service providers, and student participation in extended day and other interventions, as well as distribution of materials Copies of monthly learning goals based on student performance data from ongoing and periodic assessments and grade level standards to improve student performance in reading and writing.</p> <p>Instruments comparing student performance data against grade level standards to evaluate school's performance in supporting student progress reading and writing in</p>

	November, February and May Inter-visitation reflection sheets from teachers
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**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 80% of Teachers will maintain regular contact with parents and provide a tool to identify specific learning goals and targets with suggestions for parents to help students attain them including a request of feedback from parents.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>By October all teachers will complete a “Needs Assessment Survey” based on the Continuum of Teacher Development</p> <ul style="list-style-type: none"> <li>· Using the rubric from the Continuum of Teacher Development, an “Individualized Professional Development Plan” will be created for each teacher.</li> <li>· Teachers will receive informal as well as formal written feedback from the principal to help inform instruction. Feedback will be provided.</li> <li>· Inter-visitations with area of focus will be scheduled within the school.</li> <li>· Teachers will develop mid-year goals as defined by their IPP’s and then reflect on those goals at an end-of-the-year meeting with the principal.</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Schedule individual teacher meetings 3x a year with an administrator and staff developer  Schedule teacher observations to support progress toward meeting goals  Schedule per diem sub for inter visitation  Per Diem allocation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 60% of classroom Teachers will conduct pre and post unit assessments in science to monitor students learning and use the data to adjust instruction.</p> <p><input type="checkbox"/></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Kindergarten – Grade 3 will identify learning outcomes for 3 science units  Analysis of pre assessment for each science unit which will be used to plan curriculum and instruction to meet student needs.  Analysis of post assessments for each science unit which will monitor student learning</p> <p>End of year reflection – teachers evaluate pre and post assessments and revise unit for upcoming year based on student performance.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>allocate funds in per diem and per session to cover teacher planning time. Schedule June planning for teachers to reflect on curriculum and assessment and revise for upcoming year.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Unit plans including pre/post assessments  Teacher plans connected to data from assessments  Differentiated planning based on individual students' assessment data  Indicating progress from pre to post assessment in three science units.</p>

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

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 100% of classroom Teachers and ESL Teachers will continue to engage in ongoing professional development which is aligned with outcomes from classroom observations and will impact student achievement as measured by year long rubrics and pre and post assessments. We will schedule sufficient time for reflection on the practices that monitor our success.</p> <p><input type="checkbox"/></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	6		N/A	N/A			2	
1	47		N/A	N/A			11	
2	31		N/A	N/A			5	1
3	15	19	N/A	N/A			3	
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:**

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> AIS in ELA is being provided in several ways:</p> <ul style="list-style-type: none"> <li>· A daily 90 minute literacy block (skills, reading, writing) – Tier I intervention</li> <li>· Differentiated daily small group strategy lessons during readers and writers workshop – Tier 1 intervention</li> <li>· Differentiated guided reading groups 3x a week during Readers Workshop – Tier 1 intervention</li> <li>· An intervention teacher works with small groups of our lowest performing students in grades 1, 2 and 3</li> <li>· Individual reading and writing conference to monitor students progress – Tier 1 intervention</li> <li>· ESL Teachers push in to differentiate curriculum instruction to ESL students</li> <li>· The Ridgewood YMCA, through and Advantage afterschool Grant, is providing guided reading and homework interventions for struggling at-risk students.</li> </ul> <p>When data indicates that students are not making sufficient progress in Tier 1 intervention, specific targeted, Tier II interventions are provided as follows:</p> <ul style="list-style-type: none"> <li>· <b>Fundations</b> is phonics based program designed to increase fluency in young readers. There are four components: letter recognition and phonics, sound awareness, high frequency words and phrases and stories.</li> <li>· <b>Fountas and Pinnell Leveled Literacy Intervention</b> is a reading intervention program designed to build phonemic awareness. Intervention is provided during Extended Day in a small group setting three times a week for 50 minutes.</li> <li>· <b>Making Meaning</b> is a Tier II intervention designed to increase reading and vocabulary comprehension using coded read alouds and passages. Intervention services are provided to at risk Kindergarten, First and Second grade students twice a week, in small groups during the school day.</li> </ul> <p>AIS to English Language Learners is being provided in several ways:</p> <p>Using a push-in model ESL teachers work with classroom teachers during literacy block (readers and writers workshop) for 45 to 90 minutes depending on proficiency levels to provide</p>

	<p>targeted ESL instruction to ELL students. ESL teachers provide daily small group strategy lessons, guided reading and skills lessons; ESL teachers also conducted reading and writing conferences with ELL students to monitor progress. ESL teachers also support language acquisition by taking a leadership role in visual arts and readers's theatre instruction – Tier II intervention.</p> <p>ESL teachers plan collaboratively with classroom teachers to support ELLs and all classroom students and provided training in ESL methodology.</p>
<b>Mathematics:</b>	<input type="checkbox"/> <b>Tier I Intervention:</b> Everyday Mathematics, a differentiated math instruction program, is used in all classrooms. Students' progress is monitored through on-going daily assessments, teachers will administer pre-assessment of each unit, end of unit assessments, mid-term and end-of-term assessments.
<b>Science:</b>	N/A
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	N/A
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <p>Each intern works 21 hours a week. The work is broken up into the following categories; school-wide enrichment, classroom push-ins, small groups and individual counseling for mandated and at-risk students.</p> <p>Classroom Push-ins – Supports academic achievement of the students through role playing, peer meditation and social/emotional activities which helps children build communication skills.</p> <p>Individual Counseling -- Is provided for 13 mandated students and 21 at-risk students. At-risk students are seen twice a week equals approximately 44 sessions a week.</p>

	School worker also provides assistance with crisis intervention and child abuse prevention.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> One 2nd grade student with diabetes who requires the assistance of a health professional.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**K, 1, 2,3**

**Number of Students to be Served:**

**LEP 87**

**Non-LEP 226**

**Number of Teachers 28**

**Other Staff (Specify) Paraprofessionals**

**School Building Instructional Program/Professional Development Overview**

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

**Language Instruction Program**

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

□

Learners and Leaders is using a Push-In model that allows for collaborative teaching and is also departmentalized for ESL through Drama, Dance and Art. During our Push-In model, the ESL teacher is able to model specific strategies for working with the ELLs. This allows for the classroom teachers to incorporate these strategies throughout their school day. Monthly co-planning half-days and full days are scheduled for the push-in and pull-out teachers to meet in order to maximize English language acquisition for the ELLs. The dance and drama ESL teachers will attend at least two of these planning sessions and classroom teachers share their content area plans with the ESL drama and dance teachers so they can support the instruction taking place in the classroom. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes. The program models are heterogeneous. We allocated funding for coverage so ESL teachers can work with common branches teachers in supporting ELL's during the school day and also prepare their students for NYSESLAT. Strategies taught will be implemented by the teachers in our day program as well as in the Title III supplementary program.

Learners and Leaders has four fully licensed ESL providers who collaborate to meet the mandated number of minutes through Push-In, co-teaching, Drama, Dance and Art. Our ESL providers Margie and Melissa push in and co-teach with general ed teachers to service our ELL students during reading and writing workshop as well as the content areas math, science, social studies and art. Our other ESL providers Katie and Maggie teach content area through drama and dance during 'specials.' These are periods that are integrated into our ELL students'

schedules. Our certified ESL teachers use drama and dance instruction to incorporate the science and social studies units of study for each grade. All providers use multiple strategies including visual support, scaffolding, total physical response (TPR), and picture word walls.

During our Push-In and co-teaching model we work on language through reading and writing. The Drama teacher addresses the ELA standards for listening, speaking, reading and writing with specific vocabulary development by involving the students in small skits and by reenacting characters in literature and theatre. The Dance teacher addresses the ELA standards for listening, speaking and vocabulary development by choosing music and movement that teaches our students directionality, physical movement and dance vocabulary. She also focuses on critical analysis and the exploration of social studies content vocabulary through dance. Both Dance and Drama focuses on sequencing and engaging in collaborative activities through a variety of student groupings to create and respond to literature. They present text both orally and in written form.

We will continue the after school program is conducted from Monday through Thursday between 3:15 pm and 4:15 pm from March through May.. Four ESL teachers and some general education teachers will conduct this program. Using four plus teachers has enabled us to reduce group size for more effective instruction. Instruction is focused on building listening and as well as reading and writing through a variety of activities supported by ESL strategies. In addition, our students will be prepared for the NYSESLAT exam through meaningful related activities.

In order to support families in developing cultural literacy and background knowledge we are allocating funding for Enrichment Activities outside of school hours, i.e. programs and performances provided at the school such as theatre, art, etc. during and after school and weekend workshops to familiarize parents with the NYSESLAT from March through May  
Weekend family Arts and Crafts activities at the school on six Saturdays from September to June  
Literacy and language support for parents through after school and morning workshops - at least 4-6 sessions will take place after school in the spring.

Family admission and travel costs for weekend trips for ELLs (ESL families will have activities at school before each trip to further language development – 2 will be planned for the spring.

**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: Learners and Leaders, PS 305Q**

**BEDS Code: 342400010305**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4,198.00, \$2,793.84	□  Per Session 100 hours of per session for ESL and General Ed teacher to support ELL Students: 100 hours x \$41.98 (current teacher per session rate with fringe) = \$4,200  Per Diem 56 hours of per session for two weekend ESL family trips to support ELL Students: 56 hours X \$41.98 = 2,350.00
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$3100	□ 2 hours of professional development for kgn-Gr 2 teachers - ESL teachers to train common branches teachers to support ELL's during

		<p>the school day and also prepare their students for NYSESLAT. Strategies taught will be implemented by the teachers in our day program as well as in the Title III supplementary program. 12 hours x \$41.98 (current teacher per session rate with fringe) = \$503.76 with fringe.</p> <p>PD topics-</p> <p>ESL scaffolding strategies</p> <p>Content Area Vocab Development (BICS vs CALP)</p>
<p><b>Supplies and materials</b>  - Must be supplemental.  - Additional curricula, instructional materials.  - Must be clearly listed.</p>	\$2,695.00	<input type="checkbox"/> <ul style="list-style-type: none"> <li>- books and materials for after school ESL program</li> <li>- art supplies for Arts and Crafts weekend workshops, which are linked to language development (e.g. steps to make art.)</li> </ul>
<b>Educational Software (Object Code 199)</b>	0	N/A
<b>Travel</b>	0	N/A
<b>Other</b>	\$2,213.16	<input type="checkbox"/> <p>Enrichment Activities outside of school hours, i.e. programs and performances provided at the school such as theatre, art, etc.</p> <ul style="list-style-type: none"> <li>- <b>during and after school and weekend workshops to familiarize parents with the NYSESLAT</b></li> <li>- <b>Literacy and language support for parents</b></li> <li>- <b>Family admission and travel costs for weekend trips for ELLs (ESL families will have activities at school before each trip to further language development</b></li> </ul>
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

PS 305 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 250 students with a demographic breakdown consisting of Hispanic, Asian, White, of our students come from Spanish speaking homes and 5% are characterized as new arrivals having come to the United States within the last three years. In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes ATS, Home Language Survey, Office Staff registering students, Teachers and School Nurse.

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.

We found that many parents (55%) do not read English and approximately do not speak English. Teachers and parents have been made aware that interpreters are available for meetings and conferences.

### **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.

All school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff and by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in Spanish. To insure that

materials are translated in a timely manner, in-house staff will translate materials and be sent home in Spanish and at the same time as the materials in English. A folder will be maintained of all translated materials and reviewed by the Principal to ensure that materials are distributed in a timely manner.

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.

□

Oral interpretation in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parents/teachers requested by either parent or teacher to insure that parents receive critical information about their child's education. This oral interpretation will be provided by in-house school staff. In the event, a staff member is not available; the DOE Translation Unit will be contacted on a timely basis to request their services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□ P.S 305 will fulfill the Chancellor's Regulations A-663 will be regarding parental notification requirements for translation and interpretation services by posting signs at the Main Entrance of the school in Spanish explaining the parents' rights regarding translation and interpretation.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	144,315	4,941	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,443		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,217	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,430	*	

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

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

n/a

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

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

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

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

□

### Parental Involvement Policy

It is our desire to create a warm and nurturing learning environment for our early childhood students. We hope to stimulate learning using age appropriate techniques to inspire success. We acknowledge that parent involvement is essential to the success of our young students and we encourage collaboration between families and staff in a wide variety of aspects of school life.

Our school is committed to having our families as partners in an ongoing meaningful dialogue with the staff involving academics and other school activities. We embrace the diversity of our community while planning for our common goals for our students.

We provide a welcoming environment with signs and notices posted in the lobby **and throughout the school building** in multiple languages. Visitors and callers are greeted politely and can easily obtain information in English or their native language. Administrators, teachers and staff are easily accessible.

### Programs and Activities to get parents involved

- School Leadership Team
- Learning Leaders
- Parent Workshops offered to parents on such topics as Asthma, Personal Finance, Health Care, Nutrition, **immigration** PBS Workshop, **Physical Education, Science, and Summer Reading**
- Monthly PTA meetings **including school staff and others as guest speakers**
- Schedule weekend trips to cultural venues with families.
- Activities such as Attendance Celebration, **Saturday Arts and crafts**, individual classroom performances, allow parents to celebrate their child’s achievements

- Engage parents in the process of the school's application for grade reconfiguration to include 4<sup>th</sup> and 5<sup>th</sup> grade. Letter writing campaign to local politicians engaged many families. Ongoing meetings will be held to provide information and encourage more parents to become involved with this issues
- After school program currently offered by the Ridgewood YMCA

#### Building Relationships between Families and Teachers

- Pre-K and Kindergarten student and parent orientation in English and translated into Spanish.
- Homework help for ESL students and their families.
- Class newsletters and posters will announce special events and request parents participation in class activities.
- Teachers will send home weekly newsletters outlining class assignments and performance expectations for the class
- Parent-Teacher Conferences, Progress Reports, Report Cards and Smart Goals keep communication open between parents and the school.
- Parents encouraged to accompany students on class trips
- Parents welcomed to join students for classroom activities
- Principal speaks at PTA meetings keeping parents informed as to what their children are learning and promote high standards
- Administrators, Teachers and Staff are accessible and available if needed throughout the day.

This policy was compiled by a committee of parents, teachers and administrators and will be reviewed every year, updated and revised as needed.

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

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

□

#### **School- Parent Compact**

We at PS 305Q ,Learners and Leaders School, and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) , agree that this compact outlines how the parents, school staff, and the students will share the responsibility for improved student academic achievement and how the school and families will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the school year 2010-2011.

### School Responsibilities

Learners and Leaders will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
2. Hold parent-teacher conferences at least two times a year during which this compact will be discussed as it relates to the individual child’s achievement.
  - Specifically, those conferences will be held twice a year with hours offered in the afternoon and evening
3. Provide parents with frequent reports on their child’s progress.
  - Specifically, the school will provide Report cards three times a year, progress reports and smart goals several times throughout the year.
4. Provide parents with reasonable access to staff.
  - Specifically, staff will be available for consultation with parents as follows: Pre-K and Kindergarten Orientation, Parent-Teacher conferences and parents may also meet with teachers upon request as needed. In addition, through Parent Teacher Association meetings, ongoing conferences between teachers, administrators, and parents, and school newsletter which provide parents of upcoming events and reminders.
5. Provide parents with opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
  - Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, parents are welcomed into the classroom to read to children, help serve students during breakfast and Lunch, assist staff during outdoor recess, or they can accompany their child’s class on trips.
6. Begin meaningful instruction early each day with lessons designed to meet the learning needs of every student.
7. Provide healthy breakfasts and lunches for every child in a safe, clean and cheerful environment.
8. Train students to be prepared in the early grades and build on that training as they grow.
9. Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
10. Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.

11. Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
12. Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.
13. Assign homework that supports student learning and student achievement.

### Parent Responsibilities

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

- Monitoring attendance and tardiness
- Complying with the school uniform policy
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or the Parent Teacher Association

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Arrive to school on time and having good attendance.
- Wearing my school uniform and or gym clothes every day.
- Eat a healthy breakfast and lunch which are available at school.
- Come to school prepared with materials
- Come to school ready to work and learn in collaboration with classmates and peers
- Use listening skills throughout the day to follow directions and think deeply about the subjects they are learning.
- Use lots of resources to discover/uncover answers to questions – conversations with classmates and teachers, explorations using classroom materials, technology, references materials, and books

- Show learning and knowledge in different ways such as conversation, dramatization, writing, visual representation (graphs, tables, drawing) technology and other media.
- Do our homework everyday and ask for help when needed
- Read at least 10-30 minutes everyday outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day.

## **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.

- - Fountas and Pinnell Running records for reading
  - Parts of ECLAS-2
  - Rubrics for writing/Teachers College Writing Continuum
  - Fountas and Pinnell assessments in letter recognition and concepts of print
  - Unit assessments for Everyday Math
  - Unit assessments for FOSS in Science
  - Unit assessments for Social Studies created by individual grades

2. Schoolwide reform strategies that:

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

□ Teachers will provide differentiated instruction for all students to meet the states proficient and advance level of student achievement based on data from analyzing ongoing assessments. Instruction will be provided whole group, small group, individual, with ESL teachers (Push-in and Pull-out) and for targeted students during extended day tutoring.

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.

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

- School wide programs which provide opportunities for students to meet the State's proficient and advanced levels of student academic achievement include Foundations, Fountas and Pinnell Guided Reading Intervention, differentiated instruction in Everyday Math and extended day tutoring. The extended school days. Helps increase the amount and quality of learning time. In order to meet the needs of low academic achieving students, we provide programs such as Counseling, Pupil Personnel Services and Mentoring Services for Teachers. In addition to grade Inquiry teams that address the needs of struggling students we will be creating a cross grade inquiry team focused on accelerating student's performance on and above grade level. The Ridgewood YMCA is sponsoring an After-School Program which provides homework assistance and academic tutoring and recreational activities on site for at-risk students. We partner with the New York City Ballet and Cook Shop to provide enrichment for our students. All programs help meet the needs of historically under served populations.

3. Instruction by highly qualified staff.

- 100% of instruction is 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.

-

□ Teachers receive weekly professional development on site by Network leaders and in curriculum and planning by the staff developer. Off-site professional development includes workshops from the Office of Integrated Curriculum and Instruction, as well as DOE contracted and non-contracted educational consultants such as the Office of Special Education, ESL and other professional opportunities. Staff developer and Principal attend Study Groups.

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

□ P.S.305Qs highly qualified staff works collaboratively to meet the needs of all our students and teachers. The teachers will be supported by ESL instructors, Staff Developer and Network Support Personnel. Our support of Balanced Literacy is evidenced in the quality training and workshop instruction taking place in the classroom. Professional development will be ongoing throughout the year and will provide support for the school standards based curriculum. Professional development will be differentiated to meet the needs of the teachers. In addition, new teachers received mentoring services given by experienced teachers as part of the NTIMS. We will offer a Collaborative Team Teaching opportunity for least restrictive environment. Our library is equipped with computers with internet access and a variety of books for teacher use and a Smart Board. P.S.305Q's modern facility is well maintained and secure. We are fortunate to have the support of an active parent association.

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

□ Parents are involved on the School Leadership Team. Issues involving the quality of education are discussed on this team and parents are involved in decision making. In addition, parents are encouraged to be involved through Parent Workshops, the training and use of Learning Leaders, as well as the translation of letters in different languages. Parents are welcomed into the classroom to assist teachers and observe their child's daily routines and learning environment.

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.

□ Each Spring we invite incoming families to join us for a kindergarten and pre-k orientations where both parents and children have the opportunity to visit the school and receive information about our instructional programs to make the transition easier. Parents and children visit each pre-k and kindergarten classrooms and meet the teachers who introduce them to the activities they will be doing in the upcoming year.

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.

□

Teachers collaborate with school leaders and use assessment data to make decisions about purchasing instructional materials 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.

Our at-risk students receive targeted differentiated instruction in the classroom as well as Extended Day services. Classroom teachers use daily ongoing assessments to help drive instruction for all students including at-risk students. Based on data results, students are identified to receive Extended Day services and/or English as a Second Language by highly qualified teachers. These students are closely monitored during weekly Inquiry Team meetings in an effort to improve student achievement.

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.

Our school works in conjunction with external organizations in order to meet our students' and parents' needs. Along with

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

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

<b>Program Name</b>	<b>Fund Source</b> <i>(i.e., Federal, State, or Local)</i>	<b>Program Funds Are "Conceptually"<sup>1</sup> Consolidated in the Schoolwide Program</b>	<b>Amount Contributed to Schoolwide Pool</b> <i>(Refer to Galaxy for school allocation amounts)</i>	<b>Check (X) in the left column below to verify that the school has met the intent and purposes<sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this</b>
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						plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			121,224	False	less 1%, 5%, 10% 23,091
Title I, Part A (ARRA)	Federal	Yes			4,892		Less 1% - 49
Title II	Federal			N/A	0		0
Title III	Federal	Yes			15,000		0
Title IV	Federal			N/A	0		0
IDEA	Federal			N/A	0		0
Tax Levy	Local	Yes			1,800,443		0

<sup>1</sup>**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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

0

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

To help support STH population we will immediately identify families living in shelters. Then Insure that transportation is in place. We will monitor student's attendance and provide supportive counseling/referrals for both the student and the families.

### **Part B:**

#### **Part B - For Non-Title I Schools**

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

0

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

- Identify families living in shelters.
- Monitor student's attendance
- Insure transportation is in place
- Provide supportive counseling/referrals as needed

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.

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## **CEP RELATED ATTACHMENTS**

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

File Name - 28\_24Q305\_112210-162219.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>24</b>	School Number <b>305</b>	School Name <b>Learners and Leaders</b>
Principal <b>Lynn Botfeld</b>	Assistant Principal <b>n/a</b>		
Coach <b>Deborah Sherlock</b>	Coach <b>n/a</b>		
Teacher/Subject Area <b>ESL/Margaret Skelly</b>	Guidance Counselor <b>Lili Feldman</b>		
Teacher/Subject Area <b>ESL/Melissa Evans</b>	Parent <b>n/a</b>		
Teacher/Subject Area	Parent Coordinator <b>Michelle Lopez</b>		
Related Service Provider	Other		
Network Leader <b>Peggy Miller</b>	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	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>342</b>	Total Number of ELLs	<b>90</b>	ELLs as Share of Total Student Population (%)	<b>26.32%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At Learners and Leaders the parents receive a Home Language Identification Survey (HLIS) when they enroll their children in our school. One of the ESL providers (Margie Skelly and Melissa Evans) meets with the parents to complete the informal oral interview in English and in their native language. Melissa or Margie then will administer the LAB-R and if needed Melissa will administer the Spanish LAB-R to those students who qualify. To analyze the NYSESLAT data we look for areas of gains and areas that show little gain. We then meet to plan next steps to modify our instruction methods and materials to better meet our student population's needs.

2. We then set up a Parent Orientation within ten days of our student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. The meeting is held with the support of the bilingual parent coordinator Michelle and parents are shown the orientation video, in their home language to explain the three program choices. A group discussion is then held to answer all questions and concerns. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model the school will create a classroom to meet their program selection. If there is any further support needed the ESL providers Melissa and Margie will meet individually with families to help support their program selections.

3. We ensure that all students who are tested into ESL by the LAB-R receive entitlement letters in their home language within ten days of enrollment. Any families who were unable to attend the orientation a second orientation is offered at a later date. We also make phone calls to each family with the support of Michelle our parent coordinator to set up one on one conference if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete we follow up with that family.

4. We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their native language. A Parent Orientation is set up and the program selection is made. The ESL providers Melissa and Margie then tally the results of the program selection form and ensure all students are placed in the instructional program of choice.

5. The trend for the past three years has overwhelmingly been in favor of the Freestanding ESL Program. The 2010-2011 school year has shown 100% of the parents and families in favor of the Freestanding ESL Program.

6. Yes our program model is aligned with our parent requests, as we offer Freestanding ESL for grades kindergarten through third grade.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	3	4	1										13
<b>Total</b>	5	3	4	1	0	0	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	69	Special Education	20
SIFE		ELLs receiving service 4-6 years	1	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	90	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
<b>Total</b>	<b>90</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	32	24	14	6										76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2	2											6
Haitian	1													1
French														0
Korean														0
Punjabi	1													1
Polish	3													3
Albanian														0
Other	1	1	1											3
<b>TOTAL</b>	<b>40</b>	<b>27</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>90</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

- Learners and Leaders is using a Push In model that allows for collaborative teaching and is also departmentalized for ESL through Drama, Dance and Art. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. Where possible there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes. The program models are heterogeneous.
- Learners and Leaders has four fully licensed ESL providers who collaborate to meet the mandated number of minutes through push-in, co teaching, Drama, Dance and Art. During our push-in and co teaching we work on language through reading and writing. The Drama teacher addresses the ELA standards for listening, speaking and vocabulary development by involving the students in small skits and reenacting characters in literature and theatre. The Dance teacher addresses the ELA standards for listening, speaking and vocabulary development by choosing music and movement that teaches our students directionality and physical movement and motion vocabulary. She also focuses on critical analysis and the exploration of social studies content vocabulary through dance. Both Dance and Drama focus on sequencing and engage in collaborative activities through a variety of student groupings to create and respond to literature. They present text both orally and in written form.
- Our ESL providers Margie and Melissa push-in to service our ELL students during various content areas such as math, science, social studies and art. Our other ESL providers Katie and Maggie offer drama and dance to our students that incorporate the science and social studies units of study for each grade. All providers use multiple strategies including visual support, total physical response (TPR) picture word walls and personal dictionaries.
- At Learners and Leaders we differentiate instruction for our ELL subgroups; newcomers (less than three years), extension of services (four to six years) and ELLs with special needs. For our newcomers (the majority of our students) we offer small group and one on one instruction and additional visual supports. We believe that through local community, citywide and cultural trips the children benefit from the real life exposure increase language acquisition. We have one student who is in her fourth year of ESL. She receives an extra period per week of one on one support in writing as identified by her NYSELAT results. For our special needs ELLs we offer Thinking Maps. Thinking Maps allow the children to plan for their writing and organize their ideas using bubble maps, tree maps, etc. After identifying the areas of additional needs we form small groups or one on one strategy lessons to meet their individual learning styles and learning levels. We currently have no SIFE or Long-Term ELLs (completed six years).

#### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## B. Programming and Scheduling Information--Continued

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

5. Our targeted intervention programs for ELLs uses their prior knowledge and experiences to relate to standards addressed for ELA, Math, and the content areas. For example students will be able to identify key literary elements (setting, character, plot, and point of view) in texts and relate those features to their own experiences. They will then use these literary elements in their writing to express their personal experiences in their small moments, how to procedural writing and response to literature. We also have brought in Studio in a School to our second graders to support their art and science curriculum. The children will have a hands on experience with clay and learn vocabulary through real life experiences. We also have brought in Ballet for our first graders.

6. Students who recently reached proficiency on the NYSELAT will receive transitional support by being placed in classrooms with mandated ELLs which allows for the children to receive support when needed from our Push In ESL Program. ESL teachers scaffold and continue to use ESL methodologies with all children in the classroom. All students including ELLs are eligible to attend the YMCA

afterschool program which offers additional guidance to complete homework and build language.

7. We are using Studio in a School, Ballet, Thinking Maps, and the Work Sampling Program to make improvements for the upcoming school year. We also have brought in Dance and Drama for our ELLs.

8. N/A

9. Every program in our school is open to all children including our ELLs and Special Education students. We have the YMCA afterschool program and an afterschool NYSELAT Test Prep. We also have family activities on the weekend that invites all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums and attractions in New York City.

10. The instructional materials that are used to support ELLs is mostly teacher created consisting of many visual and language supports. We also have SmartBoards and Elmos available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all students to utilize throughout the school day.

11. Native language support is delivered through our Freestanding ESL model, and Dance and Drama by using literature in their home language and including this literature in their classroom libraries. Most of the teachers, paraprofessionals and support staff in Learners and Leaders speak Spanish which is the main language of our student population including the ELLs.

12. As an early childhood school community with grade kindergarten to grade three all staff and resources are aligned with ELLS ages and grade levels. As a staff we strive to make sure every student including our ELLs have the resources they need to progress academically, socially and emotionally.

13. N/A

14. None

### 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)?

N/A

### 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.

1. Professional Development at Learners and Leaders is an ongoing part of our goals to grow as professionals to ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including Thinking Maps, Work Sampling System, New ESL Mandates, Blue Prints for the Arts, and lunch and learns with our network specialists Giuvela and Lena. All information learned at any professional development is turn keyed between all of the ELL providers and the classroom teachers.

2. N/A

3. At Learners and Leaders we offer continued ELL training for all faculty members during our monthly planning periods and faculty conferences. We also offer support during professional development days where we turn key new strategies learned during ELL professional workshops.

### 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?

1. In our school to foster parental involvement we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home support and in school support.
2. We also partner with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLs to offer information and support, to gain access to our Ridgewood community and their support programs.
3. We evaluate the needs of our parents by keeping open communication and individual meetings with parents of ELLs. The classroom teacher also communicates with both the parents the ELL providers regarding any questions or concerns. During parent teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website.
4. Our parental involvement activities are always open to all parents and family members, including ELLs. Bimonthly we have a Family Craft Day which is an opportunity for students and families to share in a creative activity. This day allows for language development for the entire family with faculty available to support in the fun and learning. Various times throughout the school year we also organize Family Weekend Trips which all family members are invited to and all costs are covered. The trips include but are not limited to the Botanical Gardens, the Aquarium, the Bronx Zoo, Central Park, and other various cultural sites. This exposure gives the parents the opportunity to learn where and how to enhance their children's real life experiences to support their education. We also have Learning Leaders in our school that work with the children in the classroom to assist with individuals or small groups. They are also available to speak with parents in their home language.

## 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)	25	14	4	0										43
Intermediate(I)	0	13	8	4										25
Advanced (A)	15	0	5	2										22
Total	40	27	17	6	0	0	0	0	0	0	0	0	0	90

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

	<b>P</b>													
--	----------	--	--	--	--	--	--	--	--	--	--	--	--	--

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

<b>NYS Math</b>									
<b>Grade</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>
	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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. Learners and Leaders use ECLAS-2, Fountas and Pinnell, and Foundations to assess the early literacy skills of our ELL population. ECLAS-2 provides a clear individual profile of each of our student’s phonetic awareness. The data shows a need for additional support with both rhyme recognition and rhyme generation. It also highlights the need for additional support with letter and sound recognition and initial and final consonant sounds. Using this data we will service our ELL students with an extra session of Foundations in a small group setting. The Fountas and Pinell Reading Running Records will be used to form guided reading groups and small group strategy lessons. This information has informed our school of the continued need for support with phonetic awareness to help students become lifelong readers and writers.
2. According to the LAB-R and NYSESLAT data across grades K-3 76% of our students are at a proficiency level of beginner and intermediate. The majority of these students need support in reading and writing.
3. The patterns noted across the NYSLAT modalities will be addressed in our instructional decisions by offering all children with an opportunity to receive ELL support during dance, drama, art and our free standing ESL program. These various methods of ELL support allow our ELL students more opportunities to use their individual learning style and multiple intelligences.
4.
  - a. The pattern across proficiencies and grades shows the greatest need is in writing. As a school who currently only offers Freestanding ESL we do not have writing samples in their native language to compare to.
  - b. This is the first year we have a third grade in our school, therefore the results of the ELL Periodic Assessment are not yet available.
  - c. N/A
5. N/A
6. Each year we look at the individual growth of each of our students and reflect on our programs and methods of instruction. As a new school, with two years of data we have seen some of our students tested at the proficiency levels. We are will continue to track data and determine the success of our programs and make any changes we find necessary for the success of our ELL population.s

### **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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Learners and Leaders					
<b>District:</b>	24	<b>DBN:</b>	24Q305	<b>School</b>		342400010305

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36				NR
Kindergarten	85	95	106				
Grade 1	23	77	98	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	28	72	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	27			94.3	92.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0			77.8	77.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0			16	38
Grade 12	0	0	0				
Ungraded	0	15	6	<b>Recent Immigrants - Total Number:</b>			
Total	144	251	345	(As of October 31)	2007-08	2008-09	2009-10
						1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	7	21	Principal Suspensions		1	0
# in Collaborative Team Teaching (CTT) Classes	5	17	24	Superintendent Suspensions		1	2
Number all others	5	7	13				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		11	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	34	60	TBD				
# ELLs with IEPs	2	12	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
		2	5

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	95.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		27.3	31.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		64.0	73.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers		100.0	90.5
Black or African American	4.2	3.2	2.6				
Hispanic or Latino	72.9	74.1	76.5				
Asian or Native Hawaiian/Other Pacific	11.1	10.4	9.0				
White	9.0	8.8	10.4				
<b>Male</b>	49.3	51.8	54.5				
<b>Female</b>	50.7	48.2	45.5				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

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

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

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
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:**

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

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	-	-					
<b>Student groups making</b>	<b>1</b>	<b>1</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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