



**PS 1R
THE TOTENVILLE SCHOOL]**

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

SCHOOL: P.S. 1 31R001)
ADDRESS: 58 SUMMIT STREET
TELEPHONE: 718-094-0960
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R001 **SCHOOL NAME:** The Tottenville School

SCHOOL ADDRESS: 58 Summit Street, Staten Island, NY 10307

SCHOOL TELEPHONE: 718-984-0960 **FAX:** 718-984-3389

SCHOOL CONTACT PERSON: Diane Gordin, Principal **EMAIL ADDRESS:** dgordin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Diane Gordin

UFT CHAPTER LEADER: Cynthia Spellacy

PARENTS' ASSOCIATION PRESIDENT: Coleen Ferenczi
Eileen Chipura

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA #6

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Erminia Claudio

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
Diane Gordin	*Principal or Designee	
Cynthia Spellacy	*UFT Chapter Chairperson or Designee	
Colleen Ferenczi	*PA/PTA President or Designated Co-President	
Eileen Chipura	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Amanda Gerardi	Teacher	
Ann Hutton	Teacher	
Hildy Krull	Teacher	
Marian Tessa	Teacher	
Lori Gorman	Parent Co-Chairperson	
Regina Motola	Parent Co-Chairperson	
Antoinette Ciacciarelli	Parent	
Patricia Damiano	Parent	
Patti Fawn	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Tottenville School is celebrating 133 years of academic excellence. Many of our students can say that their parents, grandparents and great grandparents have graduated from this school. The parent involvement we have at P.S. 1 is exceptional. Our PTA works very hard to generously support our school. The dedicated PTA members and volunteers devote much of their time to the school. They organize two Book Fairs, the Holiday Fair, Picture Day, the Spring Fair, and the Chinese Auction. The PTA also works closely with our Parent Coordinator to provide many wonderful extracurricular activities for the students and families at P.S. 1. These include the Talent Show, Senior Picnic, Carnival, and a Holiday Craft Program. In addition, they sponsor various assembly and art programs. The PTA also publishes a newspaper. In addition to general information the newspaper contains articles written by the principal, assistant principal, nurse, parent coordinator, and PTA President. Student work is also included in the newsletter. This year we have launched a PS website with information and updates. Our website is ps1si.org.

P.S.1 is truly a family environment. At the annual carnival many of the staff will bring their own children to enjoy the evening as well. The PTA Installation Dinner is combined with the faculty year-end party and the staff and many parents socialize together. Many of the school year's activities are captured in pictures and displayed on the *Snapshot of Our Lives* bulletin board and on our website. Children, parents and teachers love to visit it frequently.

Each year the children take part in a School Spirit T- shirt Contest in which they design the P.S. 1 logo. The winner of the contest has his/her signature displayed on the T-shirt. On Fridays, the students and staff wear the school shirt to show their school spirit. Children are happy to be a part of the warm, caring, and energized school climate of P.S.1. Each morning during the announcements a kindness quote and our *Words Of Wisdom* are read. One can also see kindness demonstrated through the tremendous response to our toy, food and coat drives.

At P.S. 1 we recognize children who demonstrate excellent citizenship and continued effort to do their best (not necessarily the students with the highest grades). Each year the staff chooses approximately twenty-five fourth graders who will be selected as next year's Young Ambassadors. The student's who are selected receive a medal and a certificate at the Young Ambassador Induction Ceremony and serve as school monitors. We also have monthly special assemblies for each class for the Student of the Month. The names of these students are displayed on our bulletin board in the main lobby for all to see and on our website.

Our students consistently meet and exceed standards, and this includes our special needs and ELL students. We strive to ensure that each child has the best possible education, in the best possible environment. Two years ago we implemented the School-Wide Enrichment Model Program for our students in grades 3-5 and held our second annual career day. Last year we expanded the School-Wide Enrichment Model Program to grade 2.

Our teachers are truly skilled. They are life-long learners that believe our motto, "*Together we learn. Together we grow.*" They are always involved in professional development that helps them and their students to grow and succeed. Our Inquiry Team was recognized as one of the finest in NYC. This year we are especially pleased to be one of five schools in NYC chosen to pilot a new computer program "Time to Know" in grades four and five.

Our school is a safe and happy place that children look forward to coming to each day. The students and the faculty take pride in the work they do everyday.

We are all very proud to be associated with PS 1; it is a very special school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input 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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

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

2009-10 TITLE I STATUS				
<input 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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

As with most schools our scores in both math and ELA dropped last year.

Math

- ❑ In the 2008-2009 school year we improved our math scores from 98% of students meeting standards to 99%. No student scored a level 1 and 56% of all students in grades 3-5 scored at level 4. 96% of special education students in grades 3-5 scored a level 3 or higher. We believe these scores are directly attributed to the work of our data teams, the individualized and differentiated use of the *Everyday Math* program and on-going professional development in differentiation of instruction in mathematics.
- ❑ For the 2009-10 school year our math scores dropped to an overall 82% proficiency. Grade 3 scored the lowest with 78% and grades 4 and 5 both received 84%.
- ❑ Gr. 3 had the lowest overall scores, but the highest scores for special needs students
- ❑ Gr. 4 – had an 11% increase over grade 3 scores, but a 9% decrease in special needs students that were proficient in math
- ❑ Gr. 5 highest general ed scores, but lowest scores for students with special needs

ELA

- ❑ ELA was our focus area for our inquiry team last year. In the 2007-2008 school year 90% of students in grades 3-5 met standards. In the 2008-2009 school year we improved with 91% of students meeting standards. 10.5 % of students scored level 4 and only 1 student scored a level 1. 69% of special education students met standards.
- ❑ In the 2009-10 school year our ELA scores dropped to an overall of 72%.
- ❑ Gr. 3 scored 75%, gr. 4 scored 77% and gr. 5 scored 65%
- ❑ gr. 3 had the highest scores for special needs students (61%)
- ❑ gr. 4 –highest overall scores and 60% of special needs students were proficient
- ❑ gr.5 had the lowest scores for students with special needs, this effected the rate of proficiency overall for grade 5 (21%)

- ❑ ELA and Math will be the focus of our inquiry team for the 2010-2011 school year as we feel we must improve upon the rate of students meeting or exceeding standards.

In our early childhood grades we closely monitored DRA results, writing samples and *Everyday Math* tests. We are pleased to report an increase in all grades on our *Monitoring for Results* and math scores. Using data we implemented a system for tracking writing progress using on-demand writing samples and monitoring for results in writing. We also developed *Everyday Math* unit checklists to track progress and areas of weakness.

This year we have CTT classes in grades 1-5. Our data has shown that our special education students do significantly better when they are supported with a CTT model.

We credit gains to several factors:

- The intense work of our Inquiry Team
- On-going professional development in math and ELA
- The use of assessment tools
- The implementation of the *School-wide Enrichment Model*

In conclusion we have been very successful in identifying students at risk, in reversing downward trends, and in the overall improvement of student scores. Our most significant barriers will continue to be a lack of funding for more individualized programs such as, reading recovery, and to support additional enrichment activities through the arts. We are also aware that we have a significant number of at-risk students entering our CTT classes and we will have to provide many supports if we are to improve upon the results we have had this past year.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1- A minimum of 50% (or 11)CTT students in grades 1 and 2 will make a years progress in reading as measured by the DRA (grade 1 = 5 levels and grade 2 = 3 levels)

This is the first year that we will have a CTT in grade 1 and the second year we have a grade 2 CTT in place. We know that our CTT classes have been very successful in our grades 3-5 and this year in grade two was also successfully met the needs of our special education students. We will be closely monitoring the progress of these two new classes in reading.

Goal 2- 75% (or 16) of grade1 and 2 CTT students will receive a level 3 or higher on all Everyday Math unit tests.

While there is no standardized math test for students in first or second grade we closely monitor the results of our math assessments and therefore, we have set this goal to ensure that are students are meeting the math standards at all grade levels. This is the first year that we will have a CTT in grade 1 and the second year we have a grade 2 CTT in place. We know that our CTT classes have been very successful in our grades 3-5 and this year in grade two was also successfully met the needs of our special education students. We will be closely monitoring the progress of these two new classes in Math.

Goal 3- A minimum of 60% (or 18) of the thirty identified students in the ELA focus group will receive a level 2 or higher on the State ELA test

Our Inquiry team has worked very diligently to identify the thirty lowest performing students in ELA in our school. We have developed action plans for all of the identified students and continue to monitor their progress on a regular basis. We have set the above goal for their progress.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 1-</u> A minimum of 50% (or 11)CTT students in grades 1 and 2 will make a years progress in reading as measured by the DRA (grade 1 = 5 levels and grade 2 = 3 levels)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staffing <ul style="list-style-type: none"> ○ Principal ○ Assistant Principal/Data Specialist ○ Coach ○ ELL Teacher ○ Technology Teacher ○ Special and General Education Teachers Of The First and Second Grade CTT Classes

	<p>Scheduling of Inquiry Team meetings</p> <ul style="list-style-type: none"> ○ Programming was done to allow for bi-monthly data team meetings ○ After-school meetings ○ Professional day meetings ○ Per diem coverage for full day Inquiry Team work ○ Literacy Foundation Grant ○ Emphasis on small group instruction differentiated through the use of data <ul style="list-style-type: none"> ● Scheduling for training to support Inquiry Team Work <ul style="list-style-type: none"> ○ ARIS, Acuity, training by all Inquiry Team members on and off site ○ On-going on site professional development for teachers in the use of ARIS, Acuity, and differentiation of instruction ○ CTT students scheduled for small group instruction ○ ELL students scheduled for instruction with ELL teacher 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Funding for Inquiry Team Activities <ul style="list-style-type: none"> ○ Inquiry Team funding ○ Data Specialist funding CTT teachers grade 1 and 2 CEI-PEA professional development hours 	

	<ul style="list-style-type: none"> • Other: <ul style="list-style-type: none"> ○ Classroom teachers are scheduled for bi-monthly professional development sessions to enhance their skills in ELA content knowledge and differentiation of instruction ○ On-going professional development scheduled into teacher programs ○ Professional development in literacy provided by the Literacy Support Group funded through the Staten Island through the Staten Island Literacy Foundation Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitoring for results in reading is done three times per year to evaluate students' progress on the DRA. Our inquiry team reviews the results of all data including classrooms assessments and student portfolios to update individual student action plans as necessary. Evaluation of data is done at regularly scheduled Inquiry team meetings as well as during grade meetings, and professional development sessions. Interim progress is determined by progress on periodic assessments and DRA levels. All identified students have individual goals identified in their action plan and it is expected that 25% of their goals are met each quarter which will lead to their meeting of the annual goal.</p> <ol style="list-style-type: none"> 1. List of Inquiry Team Members 2. List of Identified Targeted Students 3. Longitudinal achievement data/standardized and informal assessments portfolios of student work

	<ol style="list-style-type: none">4. Identified targeted strategies employed and assessed for success published results of study shared with the staff (faculty conference and Collaborative Team Room Site located on ARIS)5. The use of differentiated instructional resources6. Monitoring for Results in reading (DRA reports) 3x per year7. Teacher assessment binders	
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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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 2- 75% (or 16) of grade1 and 2 CTT students will receive a level 3 or higher on all Everyday Math unit tests.</u></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Staffing;</p> <ul style="list-style-type: none"> ○ Principal ○ Assistant Principal/ Data specialist ○ Teacher center lead mathematics coach ○ Coach ○ First and second grade general education teachers, ELL teacher, first and second grade special education CTT teachers ● <u>Scheduling</u> <ul style="list-style-type: none"> ○ On-going on site professional development for teachers in differentiation of instruction and math strategies ○ CTT students scheduled for small group instruction ○ ELL students scheduled for instruction with ELL teacher

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • <u>Funding</u> <ul style="list-style-type: none"> ○ Teacher Center professional development ○ CEI-PEA professional development hours ○ CTT teachers grade 1 and 2 • <u>Other:</u> <ul style="list-style-type: none"> ○ Classroom teachers are scheduled for bi-monthly professional development sessions to enhance their skills in differentiation of instruction ○ On-going professional development scheduled into teacher programs ○ Professional development in math/ literacy connections funded through the Staten Island Literacy Foundation Grant ○ Emphasis on small group instruction differentiated through the use of data
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Analysis of data will be done after each unit is completed and will include progress made, and need for further differentiation and/or professional development. We expect 75% of all students that did not meet standards on the Everyday math unit assessment to meet standards on the Re-teach exam. This is</p>

	<p>measured and determined after completion of each unit leading to our annual goal of 75% of all CTT students in grades 1-2 meeting standards.</p> <ul style="list-style-type: none">a. Everyday Math unit test collected bi-weeklyb. Re-teach unit test results collected bi-weeklyc. Student portfoliosd. Individualized student goals and reflection in mathe. Math conferences	
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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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 3-</u> A minimum of 75% (or 22) of the thirty identified students in the ELA focus group will receive a level 2 or higher on the State ELA test</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staffing <ul style="list-style-type: none"> ○ Principal ○ Assistant Principal/Data Specialist ○ Coach ○ ELL Teacher ○ Technology Teacher ○ Special and General Education Teachers of the third, fourth, and fifth Grade CTT Classes ○ IEP/AIS Teacher ○ SETSS Teacher ○ Third-Fifth Grade General Education Teachers Scheduling of Inquiry Team meetings <ul style="list-style-type: none"> ○ Programming was done to allow for bi-monthly data team meetings ○ After-school meetings ○ Professional day meetings ○ Per diem coverage for full day Inquiry Team work

	<ul style="list-style-type: none"> • Scheduling for training to support Inquiry Team Work <ul style="list-style-type: none"> ○ ARIS, Acuity, training by all Inquiry Team members on and off site ○ On-going on site professional development for teachers in the use of ARIS, Acuity, and differentiation of instruction ○ SETSS teacher scheduled AIS periods weekly with identified students ○ CTT students scheduled for small group instruction ○ ELL students scheduled for instruction with ELL teacher 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding for Inquiry Team Activities <ul style="list-style-type: none"> ○ Inquiry Team funding ○ Data Specialist funding ○ CTT teachers ○ SETSS ○ Coach • Other: <ul style="list-style-type: none"> ○ Classroom teachers are scheduled for bi-monthly professional development sessions to enhance their skills in ELA content knowledge and differentiation of instruction ○ On-going professional development scheduled into teacher programs ○ Professional development in literacy provided by the Literacy Support Group funded through the Staten Island Literacy Foundation Grant ○ Emphasis on small group instruction differentiated through the use of data ○ CEI-PEA professional development hours ○ <i>Time to Know</i> computer program training 	

Indicators of Interim Progress and/or Accomplishment

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

Monitoring for results in reading is done three times per year to evaluate students progress on the DRA, in addition results of the periodic assessments (ITA's and predictive exams) are used to evaluate progress on a regular basis(as indicated in the periodic assessment calendar. Our inquiry team reviews the results of all data including classrooms assessments and student portfolios to update individual student action plans as necessary. Evaluation of data is done at regularly scheduled Inquiry team meetings as well as during grade meetings, and professional development sessions. Interim progress is determined by progress on periodic assessments and DRA levels. All identified students have individual goals identified in their action plan and it is expected that 25% of their goals are met each quarter which will lead to their meeting of the annual goal.

- 8. List of Inquiry Team Members**
- 9. List of Identified Targeted Students**
- 10. Student and teacher interview data**
- 11. ITT**
- 12. Longitudinal achievement data/standardized and informal assessments portfolios of student work**
- 13. Identified targeted strategies employed and assessed for success published results of study shared with the staff (faculty conference and Collaborative Team Room Site located on ARIS)**
- 14. Acuity assessments and the use of differentiated instructional resources**
- 15. Monitoring for Results in reading and writing (DRA reports) 3x per year**
 - o Teacher assessment binders**
 - o ELA state exam results**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	N/A	N/A				
1	3	1	N/A	N/A				
2	6	4	N/A	N/A				
3	5	4	N/A	N/A				
4	15	12						
5	15	10						
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All services delivered during the day or before school Time to Know Computer program for grades 4-5 – small group and whole class Leveled Literacy – small group instruction Guided Reading groups – small group – all grades
Mathematics:	Time to Know Computer program for grades 4-5 – small group and whole class Everyday Math differentiated instruction in small group – all grades
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To assess the school's written translation, we have most parent notices and letters translated through the DOE Translation and Interpretation Unit.

To assist the non-English speaking parents with oral translations we hire a translator through Legal Interpreting Services (LIS). Translators are hired for parent-teacher conferences, parent meetings and/or workshops and one –to one conferenc

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.

The ELL teachers informed us that many of the ELL students' parents do not understand, read, write or speak English. A translated notice went home to all no –English speaking parents, in their native language, advising them of the translation services that are available to them.

Part B: Strategies and Activities

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

Written translation provided through the DOE Translation and Interpretation Unit.

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 translation will be provided by LIS, parent volunteer, our Pre-K social worker.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 001 Tottenville					
District:	31	DBN:	31R001	School		353100010001

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	26	35		94.5	94.9	94.1
Kindergarten	89	86	67				
Grade 1	84	92	92	Student Stability - % of Enrollment:			
Grade 2	92	85	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	77	95	87		98.6	97.1	97.7
Grade 4	76	78	99				
Grade 5	88	76	80	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		16.2	25.9	28.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	2
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	540	538	555	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	0	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	7	1	1
# in Collaborative Team Teaching (CTT) Classes	24	48	62	Superintendent Suspensions	7	0	2
Number all others	52	43	59				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	34	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	8	6
# receiving ESL services only	19	23	TBD				
# ELLs with IEPs	0	5	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	4	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	94.3	91.2	100.0
				% more than 2 years teaching in this school	62.9	58.8	78.4
				% more than 5 years teaching anywhere	65.7	67.6	73.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	97.0	94.6
American Indian or Alaska Native	0.9	0.6	0.9	% core classes taught by "highly qualified" teachers	97.4	97.3	100.0
Black or African American	0.7	1.5	0.9				
Hispanic or Latino	10.9	11.7	13.0				
Asian or Native Hawaiian/Other Pacific	1.1	1.3	2.2				
White	86.3	84.8	82.9				
Male	50.7	49.3	49.7				
Female	49.3	50.7	50.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	56	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	34.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA	District 31	School Number 001	School Name PS 001
Principal Mrs. Diane Gordin		Assistant Principal Mrs. Grace Silberstein	
Coach Renee Drennan		Coach type here	
Teacher/Subject Area Amanda Gerardi/ESL		Guidance Counselor Josephine Esposito	
Teacher/Subject Area Patti Vitucci/Special Ed		Parent type here	
Teacher/Subject Area Kerry Capurso/Special Ed		Parent Coordinator Cathie Garbie	
Related Service Provider Judy Brooks		Other type here	
Network Leader Nancy Ramos		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	516	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	4.26%
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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. When parents first come to the school they are greeted by the secretary, she then calls the ESL teacher to meet with new parents and informally interview them. Parents are given the HLIS to be filled out. During this time the ESL teacher determines whether or not a student will be tested based on the HLIS and the interview with the parent. If the parent is in need of an interpreter, we set up an appointment to have a formal interview and explain the process which will take place. If a student is eligible for testing an entitlement letter is sent home to the parent letting them know that their child according to the LAB-r will now be receiving services. If the child is not eligible a non-entitlement letter will be sent home letting the parents know that according to the LAB-r their child will not be receiving services.

The first week of school the ESL teacher looks at the NYSESLAT scores from the spring before. According to the scores the ESL teacher sends home letters to the parents informing them that their child will either be continuing with services or not due to the NYSESLAT (continued entitlement letter or non-entitlement/transition letter).

2. Within the first ten days of school we have a parent orientation meeting and invite all parents whom have students that are eligible for services. Having already interviewed with the parents we are aware of anyone in need of an interpreter, if there is a need we hire one for the meeting. During the meeting we introduce the ESL teacher and the parent coordinator; we want parents to feel comfortable about coming to us if they have any concerns or questions in the future. We also play the orientation video in as many languages as needed. During the video we allow parents (while they are waiting) to ask any questions. When everyone has viewed the video we then go over the parent survey and program selection forms. Parents are informed that the choice is up to them. Our school as of now only have ESL; if they want another program we will do our best to find them a school that can accommodate them. We also inform them know that we keep these forms on file and if at any time there are 15 students in two consecutive grades requesting the same program we will inform them and a program may be started. Our parent orientation is an ongoing process. When a new student enters the school the parent fills out a HLIS and an interview is conducted. If the child is entitled, the ESL teacher will test them and set up a parent orientation.

3. All parents receive an entitlement letter either in English or their native language the same week in which we assess the students. The parent survey and the program selection forms are filled out at the end of the orientation meeting. If a parent is not able to attend we set up a one on one meeting to explain the process and the three programs available. If the parents work during the day and they can not come to school we have a phone meeting and send the forms home to be filled at. We also have a follow up phone meeting to make sure they understand the forms and to ensure that the forms are returned. As per CR part 154 if we can not get a form returned for the student and we have outreached to the parents every way possible the default for the student is TBE.

4. We use the parent survey and the program selection forms to decide which program the child will be placed in. Our school only offers ESL and our parents usually choose this as their first choice. We do however make them aware that in the future if the opportunity presents itself for us to open either a bilingual or dual language program they will be notified. The LAP is a living document. It is shared with all staff during staff meetings. All staff articulate what is on the LAP and are held accountable for the ELL's in our building.

5. Our parent's choose the ESL program, many of our students have siblings and/or family members whom have had ESL in our school and they like this program. Based on the parent selection forms the trends seem to be that most parents choose dual language as their second choice.

6. Yes, we watch and keep track of parent' program choices for future program offerings. The ESL teacher has a copy of the forms and reviews them at the beginning of the year to see if other programs can be started.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		5												5
Total	0	5	0	0	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	6	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											0
Dual Language											0
ESL	16	0	0	6	0	2	0	0	0		22
Total	16	0	0	6	0	2	0	0	0		22

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

C. Home Language Breakdown and ELL Programs

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	3	5	7	1	2	1								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	5	8	2	2	1	0	22						

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.

1. a. What are the organized models? We have a pull out program for all Ell students with a first time push-in for first grade. The groups are 50 minute blocks. Our kindergarten group has 4 students. Our first group has 5 students and served by a push-in model. The second grade group has 8 students and our upper grade group has 5 students. When possible in the future more ELL's will be grouped in classes together to allow for the push-in model. We are doing research and also trying out a push-in program this year. We will have more collaborative team teaching in the future. We are also working on having the ESL teacher push-in to the content area classes.

b. What are the program models? As far as grade level, 1 of our groups are heterogeneous. The other groups are homogeneous. The proficiency levels of the groups for the most part are heterogeneous.

2. Students are given mandated time according to the CR Part 154. To ensure this we have a full time ESL teacher.

3. The content areas of science and social studies are delivered by cluster teachers that have received professional development in ESL. Visual aids and materials in native languages are made available whenever possible. Cluster teachers have use of laptops and smartboards.

4. a. SIFE-N/A

b. Plan for newcomers- Our students are given the opportunity to take after school programs in literacy, ELA and math. We also have

leveled reading programs that are used in all classrooms; these programs do have a Spanish component for those students that are native Spanish speaking. We have many software programs that are used in the classroom and can be used at home.

c. Plan for ELL's receiving service 4 to 6 years- As stated in our extension of services, our ELL's require additional help in writing and reading in small group instruction. Our ESL teacher has met with classroom teachers to collaborate goals for these students. We use individualized data to create assessments and practice exams for these students. We also provide after school literacy programs. In the ESL class students also use NYSESLAT prep materials. Our 4th and 5th grade ELL's are using a pilot program from the DOE (Time to Know) in Language arts and Math. The program is geared to helping students with vocabulary, reading comprehension and mathematical strategies. Our ESL teacher receives PD from OELL and will turn key to other staff members.

d. We currently do not have any ELL students who have completed 6 years of services. However, we have the Time to Know computer program for Language arts and math for the upper grades. We also have an AIS teacher who works with classroom teachers to help students meet their academic goals.

e. Our ELL's with special needs are serviced in either CTT classes or SETSS and some receive additional services of speech and/or OT. There is on going collaboration between the ESL and special education teachers. As stated above the ESL teacher receives PD from OELL and turns key to the classroom teachers. Children in grades four and five use the Time to Know computer program for additional help and receive on going small group instruction.

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

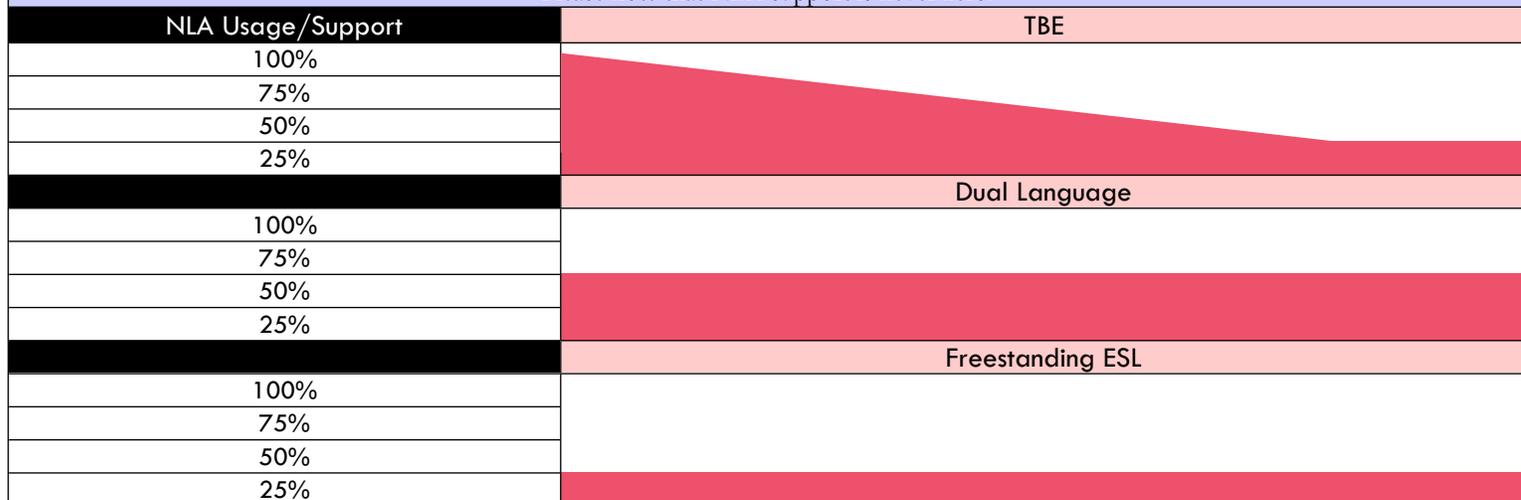
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. •Ell's in testing grades are part of our targeted group for the inquiry team

- They receive individualized acuity assessments and practice exams
- They receive informal observations by inquiry team members
- They are given small group instruction for guided reading writing and math
- After school programs for literacy and math
- Foundation program for grades K and 1
- Raz-kids computer program allows students to work in English and/or Spanish with a leveled library
- Words their way for ELL's is used during ESL class
- NYSESLAT prep materials
- School Enrichment Model program for grades 2-5

6. •Students receive AIS for literacy and math

- After school literacy and math programs are given once a week

7. Classrooms have been set up with smart boards where children can go online and have more access to visual aids. Many materials are also available in their native language. We have started to use a push-in program for first grade. Our 4th and 5th grade classrooms are using a new computer program, Time to Know. Each student has their laptop and access to the program. The program is designed to enhance learning in Language arts and math.

8. N/A

9. •All ELL's are given the opportunity to attend all after school programs

- AIS is given to those students in need of additional in help in literacy and math
- ELA and Math prep classes are given after school for grades 3-5
- Literacy after school programs are available for grades k-2

•UAU is available after school for students whom need help with homework

10. •Smart boards, laptops and desktops are in all classrooms to increase the use of visual aids and language support

•As stated above we added the Time to Know program to our school for 4th and 5th grade

11. •In ESL class as well as the school library students have access to a native language library

•Buddies are used to support beginning English students

•Computer programs in classrooms and in technology are used to support native language

12. Yes

13. Newly enrolled students are identified at sign in. Parents are invited to workshops with an interpreter. Students are identified for assessment and enrolled in above programs as soon as possible. We have a kindergarten orientation for parents to welcome them to the school and go over the curriculum. We also have a school website where parents can see upcoming activities, the curriculum for the year by grade and all school notices. The parent coordinator is always available for parents whom may have questions or concerns about the upcoming year.

14. N/A

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.The ELL teacher as well as the classroom teachers is given training in ELL strategies by a turnkey process. Each year the ELL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELL's..

2. We give the students a description of school choices and the programs they provide. Our neighboring school I.S. 34 also has a workshop for our teachers to help them guide the students. Our guidance counselor is always available to see students who have any fears or concerns about the transition.

3. All of our senior staff members have had 7.5 hours of ELL training. Teachers new to the school this year have been asked if they have received training in the past. For those teachers that did not meet the requirement the ELL teacher will provide staff development appropriate to their grade and students needs.

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.Parents are invited to many academic and social activities that take place at our school

•Publishing parties

•SEM fair

•Holiday fair

•Special assemblies

•Award ceremonies

•PTA meetings

- Open School week
 - Curriculum conferences
2. N/A
 3. Parents are asked to attend orientation meetings where a translator is available. Parents are also asked if there are any specific concerns or needs that they may have.
 4. We try to give parents many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way they can. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	1											5
Intermediate(I)		4	4	1										9
Advanced (A)	1		3	1	2	1								8
Total	4	5	8	2	2	1	0	0	0	0	0	0	0	22

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- For our younger grades we use DRA. We are able to assess students for reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, guided writing and strategy groups.
- Our ELL students have revealed an increase of NYSESLAT grades consistently throughout previous years. Our ELL students also receive passing grades on state exams. On average our ELL students receive a score of a high 2 or 3 on math and the ELA. In content areas such as science and social studies our ELL students have all received a 3 on these state assessments.
- As stated in the extension of services our students struggle most with writing. We have set up time for the ELL teacher and classroom teachers to meet and discuss specific strategies that will enhance the students writing skills. We also encourage our ELL students to

N/A
 6. We have ongoing assessments to monitor the success of our students. We also have individualized acuity exams to ensure growth in trouble areas. Classroom teachers as well as the ESL teacher use this data to differentiate classroom instruction.

Additional Information

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

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		