



**HUGUENOT SCHOOL**

**2010-2011**

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

**SCHOOL: 31R005**  
**ADDRESS: 348 DEISIUS STREET, STATEN ISLAND, N.Y. 10312**  
**TELEPHONE: 718-984-2233**  
**FAX: 718-984-4761**

**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:** 005      **SCHOOL NAME:** Huguenot

**SCHOOL ADDRESS:** 348 Deisius Street, Staten Island, New York 10312

**SCHOOL TELEPHONE:** 718-984-2233      **FAX:** 718-984-4761

**SCHOOL CONTACT PERSON:** Lisa Arcuri      LARCURI@SCHOOLS.  
NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Donna Abbruzzese

**PRINCIPAL:** Lisa Arcuri

**UFT CHAPTER LEADER:** Debra Camputaro

**PARENTS' ASSOCIATION PRESIDENT:** Aaron Bogad

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 533

**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 |
|------------------|--|-----------|
| Lisa Arcuri      | *Principal or Designee   |           |
| Debra Camputaro  | *UFT Chapter Chairperson or Designee   |           |
| Aaron Bogad      | *PA/PTA President or Designated Co-President   |           |
|                  | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
|                  | DC 37 Representative, if applicable  |           |
|                  | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                  | CBO Representative, if applicable  |           |
| Donna Abbruzzese | Member/Parent Grade 5  |           |
| Claudette Fiore  | Member/Teacher Grade Kgn   |           |
| Anna Forlizzi    | Member/ Parent Grade 4   |           |
| Jaime Jersek     | Member/Teacher Grade Kgn   |           |
| Debra Mirabella  | Member/Parent Grade 1  |           |
| Melissa Silla    | Member/Grade 3   |           |
| Linda Vacirca    | Member/SETSS Teacher   |           |

(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.

---

Public School 5 is a progressive elementary school located on Staten Island's south shore. The community consists of one and two family homes, housing a high percentage of young families in a suburban setting. Total school enrollment is currently 208 students. Class size averages 17 students per class with two classes on each grade Kindergarten - Grade 5. Our cluster teacher programs support the Social Studies, Science, Dance/Physical Education, Art and Music curricula.

The school building is a 1930 structure with a four classroom attached annex, added in 1993, to accommodate a growing population. The building is fully utilized. The auditorium is an all purpose room complete with a SMARTboard, piano and large screen television. This room is used for the indoor physical education program, music instruction, assemblies, PTA meetings and special events.

P.S. 5 is a community of learners. We are hopeful that we will be working in partnership with the Staten Island Foundation for our fourth year as part of a literacy grant which helps fund continued professional development for our teachers. We embrace community involvement. This year we partnered with Digital Edge, a Staten Island based technology consulting company, through the New York City PENCIL partnership program. This collaboration has provided us with opportunity to enhance our instructional methods using technology and to start a recycling project. This joint venture will benefit our community and school while teaching our students the importance of teamwork and community involvement.

In addition to our language arts, math, science and social studies curricula, P.S. 5 students are provided with instruction in the fine and performing arts including art appreciation, drawing, crafts, instrumental music and dance. P.S. 5 students are 'physically fit' as they take part in the *Fitnessgram* and *Steppin' Up for Good Health* programs. For the 2010-2011 school year we plan on launching a school-wide 'healthy living' initiative which will focus on monthly health themes geared toward creating habits for healthier living.

### ***SCHOOL VISION***

Public School 5 fosters a vision that supports a standards-based instructional program geared to improve student achievement. We welcome and utilize resources of family and community to enrich the education of our students. We recognize that students learn in a variety of ways and provide instructional strategies that reflect an understanding of diverse learning modalities. Administration and staff nurture a positive climate to promote creativity, high expectations and seek to establish habits of lifelong learning within each student.

### ***SCHOOL MISSION***

Public School 5 is dedicated to providing a quality instructional program in a safe and secure environment. Achievement levels for all students will increase through varied and challenging academic programs and assessment techniques that support and improve students' learning. The education of each student is a cooperative effort among staff, children, parents and community. Together, we will nurture social, emotional, physical and intellectual growth to enable our students to surpass academic standards and be caring and productive citizens involved in community activities.

**SECTION III – Cont’d**

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

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |                   |               |        |                          |              |
|---|-------------------|---------------|--------|--------------------------|--------------|
| <b>School Name:</b>                             | P.S. 005 Huguenot |               |        |                          |              |
| <b>District:</b>                                | 31                | <b>DBN #:</b> | 31R005 | <b>School BEDS Code:</b> | 353100010005 |

| DEMOGRAPHICS                         |                                |                                       |                                       |   |                                       |                                       |                                       |                            |                            |
|--------------------------------------|--------------------------------|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>     | <input type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2               | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input 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     |                                       |                            |                            |
| <b>Enrollment:</b>                   |                                |                                       |                                       | <b>Attendance: % of days students attended*</b>     |                                       |                                       |                                       |                            |                            |
| (As of October 31)                   | 2007-08                        | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
| Pre-K                                | 0                              | 0                                     | 0                                     |   | 94.3                                  | 95.5                                  | 94.9                                  |                            |                            |
| Kindergarten                         | 38                             | 36                                    | 31                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 1                              | 30                             | 39                                    | 36                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 2                              | 33                             | 31                                    | 38                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 3                              | 34                             | 28                                    | 33                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 4                              | 51                             | 38                                    | 31                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 5                              | 39                             | 50                                    | 39                                    |   |                                       |                                       |                                       |                            |                            |
| Grade 6                              | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 7                              | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 8                              | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 9                              | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 10                             | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 11                             | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Grade 12                             | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Ungraded                             | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |
| Total                                | 225                            | 222                                   | 208                                   |   |                                       |                                       |                                       |                            |                            |
|                                      |                                |                                       |                                       | <b>Student Stability: % of Enrollment</b>           |                                       |                                       |                                       |                            |                            |
|                                      |                                |                                       |                                       | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
|                                      |                                |                                       |                                       |   | 99.1                                  | 98.2                                  | TBD                                   |                            |                            |
|                                      |                                |                                       |                                       | <b>Poverty Rate: % of Enrollment</b>                |                                       |                                       |                                       |                            |                            |
|                                      |                                |                                       |                                       | (As of October 31)                                  | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
|                                      |                                |                                       |                                       |   | 14.5                                  | 8.4                                   | 20.3                                  |                            |                            |
|                                      |                                |                                       |                                       | <b>Students in Temporary Housing: Total Number</b>  |                                       |                                       |                                       |                            |                            |
|                                      |                                |                                       |                                       | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
|                                      |                                |                                       |                                       |   | 0                                     | 0                                     | 0                                     |                            |                            |
|                                      |                                |                                       |                                       | <b>Recent Immigrants: Total Number</b>              |                                       |                                       |                                       |                            |                            |
|                                      |                                |                                       |                                       | (As of October 31)                                  | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
|                                      |                                |                                       |                                       |   | 0                                     | 0                                     | 0                                     |                            |                            |
| <b>Special Education Enrollment:</b> |                                |                                       |                                       | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                                       |                                       |                                       |                            |                            |
| (As of October 31)                   | 2007-08                        | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                            |                            |
| Number in Self-Contained Classes     | 0                              | 0                                     | 0                                     |   |                                       |                                       |                                       |                            |                            |

| DEMOGRAPHICS  |         |         |         |  |         |         |                    |
|---|---------|---------|---------|--|---------|---------|--------------------|
| No. in Collaborative Team Teaching (CTT) Classes  | 0       | 0       | 0       | Principal Suspensions  | 0       | 0       | 0                  |
| Number all others   | 12      | 21      | 27      | Superintendent Suspensions   | 1       | 1       | 0                  |
| <i>These students are included in the enrollment information above.</i>                               |         |         |         |  |         |         |                    |
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b><br>(As of October 31)          |         |         |                    |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |                    |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | CTE Program Participants   | 0       | 0       | 0                  |
| # in Dual Lang. Programs  | 0       | 0       | 0       | Early College HS Participants  | 0       | 0       | 0                  |
| # receiving ESL services only   | 8       | 8       | 3       | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |                    |
| # ELLs with IEPs  | 0       | 0       | 0       | (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   | 16      | 15      | 15                 |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 2       | 2       | 2                  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 1       | 1       | 1<br>(for half yr) |
|   | 0       | 0       | 0       |  |         |         |                    |
| <b>Teacher Qualifications:</b>  |         |         |         |  |         |         |                    |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10            |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           | 100.0   | 100.00  | 100.00             |
| American Indian or Alaska Native  | 0.9     | 0.5     | 0.5     | Percent more than two years teaching in this school                              | 81.3    | 80.0    | 93.3               |
| Black or African American   | 0.0     | 0.0     | 0.00    | Percent more than five years teaching anywhere                                   | 81.3    | 73.3    | 86.6               |
| Hispanic or Latino  | 8.0     | 5.4     | 4.3     |  |         |         |                    |
| Asian or Native Hawaiian/Other Pacific Isl.   | 1.8     | 4.1     | 3.9     | Percent Masters Degree or higher   | 100.00  | 100.0   | 100.0              |
| White   | 89.3    | 90.1    | 91.3    | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 96.8    | 80.0    | 100.0              |
| Multi-racial  | 0.0     | 0.0     | 0.00    |  |         |         |                    |
| <b>Male</b>   | 56.4    | 50.0    | 50.0    |  |         |         |                    |
| <b>Female</b>   | 43.6    | 50.0    | 50.0    |  |         |         |                    |

| 2009-10 TITLE I STATUS                                    |                                  |  |                                  |   |
|---|----------------------------------|--|----------------------------------|---|
| <input type="checkbox"/> Title I Schoolwide Program (SWP) |                                  | <input type="checkbox"/> Title I Targeted Assistance |                                  | <input checked="" 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 checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

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

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

| <b>Individual Subject/Area Outcomes</b> | <b>Elementary/Middle Level (✓)</b> |   | <b>Secondary Level (✓)</b> |  |
|---|------------------------------------|---|----------------------------|--|
|   | ELA:                               | √ | ELA:                       |  |
|   | Math:                              | √ | Math:                      |  |
|   | Science:                           | √ | Grad. Rate:                |  |

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

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math | Science | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              | √                              | √    | √       |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |      |         |                        |      |              |                 |
| American Indian or Alaska Native                 |                                |      |         |                        |      |              |                 |
| Black or African American                        |                                |      |         |                        |      |              |                 |
| Hispanic or Latino                               | -                              | -    | -       |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | -                              | -    | -       |                        |      |              |                 |
| White  | √                              | √    |         |                        |      |              |                 |
| Multiracial                                      |                                |      |         |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |      |         |                        |      |              |                 |
| Students with Disabilities                       | -                              | -    | -       |                        |      |              |                 |
| Limited English Proficient                       | -                              | -    | -       |                        |      |              |                 |
| Economically Disadvantaged                       | -                              | -    | -       |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> | 2                              | 2    | 1       |                        |      |              |                 |

#### **Key: AYP Status**

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

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |                 | <b>Quality Review Results – 2008-09</b>                    |                |
|--|-----------------|--|----------------|
| <b>Overall Letter Grade</b>  | A               | <b>Overall Evaluation:</b>                                 | Proficient     |
| <b>Overall Score</b>   | 82.8 out of 100 | <b>Quality Statement Scores:</b>                           |                |
| <b>Category Scores:</b>  |                 | Quality Statement 1: Gather Data                           | Proficient     |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 12.5 out of 15  | Quality Statement 2: Plan and Set Goals                    | Proficient     |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 18.5 out of 25  | Quality Statement 3: Align Instructional Strategy to Goals | Proficient     |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 51.8 out of 60  | Quality Statement 4: Align Capacity Building to Goals      | Well-Developed |
| Additional Credit  |                 | Quality Statement 5: Monitor and Revise                    | Proficient     |
| <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?
- 

A review of our 2009-2010 ELA scores revealed that 91% of our third grade students, 80% of our fourth grade students and 61% of our fifth grade students scored at levels 3 and 4, meeting or exceeding state standards. Our 2009-2010 Math scores revealed that 97% of our third graders, 84% of our fourth graders and 85% of our fifth graders scored at levels 3 and 4, meeting or exceeding state standards. We have chosen to focus our goals for the upcoming school year on refining and enhancing our literacy instruction and on expanding our Data Inquiry process (focusing likewise on literacy objectives).

Our most significant accomplishments over the past few years include the following:

- ❖ Implementation of the *Foundations* program in kindergarten and first grade
- ❖ Implementation of the *Good Habits, Great Readers* program in grades K-5
- ❖ The introduction of Enrichment Clubs, the health/physical education and dance program
- ❖ Expansion of curriculum mapping
- ❖ Improvement of our staff's technological expertise regarding use of the SmartBoard, Kidspiration, PowerPoint, Excel, Outlook Web Access, etc.
- ❖ We have made great strides in improving staff morale, engagement and collaboration over the past two years

Grade level colleagues have met regularly during weekly common preps and during extra professional development periods to share best practices and/or meet with our CEI-PEA consultant/coach for ongoing PD in literacy, math and technology. Our Data Inquiry Process has been refined and is now embedded in all classrooms. Teachers make continuous use of formative and summative data to guide their instructional choices for whole group, small group and individualized lessons within the workshop model. Kindergarten teachers assess their incoming students using the DRA-2 Reading and Word Analysis components to assess reading fluency, comprehension and decoding skills. Our teachers in grades K-5 administer the DRA-2 a minimum of three times yearly to assess reading engagement, reading fluency, decoding ability and comprehension. Scores are entered into the DRA-2 Online Management system and the teachers are able to download individual and class performance reports wherein specific student strengths and weakness are noted. Detailed summaries are available which enable students to be grouped for guided reading, literature circles and word work based on similar needs. Reports are shared with parents and suggestions are made for follow up at home. All of our teachers in grades K-5 send home Individualized Profiles of Progress at the end of every math unit in *Everyday Math*. Specific strengths and weaknesses of individual students are noted and when needed, appropriate interventions are taken. Parents are given

suggestions for follow up and skill review at home. Students are invited to attend Extended Day to work in small groups based on their needs.

Our small school size and population, although beneficial in many ways, has a negative effect on budget. Due to limitations, we are unable to hire additional support staff. Our CFN Instructional Coach comes in one day a week to work on building our capacity to deliver effective math instruction. Our ability to fund additional academic intervention and enrichment staff is limited. Our small student population sometimes works against us when doing school comparisons because of the increased significance or 'weight' of each individual student's performance. When judging the school's progress and change in proficiency ratings as compared to schools with larger student populations, the significance of each student's progress plays a greater role.

## **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.

---

One goal for the 2010-2011 school year will involve the expansion of the Collaborative Inquiry process so that Inquiry Teacher teams will be established on each grade and meet with their grade level colleagues on a weekly basis to review student data, analyze student work and develop action plans to determine next steps. Grade level teams will collaboratively create rubrics and revise curriculum maps to align to the new Common Core State Standards.

Our second goal involves communicating clear expectations to parents regarding student curriculum and student goals. Teachers will create parent letters outlining units of study, rubrics and classroom goals as well as individual student goals. Goal-setting will be based upon standards as well as formative and summative student data. Students will become more active participants in their own learning. We want to assure that clear expectations are set and that students become more self-directed and reflective about their learning process.

Our third goal involves increasing the use of student-friendly writing rubrics so that expectations will be clearly communicated and additional opportunities will be provided for student self-assessment and reflection.

**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):** Collaborative Inquiry Process

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>Expand the Collaborative Inquiry process to 90% of the instructional staff.</b></p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <ul style="list-style-type: none"> <li>• <b>Sept 2010: Grade level teams will meet to evaluate incoming students’ formative and summative assessment data</b></li> <li>• <b>End of Sept 2010-beginning of October: All classroom teachers will reassess students with the DRA-2. Action plans will be created for each grade level team. Phase 1 of the Data Inquiry Cycle will be completed.</b></li> <li>• <b>Responsible staff:</b> <ul style="list-style-type: none"> <li>-Principal/-Data Specialist</li> <li>-Grade Level Inquiry Teacher Teams</li> <li>-Core Data Inquiry Team= all members</li> </ul> </li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>1) TLFSF-GHH, TLFSF, Contract for Excellence, TL DRA Stabilization and TLIEP support this goal. A School Based Option has been submitted and approved which will allow our school to use one 37 ½ minute Extended Day Session per week to support Data Inquiry work.</p> <p>2) If provided, Tax Levy Children First and Tax Levy Data Specialist funding will further support our inquiry work initiative.</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <ul style="list-style-type: none"> <li>-By the end of September all teachers will be a part of a Collaborative Inquiry Team.</li> <li>-By mid-October all Grade Level Teacher Inquiry Teams will have chosen a target group.</li> <li>-Once a month all members of the Grade Level Teacher Inquiry Teams will review the progress of the inquiry cycle.</li> <li>-By June 2011 Grade Level Teacher Inquiry Teams will have completed (3) short term</li> </ul>   |

|  |   |
|--|---|
|  | <p><b>goal cycles and at least 75% of the targeted students will have reached their benchmarks.</b></p> |
|--|---|

**SECTION VI: ACTION PLAN**

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

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

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>Communicating clear expectations to parents regarding student curriculum and student goals.</b></p>  |
| <p><b>Action Plan</b><br/>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"> <li>-Teachers will create parent letters which outline the curriculum of our units of study in literacy and in math.</li> <li>-Teachers will use formative and summative data to collaboratively formulate individual student goals, with students in the areas of reading, writing, math, science and social studies to send home to parents.</li> <li>-Teachers will conference with students during Readers, Writers and Math Workshop (and take conference notes a minimum of twice monthly each in RW and WW) to discuss and assess students’ individual reading and writing needs.</li> <li>-By October, teachers and students will have met to identify an area of need and together they will set and discuss student-friendly goals</li> <li>-Students will be able to verbalize and discuss their individual goals.</li> <li>-Goals will be changed according to student progress. Teachers and students will assess progress during reading and writing conferences.</li> <li>-Parents on each grade will receive individual letters explaining the DRA assessment as well as providing benchmarks and characteristics of leveled books.</li> <li>-Principal will distribute a monthly newsletter outlining curriculum initiatives.</li> <li>-Teachers will write monthly newsletters outlining the curriculum and special events and post it on our school website.</li> <li>-Implementation of a School Portfolio Day for students to share their yearlong work with their parents.</li> </ul> |

|   |   |
|---|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>1)TLFSF, TLFSF-GHH, TLIEP, TL DRA Stabilization and Contract for Excellence funding supports teacher collaboration on goal setting during common preps and PD periods.<br/> 2)TL Children First set aside for CFN provides support via our CEI-PEA Consultant/Coach</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p>-By October DRA-2 assessments will be completed and the “Strategies for Focus” component of the DRA will be analyzed to formulate groups for differentiated instruction. Teachers will share the results of the DRA assessment during Parent-Teacher Conferences in November.</p> <p>-Parents will sign letters indicating that they have reviewed the goals with their child and provide feedback to teachers.</p> <p>-Ongoing news letters to continue to inform parents about what their children are learning.</p> |

**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):** English Language Arts

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>Writing Rubrics will be created for all literacy units of study.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>   | <p>-Teachers in all grades will create rubrics for all units of study.<br/>-Rubrics will be student friendly and specific to genre.<br/>-Teachers will model how to use rubrics for students.<br/>--During conferences, teachers and students will use the rubrics to assess and discuss each individual writing piece.<br/>-Rubrics will be posted with all student work.<br/>-Parents will review writing pieces with attached rubrics in student portfolios.</p>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>TLFSF, TLFSF-GHH, TLIEP, Contract for Excellence, TL Children First Set Aside and TL DRA Stabilization funding all support this goal. Teachers will work on creating rubrics during NYCDOE designated professional development days in September, November and June.<br/>Teachers will meet during common prep or Prof Dev periods throughout the year to review state literacy standards and to assure that classroom instruction targets those objectives and that rubrics are reflective of same.<br/>By the end of November teachers and students will have devised the rubric for the first literacy unit of study.<br/>Ongoing collaboration for creating and revising rubrics will take place during common preps throughout the school year.</p> |

**Indicators of Interim Progress and/or Accomplishment**

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

- Completed rubric for each required writing piece.
- Rubrics posted with all displayed work as documented by supervisory observation.
- Monitoring for Results in Writing will show data to determine which students are meeting the standards in writing.

## **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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 0                              | 0                              | N/A                            | N/A                            | N/A  | N/A   | 0                                  | 0                                     |
| 1     | 2                              | 2                              | N/A                            | N/A                            | N/A  | N/A   | 0                                  | 0                                     |
| 2     | 2                              | 2                              | N/A                            | N/A                            | N/A  | N/A   | 0                                  | 0                                     |
| 3     | 5                              | 5                              | N/A                            | N/A                            | N/A  | N/A   | 0                                  | 0                                     |
| 4     | 4                              | 4                              | 0                              | 0                              | N/A  | N/A   | 0                                  | 0                                     |
| 5     | 4                              | 4                              | 0                              | 0                              | N/A  | N/A   | 0                                  | 0                                     |
| 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)   | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).  |
|--|---|
| <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>-Guided reading &amp; writing groups</li> <li>-Reading &amp; writing conferences</li> <li>-Extended school day</li> <li>-Winsor Sondag</li> <li>-AIS &amp; SETSS services provided by SETSS/IEP Teacher (Comprehensive Strategies Kits, Great Leaps)</li> <li>-ELL services</li> </ul> | <ul style="list-style-type: none"> <li>-Workshop model of instruction during the school day provides for flexible small group instruction within each classroom to address identified learning needs of every student. Individual student conferences provide for further differentiation</li> <li>-Extended school day – students identified by greatest academic needs are seen either individually or in small groups at the end of the school day, 37.5 minutes per day, (Monday through Wednesday)</li> <li>-Winsor Sondag, multisensory phonemic awareness small group instruction during the school day</li> <li>-Small group push-in and pull-out instruction for IEP mandated and otherwise identified students during the school day</li> <li>-Foundations program, phonemic awareness program in Kgn – 2, small group instruction during the school day</li> <li>-SETSS students receive services based on the frequency specified in their IEP.</li> <li>-AIS Students are serviced according to the following schedule: Kgn -2 Minimum three times weekly, Grade 3 two times weekly, Grade 4 three times weekly, Grade 5 five times weekly</li> <li>-small group English Language Learner instruction during the school day</li> </ul> |
| <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>-Guided math groups</li> <li>-Extended school day</li> <li>-AIS &amp; SETSS services provided by SETSS/IEP Teacher (EM materials &amp; manipulatives)</li> <li>-Great Leaps Math</li> </ul>  | <ul style="list-style-type: none"> <li>-The <i>Everyday Mathematics</i> program provides for workshop model instruction with prescribed differentiation for small group instruction during the school day</li> <li>-Extended school day – students identified by greatest academic needs are seen in small groups at the end of the school day, 37.5 minutes per day, (Monday through Wednesday)</li> <li>-Small group push-in and pull-out instruction for IEP mandated and otherwise Identified students during the school day (See schedule above)</li> <li>-Computer program used by individual students on classroom computers during the school day</li> <li>-Great Leaps Math to improve math fluency for individual students during the school day.</li> </ul>  |
| <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>-Differentiated instruction</li> </ul>   | <ul style="list-style-type: none"> <li>-small group instruction with differentiated tasks and student roles</li> </ul>  |
| <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>-Differentiated instruction</li> </ul>  | <ul style="list-style-type: none"> <li>-small group instruction with differentiated tasks and student roles</li> <li>-DBQ strategic instruction</li> </ul>  |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>   | <p>N/A We do not have the services of a Guidance Counselor</p>  |

|  |   |
|--|---|
| <b>At-risk Services Provided by the School Psychologist:</b> | N/A We do not have the services of a School Psychologist  |
| <b>At-risk Services Provided by the Social Worker:</b>       | We are still waiting for the assignment of a social worker  |
| <b>At-risk Health-related Services:</b>                      | <ul style="list-style-type: none"> <li>-Nurse provides individual counseling on an as-needed basis during the school day.</li> <li>-Workshops held for students with common health needs during the school day.</li> <li>-Staff workshops during the school day</li> <li>-Individual parent-teacher communication during or after the school day on an as-needed basis</li> </ul> |

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

*NCLB/SED requirement for all schools*

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

---

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

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

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

**Section I. Student and School Information**

Grade Level(s)   K - 5        Number of Students to be Served:   2   LEP   0   Non-LEP

Number of Teachers   1        Other Staff (Specify)   Principal and Parent Coordinator  

---

**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



|  |                 |                                       |
|--|-----------------|---------------------------------------|
| <b>account for fringe benefits)</b><br>- Per session<br>- Per diem   |                 | <b>4 hours supervisor per session</b> |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.  | (e.g., \$5,000) |                                       |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500)   | <b>Supplies and materials</b>         |
| <b>Educational Software (Object Code 199)</b>  | (e.g., \$2,000) |                                       |
| <b>Travel</b>  |                 |                                       |
| <b>Other</b>   |                 |                                       |
| <b>TOTAL</b>   |                 |                                       |

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

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

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

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

---

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

Parents or guardians of students entering PS 5, who are first time registrants to the NYC Department of Education's Public School System are guided through the registration process by the school secretary, Jacqueline DiVirgilio. The primary language spoken by the parent is determined by an informal oral interview in English, conducted by the secretary. When the parent is unable to speak and/or comprehend English, a translator in the parent's language is sought from among our staff (Spanish, Italian, Russian, Chinese) or contacts with our neighboring schools.

After language needs have been determined and met, the parent/guardian completes the Home Language Identification Survey (HLIS), in the language of their choice, with the assistance of a translator, if needed. The HLIS information is entered into ATS. The original HLIS document is maintained in the General Office and a copy added to the student's cumulative record folder. Language needs are noted on the blue emergency cards, housed in the General Office, with copies given to the School Nurse and Classroom Teacher.

The HLIS is an indicator of the student's linguistic skills and based on the HLIS responses, our licensed ELL teacher determines whether or not the student is eligible for the Language Assessment Battery – Revised (LAB-R) exam. Based on the scores of the LAB-R, a student is determined eligible or not, for English Language Services provided by the ESL teacher.

In our Sept 2010 registration, PS 5 had 4 students new to the DOE Public School system eligible for LAB-R testing. Of the 4 students, 4 are English proficient. Based on the needs assessment of the 4 parents, they were all fluent in English and verbalized that they do not require written translation and oral interpretation. All parents were informed that translation and interpretation services are available throughout the school year.

Additionally, we have provisions in place for students who transfer from other DOE schools throughout the school year. The ESL teacher determines the student's LEP status. The parent is sent a written notice advising the parent of the continuation of ESL services. The parent is also informed of the translation and interpretation services available to them. Parents of ELL students are provided with the ESL teacher's contact information (email / school phone number), for assistance with any related matter. In our September 2010 school year

commencement, PS 5 had 1 student transfer from another Public School that is an ELL. This child's parents were informed that translation and interpretation services are available throughout the school year.

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 major findings of the written and oral interpretation needs for the present school year indicate that the parents of our ELLs are fluent in English. However, our written and oral translation services remain available to all parents. Our Parent Coordinator is always present at arrival and dismissal times when our parents, including ELL parents have the opportunity to ask questions about any school or child related matter. This provides an informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office and lobby, informing the parents that translation services are available at PS 5.

## **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.

PS 5 incorporates the use of in-house staff, parent volunteers, as well as outside vendors if necessary, to adequately provide written translation services for our parents. All school letters, extracurricular activity notices and DOE documents, such as the Discipline Code and Bill of Student Rights and Responsibilities are translated into the languages of the LEP student body.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by staff members, neighboring school staff or fellow parents fluent in both English and the LEP's first language to assist with the interpretation needs of our LEP parents/guardians. PS 5 provides personnel to attend Parent/Teacher Conferences, International Night, Bedtime Story Night, PTA meetings and similar functions in which parents will attend. Parents are asked if they wish a dual language staff member to accompany them for their P/T Conference. If language needs cannot be met locally, translation phone service would be utilized.

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>.

The school will continue to fulfill Section VII of Chancellor's Regulation A-663, by updating Parent Information postings in PS 5's main office and lobby, in various languages, notifying the LEP parents/ caregivers that translation services are provided in PS 5. The General Office and Lobby contain a multi-language notice to inform parents that interpretation services are available in eight languages, The DOE Welcome to 2010-2011 School Sign alerts parents that the Parent Coordinator or District Family Advocate are available to assist with translational needs or questions. Translated versions of various DOE informational documents and forms are downloaded in languages that meet the needs of our population and school notices are translated in the languages that represent the language needs of the PS 5 community.

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

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

---

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

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                   |             |        |               |  |              |  |
|---------------------|-------------------|-------------|--------|---------------|--|--------------|--|
| <b>School Name:</b> | P.S. 005 Huguenot |             |        |               |  |              |  |
| <b>District:</b>    | 31                | <b>DBN:</b> | 31R005 | <b>School</b> |  | 353100010005 |  |

**DEMOGRAPHICS**

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

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 94.3    | 95.5    | 94.9    |
| Kindergarten              | 36      | 29      | 31      |  |         |         |         |
| Grade 1                   | 39      | 35      | 32      |  |         |         |         |
| Grade 2                   | 31      | 38      | 37      |  |         |         |         |
| Grade 3                   | 28      | 31      | 40      | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 4                   | 38      | 31      | 35      | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 5                   | 50      | 39      | 30      |  | 99.1    | 98.2    | 96.6    |
| Grade 6                   | 0       | 0       | 0       |  |         |         |         |
| Grade 7                   | 0       | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 8                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 9                   | 0       | 0       | 0       |  | 14.5    | 20.3    | 23.0    |
| Grade 10                  | 0       | 0       | 0       |  |         |         |         |
| Grade 11                  | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 12                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Ungraded                  | 0       | 1       | 1       |  | 0       | 0       | 0       |
| Total                     | 222     | 204     | 206     | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
|                           |         |         |         | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 0       | 0       | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 0       | 0       | 0       | Principal Suspensions                               | 0       | 0       | 0       |
| # in Collaborative Team Teaching (CTT) Classes | 0       | 0       | 0       | Superintendent Suspensions                          | 1       | 1       | 0       |
| Number all others                              | 21      | 25      | 26      |   |         |         |         |

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

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     |  |         |         |         |
| # in Dual Lang. Programs  | 0       | 0       | TBD     |  |         |         |         |
| # receiving ESL services only                                     | 8       | 3       | TBD     | Number of Teachers                                     | 16      | 15      | 17      |
| # ELLs with IEPs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 2       | 2       | 2       |

*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 | 1       | 1       | 0       |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 81.3    | 80.0    | 88.2    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 81.3    | 73.3    | 82.3    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 100.0   | 100.0   | 94.1    |
| American Indian or Alaska Native                  | 0.5     | 0.5     | 0.5     | % core classes taught by "highly qualified" teachers   | 96.8    | 80.0    | 100.0   |
| Black or African American                         | 0.0     | 0.0     | 1.0     |  |         |         |         |
| Hispanic or Latino                                | 5.4     | 4.9     | 6.3     |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 4.1     | 3.4     | 3.4     |  |         |         |         |
| White   | 90.1    | 91.2    | 88.8    |  |         |         |         |
| <b>Male</b>                                       | 50.0    | 49.0    | 48.1    |  |         |         |         |
| <b>Female</b>                                     | 50.0    | 51.0    | 51.9    |  |         |         |         |

#### 2009-10 TITLE I STATUS

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

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

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

#### Overall NCLB/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 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                |          |          |          |  |  |  |  |
| Black or African American                       |          |          |          |  |  |  |  |
| Hispanic or Latino                              | -        | -        | -        |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |  |
| White   | v        | v        |          |  |  |  |  |
| Multiracial                                     |          |          |          |  |  |  |  |
| Students with Disabilities                      | -        | -        | -        |  |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |  |
| Economically Disadvantaged                      | -        | -        | -        |  |  |  |  |
| <b>Student groups making</b>                    | <b>2</b> | <b>2</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | C    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 34.6 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 11   | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 8.6  | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 15   |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 0    |  |  |  |  |  |    |

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

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

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

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

*NCLB/SED requirement for all schools*

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

---

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

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

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

**Section I. Student and School Information**

Grade Level(s)  K - 5       Number of Students to be Served:  2  LEP  0  Non-LEP

Number of Teachers  1       Other Staff (Specify)  Principal and Parent Coordinator

---

**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



|   |                 |                               |
|---|-----------------|-------------------------------|
| <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>   |                 |                               |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>  | (e.g., \$5,000) |                               |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul> | (e.g., \$500)   | <b>Supplies and materials</b> |
| <b>Educational Software (Object Code 199)</b>   | (e.g., \$2,000) |                               |
| <b>Travel</b>   |                 |                               |
| <b>Other</b>  |                 |                               |
| <b>TOTAL</b>  |                 |                               |

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

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

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

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

---

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

Parents or guardians of students entering PS 5, who are first time registrants to the NYC Department of Education's Public School System are guided through the registration process by the school secretary, Jacqueline DiVirgilio. The primary language spoken by the parent is determined by an informal oral interview in English, conducted by the secretary. When the parent is unable to speak and/or comprehend English, a translator in the parent's language is sought from among our staff (Spanish, Italian, Russian, Chinese) or contacts with our neighboring schools.

After language needs have been determined and met, the parent/guardian completes the Home Language Identification Survey (HLIS), in the language of their choice, with the assistance of a translator, if needed. The HLIS information is entered into ATS. The original HLIS document is maintained in the General Office and a copy added to the student's cumulative record folder. Language needs are noted on the blue emergency cards, housed in the General Office, with copies given to the School Nurse and Classroom Teacher.

The HLIS is an indicator of the student's linguistic skills and based on the HLIS responses, our licensed ELL teacher determines whether or not the student is eligible for the Language Assessment Battery – Revised (LAB-R) exam. Based on the scores of the LAB-R, a student is determined eligible or not, for English Language Services provided by the ESL teacher.

In our Sept 2010 registration, PS 5 had 4 students new to the DOE Public School system eligible for LAB-R testing. Of the 4 students, 4 are English proficient. Based on the needs assessment of the 4 parents, they were all fluent in English and verbalized that they do not require written translation and oral interpretation. All parents were informed that translation and interpretation services are available throughout the school year.

Additionally, we have provisions in place for students who transfer from other DOE schools throughout the school year. The ESL teacher determines the student's LEP status. The parent is sent a written notice advising the parent of the continuation of ESL services. The parent is also informed of the translation and interpretation services available to them. Parents of ELL students are provided with the ESL teacher's contact information (email / school phone number), for assistance with any related matter. In our September 2010 school year

commencement, PS 5 had 1 student transfer from another Public School that is an ELL. This child's parents were informed that translation and interpretation services are available throughout the school year.

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 major findings of the written and oral interpretation needs for the present school year indicate that the parents of our ELLs are fluent in English. However, our written and oral translation services remain available to all parents. Our Parent Coordinator is always present at arrival and dismissal times when our parents, including ELL parents have the opportunity to ask questions about any school or child related matter. This provides an informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office and lobby, informing the parents that translation services are available at PS 5.

## **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.

PS 5 incorporates the use of in-house staff, parent volunteers, as well as outside vendors if necessary, to adequately provide written translation services for our parents. All school letters, extracurricular activity notices and DOE documents, such as the Discipline Code and Bill of Student Rights and Responsibilities are translated into the languages of the LEP student body.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by staff members, neighboring school staff or fellow parents fluent in both English and the LEP's first language to assist with the interpretation needs of our LEP parents/guardians. PS 5 provides personnel to attend Parent/Teacher Conferences, International Night, Bedtime Story Night, PTA meetings and similar functions in which parents will attend. Parents are asked if they wish a dual language staff member to accompany them for their P/T Conference. If language needs cannot be met locally, translation phone service would be utilized.

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>.

The school will continue to fulfill Section VII of Chancellor's Regulation A-663, by updating Parent Information postings in PS 5's main office and lobby, in various languages, notifying the LEP parents/ caregivers that translation services are provided in PS 5. The General Office and Lobby contain a multi-language notice to inform parents that interpretation services are available in eight languages, The DOE Welcome to 2010-2011 School Sign alerts parents that the Parent Coordinator or District Family Advocate are available to assist with translational needs or questions. Translated versions of various DOE informational documents and forms are downloaded in languages that meet the needs of our population and school notices are translated in the languages that represent the language needs of the PS 5 community.