



**P.S. 21**  
**THE MARGARET P. EMERY ELM PARK SCHOOL**

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

**SCHOOL: 31R021**  
**ADDRESS: 168 HOOKER PLACE**  
**TELEPHONE: 718-442-1520**  
**FAX: 718-815-3149**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 21      **SCHOOL NAME:** The Margaret P. Emery Elm Park School

**SCHOOL ADDRESS:** 168 Hooker Place

**SCHOOL TELEPHONE:** 718-442-1520      **FAX:** 718-815-3149

**SCHOOL CONTACT PERSON:** Gina Moreno      **EMAIL ADDRESS:** gmoreno@school.s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gina Moreno

**PRINCIPAL:** Gina Moreno

**UFT CHAPTER LEADER:** Barbara Bouquio

**PARENTS' ASSOCIATION PRESIDENT:** Sharon Williams

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 31      **SSO NAME:** CEI-PEA

**SSO 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
Gina Moreno	*Principal or Designee	
Barbara Bouquio	*UFT Chapter Chairperson or Designee	
Sharon Williams	*PA/PTA President or Designated Co-President	
Tricia Clemons	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Allison Graham	Member/ Teacher	
Theresa Morton	Member/ Teacher	
Deanna Russo	Member/ Teacher	
Georgina Hinton	Member/ Parent	
Norma Galloza	Member/ Parent	
Maribel Joyner	Member/ Parent	
	Member/	

(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.

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P.S. 21 is a School Wide Program Title I District 31 school with a diverse population with an 86.4% poverty level. Our school consists of a large population of Spanish students who have limited English Language proficiency. The school has eighteen classes ranging from Kindergarten through 5<sup>th</sup> grade, with 3 classes on each grade. The school building is maintained well and evidence of the students' performance can be viewed in hallways and classrooms throughout the building.

There are two full time secretaries. Our staff has 40 full time teachers, 11 being untenured. There are 10 clusters, 1 SETSS teacher, 2 speech teachers,, one full time guidance counselor, a two day a week SBST. Four ELL teachers serve our population of 96 students. One staff member is a teacher mentor to assist our non tenured teachers as well as a coach to provide staff development to the entire staff.

The ethnic breakdown of our school is approximately 9 % white, 30% Black, 56% Hispanic, and 5% Asian and other. As of 10/31/09, P.S. 21 served 504 Kindergarten – grade 5 students, 100% of whom receive free lunch under Universal Meals Program. Our 2009 attendance rate is 91.9%. Our school is functioning at 148% capacity.

P.S. 21 is an elementary school with an 8 period school day. Students are exposed to an enriched curriculum including 3 periods of gym, 2 periods of science, 2 periods of social studies, as well as music, art and library periods. The balanced literacy model is used during our 124 minute literacy block using the research based Pearson's Good Habits, Great Readers and Story Town reading programs. Everyday Mathematics is enriched with HSP Mathematics during our 84 minute block as well as during our extended day program. Our science curriculum is enriched by students working in our school greenhouse. P.S. 21 is extremely proud to have a performing and visual arts program. Our full time art teacher develops the artistic talent of our students as well as an appreciation for the work done by famous artists. In our school art museum displays not only the work of great artists but also s an area to display student work. Our full time music teacher provides all students with the opportunity to play the recorder as well as develop an appreciation of music. In grades 3, 4 and 5 students become members of our school band. Our drama teacher has incorporated reading skills into the many plays performed on the P.S. 21 stage. Our assemblies have grown into major productions involving the talents of students in grades 3, 4 and 5 with the art students creating the props and scenery, our music students contributing the sound and our drama students performing on our stage. The Dance program at P.S. 21 includes a culminating ceremony, our traditional May Fete, where each grade performs as well as our 5<sup>th</sup> grade farewell flag drill and May Pole celebration.

In keeping with an Olympic theme, each grade at P.S. 21 has represented a variety of countries around the world. The entire school community joins together in September for the Opening Ceremony to kick off the Olympic Games. After researching their respective country, each class is responsible creating an Olympic Village for the rest of the school to visit. Children travel with passports in hand to the classrooms and enjoy the culture, music, food, dance as well as the important sights and sounds of the country. Each month throughout the year there is a point chart for each class to earn credits towards winning the GOLD, SILVER and Bronze medals at our culminating ceremony in May when the final awards are presented.

All students and staff at P.S. 21 work in a goal setting environment. After initial assessments in September, all students develop learning goals with their teachers during individual conferencing. At the end of two month cycles, all teachers and students evaluate the performance level of the goals and determine if the goals have not been achieved or have been met. In the event that the goal has been achieved; a new goal will be developed. In the event that the goal has not been met, the teacher will provide new strategies while providing instruction.

**Mission:**

At P.S. 21 it is our mission to prepare children to live and prosper in a technologically advanced world. In keeping with the Chancellor's regulations and the standards curriculum, mandated by the region, we have integrated the areas of math, reading, writing, science and technology into our daily curriculum. We believe that each child's unique needs and talents should be developed so that they will acquire the skills needed for societal membership, employment, and a passion for learning.

Our parents work with the school to encourage reading and higher level thinking skills, respect for oneself and one another, cultural awareness and diversity, and working towards achieving performance standards.

At P.S. 21, we believe that all children including ELL students, as well as students with academic needs should be provided with any and all opportunities available to ensure that they reach their full potential.

Through the collaborative efforts of the administration, school staff, parents, and community our vision will become a reality.

**Vision:**

We see our school as a community where all members; students, staff and parents, support each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. Ideally, the members of our community will be life-long learners, flexible and adaptable to change, responsible and accountable, and will become active participants in our school and society. They will have long term goals, high self-esteem, respect for themselves and others. The members will develop decision-making skills, critical thinking skills, and the ability to communicate effectively.

**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. 21 The Margaret P. Emery Elm Park School				
<b>District:</b>	31	<b>DBN #:</b>	31R021	<b>School BEDS Code:</b>	353100010021

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> X 1	<input checked="" type="checkbox"/> X 2	<input checked="" type="checkbox"/> X 3	<input checked="" type="checkbox"/> X 4	<input checked="" type="checkbox"/> X 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	36	35	0		91.7	91.9	TBD		
Kindergarten	88	102	74						
Grade 1	82	96	95	<b>Student Stability: % of Enrollment</b>					
Grade 2	78	82	91	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	86	80	83		89.1	93.0	TBD		
Grade 4	74	83	77						
Grade 5	80	67	86	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		79.6	79.5	86.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	8	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	524	545	506		4	2	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	Principal Suspensions	7	1	TBD		
No. in Collaborative Team Teaching (CTT) Classes	33	41	41	Superintendent Suspensions	3	0	TBD		
Number all others	27	25	25						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (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	127	119	95	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	1	18	(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	40	40	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	9	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	2	TBD
	0	0	TBD				
				<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	97.5	97.5	TBD
American Indian or Alaska Native	0.8	0.9	1	Percent more than two years teaching in this school	62.5	57.5	TBD
Black or African American	26.9	27.5	30.2	Percent more than five years teaching anywhere	55.0	50.0	TBD
Hispanic or Latino	56.1	57.8	55.5				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	2.6	3.4	Percent Masters Degree or higher	78.0	85.0	TBD
White	12.2	10.6	8.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	98.6	TBD
Multi-racial							
<b>Male</b>	49.0	47.2	47.2				
<b>Female</b>	51.0	52.8	52.8				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:	X	Math:	
	Science:	X	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	X	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	6	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.

\*\*[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>	NR
<b>Overall Score</b>	83.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	15.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

As reported in the NCLB/SED accountability summary, P.S. 21 ratings in individual subject/area are ELA – In Good Standing, Math - In Good Standing and Science- In Good Standing.

### **Achievement trends**

The findings of the comprehensive needs assessment resulted in identification of several priorities for improving student performance: implementation of effective strategies to address students lacking basic skills in literacy and implementation of effective strategies to meet the needs of our growing ELL population.

### **Strengths –**

In order to improve instruction and student performance in English Language Arts our school is organized heterogeneously throughout the grades. All components of the literacy program are aligned with the New York State Learning Standards in English Language Arts. Portions of the reading and writing workshops are used to teach literacy skills. Critical skills and strategies are taught through mini-lessons. Read alouds improve students' listening skills, reading comprehension, vocabulary knowledge, and attitudes toward reading. Shared reading develops specific reading behaviors and strategies related to phonics, grammar, and meaning. Guided reading, using stories from the basal or individual copies of a text, supports and encourages the development of strategies for independent reading. During independent and partner reading children select books from leveled libraries to apply reading strategies, develop fluency, and build confidence as readers. Accountable talk allows the students to tell each other what they like, ask questions, and give ideas, suggestions, and connections. Phonics instruction stems from Foundations, Words Their Way and word walls. Conferencing is an ongoing process.

### **Instructional Programs –**

Kindergarten combines the balanced literacy approach with Story Town, Good Habits Great Readers as well as Headsprout and I THINK technology based reading programs. All classes have a 124 minute literacy block with 42 minutes devoted to writing each day. Kindergarten additionally uses Foundations to strengthen phonics skills and the Mayor’s Leveled Libraries, which is part of the uniform N.Y.C. mandated core curriculum,

Grades 1 and 2 combine the balanced literacy approach with Story Town, Good Habits Great readers as well as Headsprout and I Think technology based reading programs. Foundations is used for the instruction of phonics and the Mayor’s Leveled Libraries, which is part of the uniform N.Y.C. mandated core curriculum. All classes have a 124 minute literacy block with 42 minutes devoted to writing each day.

Grades 3-5 utilize the I Think technology based reading program combined with a balanced literacy approach with Story Town and Good Habits Great Readers. Words Their Way is used for the instruction of phonics and the Mayor’s Libraries, which is part of the uniform N.Y.C. mandated core curriculum. All classes have a 124 minute literacy block with 42 minutes devoted to writing each day.

We continue to implement the Book of the Month, where all classes read the same book as a “read aloud”. Our school Librarian conducts workshops introducing the books to our school families in an effort to build a bridge between the home and school. Children, parents and classes write responses to the titles and submit them for display on the Book of the Month hall book racks.

Our ELL students in grades K - 5 are part of the general education population and are surrounded by language and literacy. Our ESL program provides them with additional minutes to their mandated services. All educational programs for English Language Learners include learning strategies that will prepare English Language Learners to think critically, solve problems, and develop oral and written fluency. The ELL teachers integrate the standards in English Language Arts into their programs. In order to provide continuity of instruction, an after-school program, provides high intensity English language instruction to English Language Learners and their parents. The classroom teachers supply additional multi-sensory activities to use with the ELL population. Ongoing assessment of English Language Learners in academic content areas as well as language development advises teaching and learning strategies. Staff development and frequent teacher articulation complete the program.

Our school focuses on teaching the curriculum standards, which are consistent with the Chancellor’s regulations for all students on grades Kindergarten to 5, including English Language Learners and SETSS students. Adhering to these standards, the teachers are able to set goals, plan for effective instruction, and monitor and assess student performance. This also ensures that all students are literate and prepared to achieve continued academic success in intermediate school.

Ongoing assessment will be formal and informal. A data-driven approach will be used to identify and address student weaknesses and target areas for growth. Information gathered from the Promotional Portfolios, Interim Assessments, and ECLAS2 will help teachers focus on specific student areas in need of extra instructional support and help teachers select reading materials for students, plan activities, and formulate literacy instruction.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. By June 2011, 100% of all teachers will be participating in Inquiry Team research which will study the performance of students with disabilities in English Language Arts. After reviewing the School Demographics and Accountability Snapshot, our Inquiry Core team found this subgroup did not meet AYP.

2. By June 2011, 100% of all students will demonstrate progress towards achieving levels 3 and 4 on all (7) writing samples. After conducting our needs assessment, the teachers found that the writing portion of the ELA exam is the area that needs the most improvement, especially with our ELL population.

3. By June 2011, there will be a 5% increase of parent involvement in school activities and Parent ARIS link which will have a positive effect on student performance.

**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> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of all teachers will be participating in Inquiry Team research which will study the performance of students with disabilities in English Language Arts. After reviewing the School Demographics and Accountability Snapshot, our Inquiry Core team found this subgroup did not meet AYP.</p>
<p><b>Action Plan</b> 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>• Organize inquiry groups on all grade K- 5</li> <li>• Refresher ARIS course for teachers i</li> <li>• Monitor teacher use of ARIS</li> <li>• Monitor individual goals of students with disabilities during conferencing in reading and writing monthly to plan differentiated instruction</li> <li>• Meet with teachers in regards to how their data from Periodic Assessments/classroom assessments should design/determine targeted lesson planning for students with disabilities</li> <li>• Monthly staff development sessions to review student writing samples and address common errors, next steps and reflections.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• TL Fair Student Funding</li> <li>• Staten Island Arts Foundation</li> </ul>

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

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

- Assessment of students with disabilities spiral goal notebooks
- Item skills analysis on student with disabilities writing samples during monthly staff development sessions.
- Teacher lesson plans will indicate differentiated strategies based on students performance levels
- During teacher observations and classroom walkthroughs, teachers will address individual t learning styles and performance levels of students with disabilities

**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> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of all students will demonstrate progress towards achieving levels 3 and 4 on all (7) writing samples. After conducting our needs assessment, the teachers found that the writing portion of the ELA exam is the area that needs the most improvement, especially with our ELL population.</p>
<p><b>Action Plan</b> 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>• Establishing rubrics for each of the 7 writing samples for each grade</li> <li>• Additional conferencing with students to improve writing samples</li> <li>• Additional staff development using Story Town Reading program with a strong ELL component</li> <li>• Purchasing supplemental ELL materials that can also be used at home</li> <li>• P.S.21 Lending Library time will also include computer assistance for parents</li> <li>• Increasing the frequency and quality of communication between the school and parents with an emphasis on including Parent ARIS training and an Introduction to our newly developed school website.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding</li> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Item skills analysis on student writing samples during monthly staff development sessions.</li> <li>• Teacher lesson plans will indicate differentiated strategies based on students performance levels</li> <li>• During teacher observations and classroom walkthroughs, teachers will address individual student learning styles and individual student performance levels</li> <li>• Teaching materials are available on all performance levels including our English Language</li> </ul>

	<p>Learners</p> <ul style="list-style-type: none"><li>• Vertical and horizontal aligned curriculum maps will be produced and shared school-wide</li><li>• Teacher observations exhibit units of study that spiral through learning outcomes.</li></ul>
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**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):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase of parent involvement in school activities and Parent ARIS link which will have a positive effect on student performance.</p>
<p><b>Action Plan</b> 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>• Family literacy periods scheduled throughout the year</li> <li>• Family math periods schedule once a month during class time</li> <li>• Assembly presentations by performing arts department for grades 3,4,5</li> <li>• Grade presentations at all PTA Meetings</li> <li>• Parent workshops – Book of the Month, ARIS, school website, Family Library activities</li> <li>• After School parent and child workshops – homework help, literacy, math</li> <li>• Olympic Opening Ceremony, Points System and Closing Ceremony</li> <li>• Parent Fair – September 1<sup>st</sup> – prior to opening day of school</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding</li> <li>• Title I</li> <li>• Title III</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Attendance sheets</li> <li>• Student portfolios and assessments</li> <li>• Parent ARIS Link</li> <li>• School website</li> <li>• School Environmental Survey</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	0			
1	25	25	N/A	N/A	3			
2	25	24	N/A	N/A	2			
3	30	30	N/A	N/A	2			
4	25	25	25	25	2			
5	30	30	30	30	4			
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.).
<b>ELA:</b>	I Think Computer Assisted Program, during the school day , one – to – one Good Habits Great Readers, during the school day , small group On Your Way To English , during the school day, small group and one-to-one Headsprout – Computers- individual Acuity Previous year exams – extended day morning sessions
<b>Mathematics:</b>	I Think Computer Assisted Program, during the school day , one – to – one Previous year exams – extended day morning sessions Acuity
<b>Science:</b>	Previous years exam, during the school day , small group and extended day morning sessions
<b>Social Studies:</b>	Previous years exam, during the school day , small group and extended day morning sessions
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group and individual during the school day
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	

**At-risk Health-related Services:**

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**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.

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**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: \_\_\_\_\_ 95 \_\_\_\_\_ LEP 0 \_\_\_\_\_ Non-LEP

Number of Teachers 4 Certified ELL Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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All students attending P.S. 21 receive 10 periods of ESL instruction weekly. Instruction is provided in English. Subject areas include Reading, Writing and Mathematics. While pushing into the classroom, teachers are providing grade level instruction in the content areas using ESL strategies.

Current Scores Spring 2010 NYSESLAT

Grade	Beginner	Intermediate	Advanced	Proficient	Did Not Make Progress*	**Progress	**At Least 1 Level of Progress
1	9	2	0	0	X	X	X
2	6	11	4	1	9	0	11
3	3	10	8	2	6	4	9
4	0	5	7	4	4	0	8
5	0	1	8	3	6	1	2

\* Kindergarten students were not added because they have not as of yet taken the NYSESLAT.

\*\* The data for these students is not available due to Spring 2010 was the first time the test was administered to these students

The above data indicates the number of students testing proficient, number of students not progressing and the number of students regressing on the NYSESLAT. As per our investigation, it is evident that students who are attending the after school ESL program last year (2009 -2010)either tested out or made adequate progress on the 2010 NYSESLAT.

## Proposed Supplemental Instructional Activity # 1

P.S. 21 will provide an after school program for grades K-5 ELL students as they are preparing for the NYSESLAT exam.

The students will meet once a week for one-hour sessions from 3:15 to 4:15 PM during the school year.

Classes are scheduled as follows:

Kindergarten Students: November 4<sup>th</sup> – February 3<sup>rd</sup> (Thursdays only)

Students in Grades 1 & 2: February 1<sup>st</sup> – May 3<sup>rd</sup> (Tuesdays only)

Students in grade 3,4,5: November 9<sup>th</sup> – January 25<sup>th</sup> 9 Tuesdays only

The Title III program will target beginner, intermediate and advanced ELL students who are in need of academic English Language Development. Classes will be provided in English with ESL strategic instruction incorporated in all lessons. The program will address the areas of Listening, Speaking and Writing. Teachers will use sheltered English in order to develop academic vocabulary necessary for a solid foundation in which to scaffold further instruction. The teaching staff will only include certified ESL teachers.

Student will develop portfolios to measure student achievement. Materials included will be reading records, reading conference notes, writing samples and writing conference notes.

A supervisor will oversee instruction, scheduling, coordination of program activity and professional development. Principal will assume the responsibilities of the program supervisor.

Instructional materials will include ELL – Leveled Reader collection from Story Town published by Harcourt School Publishers which will supplement the regular classroom reading program. Also in the series is a writing journal for 5<sup>th</sup> grade ELL students.

We recognize the use of technology will only enhance all instruction therefore we are planning to buy slates and projectors for our Smartboards.

Measureable outcome: 5% of all students tested will increase a level on the NYSESLAT.

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

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P.S. 21 is fortunate to have four (4) ELL licensed teachers on staff to service our student population. All of them push into the classrooms and deliver instruction on grade level in the core subjects – Reading, Writing and Math. Recently we have purchased two new programs, Story Town and HSP both having ELL components. Our teachers annually have staff development provided by the publishers on the use of the materials. In addition the teachers use the program On Your Way to English in which staff development is also supplied. As we are integrating technology into our lessons, Smartboard training is on going. Esl teachers are also present at weekly Inquiry Team meetings which include discussions on some of the struggling ELLs. ELL teachers provide strategies and modifications with colleagues which can be implemented in the classroom. to foster a better learning environment.

#### Proposed Supplemental Professional Development Activity #1

This year we are scheduling additional Smartboard training to implement the use of slates and Smart projectors which will allow any book to become an interactive device as a means of instruction. In addition teachers will schedule trainings from ODELL.

Measurable outcomes: ELL teachers will learn additional strategies and methodologies to share with P.S. 21 staff.

#### Proposed Supplemental Professional Development Activity #2

This year, we are revising our curriculum maps and addressing the core curriculum standards therefore our ELL teachers are assigned to all planning sessions, which meet bimonthly, to include ESL strategic instruction into each lesson. In addition ELL teachers are members of School Inquiry Teams, which meet weekly, to provide staff development as we discuss strategies to move our ELL students to the next level. With a large population of ELL students, our ELL teachers are valuable members of our Pupil Personnel Team to offer input when discussing the needs of our ELL students. In evaluating the needs of the ELL student our teachers supply data and information to consider the need as a language problem or a processing problem.

Measurable Outcome: 5% of all teachers will learn methodologies which will result in an improvement of student performance.

#### Proposed Parent Involvement Activity # 1

We see it essential to create a school wide understanding of our policy in order to provide a solid foundation of support to our ELL students.

Our Title III program will also have an after school Parental Support Workshop component provided by a certified teacher from P.S. 21 staff. Topics will address homework help, school policies and procedures, school website, testing information as well as utilizing technology to access assessment tools. An orientation meeting will introduce parents to the program as well as address any parent requests and concerns. We will increase parental awareness of school activities and places to obtain support for the curriculum. This parent-school partnership will support ELL students' efforts to achieve high levels of state. All information will be distributed in the parent's home language.

This opportunity will provide parents with technological support and introduce them to computer games that will contribute to student achievement. Teachers will model how to find and use test prep materials with their children to support student achievement with the use of SMARTboards.

The parents will meet once a week for one-hour sessions from 3:15 to 4:15 PM during the school year.

Classes are scheduled as follows:

Parents: November 4<sup>th</sup> – February 3<sup>rd</sup> (Thursdays only)

Measurable outcome: Increased parent involvement of ELL students at all school functions which include monthly family literacy and math days, Book of the Month parent workshops, school lending library of bilingual books, monthly assemblies grade performances, PTA meetings etc. Attendance will be monitored by parent sign in sheets. With a collaborative effort of the school, staff and parent involvement the ELL students will acquire necessary skills to achieve the state designated level of English proficiency and they will meet or exceed New York State standards

**Section III. Title III Budget**

<b>School: P.S. 21 _____ BEDS Code: .353100010021</b>		
<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	\$2518.80	10 hours X 6 teachers = 60 hours
- Per session	\$2480.00	60 hours per session @ \$41.98 = \$2518.80
- Per diem	\$1317.90	16 days per diem X \$155 = \$2480.00
		30 hours for Supervisor @ \$43.34 = \$1317.90
<b>Purchased services</b>		
- High quality staff and curriculum development contracts.		
<b>Supplies and materials</b>	\$4363.20	Additional Story town materials for ELL component
- Must be supplemental.	\$431.70	Grade 5 Story Town writing journals
- Additional curricula, instructional materials. Must be clearly listed.	\$2446.35	Smartboard equipment:
	\$1416.00	3 document cameras
		4 Wireless Slates
<b>Educational Software (Object Code 199)</b>		Rosetta Stone Language development software

<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$14,973.95	

### 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**

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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.

As reflected on our school report card, P.S. 21 has an ever growing Spanish speaking population. After meeting with the English as A Second Language teachers as well as the parent coordinator parent information is recorded on Home Language forms, Emergency Contact Cards and ATS admission forms which indicate that at least 56% of our population are non English speaking families. Also the need for a translator has increased whenever we talk to a parent or attempt to make a phone call to the home. Parents have indicated a need for translated services on our annual parent survey.

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.

Findings from our survey have indicated that the greatest need for oral and written translations is in Spanish.

Grade	Spanish Translations
K	18
1	30
2	29
3	17
4	26
5	17

## **Part B: Strategies and Activities**

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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.

P.S. 21 has a Parent Coordinator that is fluent in reading, writing and speaking Spanish. She is available to all parents from morning line up, during the school day as well as dismissal and after school programs. The parent coordinator is present at all parent workshops, PTA meetings, parent conferences and meetings with staff.

In September all parents receive a translated P.S. 21 Parent Handbook which includes The Bill of Parents Rights and Responsibilities. We also have a school website on which these documents are translated.

P.S. 21 has a message board outside which displays school information in English and Spanish. Also, upon entering P.S. 21 there is a Parent bulletin board which contains all posters and information in several languages. Also there is a sign which directs them to the room where translation services are available.

We at P.S. 21 are extremely fortunate to several staff members fluent in writing and speaking Spanish. They have been an asset in communicating with parents as well as translating memos for the school. Our ESL teachers that are bilingual will be paid per session to translate all letters to parents as well as our yearly parent guide. They are available to staff members to translate report card comments as well as daily reports.

Our PTA executive board also consists of members that translate letters and newsletters to parents. During all PTA meetings the parents translate the agenda in Spanish for all parents in attendance.

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.

P.S. 21 is very fortunate to have 5 teachers and the parent coordinator that is fluent in Spanish. Our PTA executive board also consists of members that translate messages to parents.

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

P.S.21 will

- a. distribute translated documents which are prepared electronically by the Translation and Interpretation Unit within the city or the region which contain critical information regarding education
- b. prepare translated school letters, newsletters, permission slips/consent form in a timely manner
- c. provide parents with translated documents that contain individual, student-specific information regarding health, safety, legal or disciplinary matters,
- d. provide forms of entitlement to public education or placement in any special education, English language learner or non-standard academic programs.

## 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:	\$330,473.00	\$11,152.00	\$341,625.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,505.00	\$112.00	\$3617.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,524.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,047.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_100%\_\_\_\_\_
6. If the percentage of high quality teachers during 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.

An analysis of data from ECLAS, standardized tests, interim assessments, student portfolios, math items skills analysis allow us to target and tailor instruction to small groups of students in need of academic intervention services. Small group instruction is delivered during extended day sessions, guided reading and math periods, SETSS periods and after school academies.

2. Schoolwide reform strategies that:

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

At P.S. 21 we have:

- Extended day sessions – all students in grades 3,4,5
- Small group instruction – guided reading and math groups
- After school math, literacy and ESL academies
- Good Habits Great Readers Reading Program and Story Town – providing differentiated instruction and leveled libraries
- 8 period day schedule – providing 126 min. Literacy block, 46 minutes Math block, 1 period of drama, 1 period of Music, 1 period of Art and 3 gym periods to our students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

At P.S. 21 we use:

- Differentiated instruction using Good Habits Great Readers Reading Program
- Differentiated instruction using Story Town Reading Program
- Headsprout
- I Think computer assisted instruction
- Acuity
- HSP Mathematics
- On Your Way To English

3. Instruction by highly qualified staff.

- Staff development workshops – 2 periods per month included in teachers schedule
- Intervisitations
- Intravisitations
- Lunch and Learns
- Mentor teacher and coach available to all teachers
- ELL training – teaching strategies

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.

During the 2010 -2011 school year two (2) additional staff development periods will be arranged for teachers during the school day. Staff development will be addressing the implementation of the core curriculum standards and writing new curriculum maps.

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

P.S. 21 has developed a partnership with the neighborhood colleges as a host school for student observers and student teachers.

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

The parent Coordinator at P.S. 21 is bilingual and has worked in the neighborhood nursery school prior to P.S. 21 developing a trusting relationship with the parents of the children at P.S. 21.

Parents at P.S. 21 are encouraged to participate in all classroom activities at our school, including small group reading centers, math games in the classroom, working in our school greenhouse, etc. The home school connection is essential for an improvement in student achievement.

After school parent ESL classes are provided by ESL staff not only to learn how to speak English but to understand the policies and procedures of P.S. 21.

During PTA meetings, a Spanish liaison meets with parents prior to the meeting to review the agenda and prepare questions for the meeting.

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.

N/A

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.
  - During monthly grade meetings teachers review students' academic performance as well as develop strategies for instruction.
  - Monthly staff development sessions focus on data driven learning targets for all students
  - Monthly Instructional team meeting
  - Inquiry Team meetings
  - Our school Inquiry Team plans instruction on targeted skills and will pre and post assess targeted students to determine skill mastery. As students master skills, the inquiry team will regularly share detail school – wide.
  - As active members of the school leadership team, teachers are involved in reviewing school wide data and planning to improve instruction.
  
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.
  - All students in grades 3, 4 and 5 are eligible to attend after school academies in literacy and math
  - All students in grades 3, 4 and 5 as well as AIS students in grades 1 and 2 attend 37 ½ morning sessions.
  - Inquiry Team gathering students/ writing samples
  - School wide ELA and Math goals identified by teachers and students. This is communicated to the parent as we all work towards the student success.
  
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.
  - Violence Prevention After School programs – sports initiative – soccer, basketball and cheerleading.
  - Asthma Friendly Fair

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			330,473	✓	5,14,16,18
Title I, Part A (ARRA)	Federal	✓			11,152	✓	5,14,16,18
Title II, Part A	Federal	✓			235,742	✓	5,14,16,20
Title III, Part A	Federal	✓			18,339	✓	20,25,34
Title IV	Federal			✓			

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

IDEA	Federal	✓			9.023	✓	40
Tax Levy	Local	✓			2,218,225	✓	5,14,16,18,32,34

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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



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

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

**NCLB/SED Status:** \_\_\_\_\_ **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.

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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> (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>

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### **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.)

17 students have been offered temporary housing.

2. Please describe the services you are planning to provide to the STH population.
  - Additional group guidance services
  - Back packs with school supplies to begin the school year
  - Lending libraries
  - Our parent coordinator assist these families with foos baskets as well as clothing donations

### **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)**

# *The Margaret P. Emery Elm Park School*

*P.S. 21*

*168 Hooker Place*

*Staten Island, New York 10302*

*Miss Gina M. Moreno, Principal*

## *School Parental Involvement Policy*

### PART I: GENERAL EXPECTATIONS

The Margaret P. Emery Elm Park School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 – State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in language parents understand.
- The school will involve all parents in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - Providing Curriculum Conferences by grade
  - Providing family literacy days
  - Providing family math days
  - Providing a lending library to parents during first and last periods every Tuesday
  - Offering parent workshops on Book Of The Month
  - Offering parent workshops on retrieving data from the computer for Interim Assessments and State Tests
  - Offering parent workshops on ECLASS assessments
  - Distributing math unit assessment letters with notes to parents on child’s progress
  - Distributing monthly progress reports for students to inform parents of their academic performance
  
2. The school will provide opportunities for parents to get involved in their children’s education by participating in school events and educational trips that support the curriculum such as:
  - Academic Fairs: Science Fairs, Social Studies Fairs, Author Studies, Math Games, Spelling Bee, etc.
  - Class assemblies: student of the month, holiday shows, etc.
  - Class Celebrations
  - Class Trips
  - Health Fair
  - Carnival
  - May Fete

3. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to all parents in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
- School Website which contains a parent Corner in several languages
  - All school notices are in English and Spanish
  - Staff members are available to serve as translators in the office and during any parent teacher conferences
  - An after school class for non English speaking parents is available to parents to learn to speak English and to understand school policies, procedures and homework hotline.

### PART III ADOPTION

This School Parental Involvement Policy and the School- Parent Compact has been developed jointly with, and agrees on with parents of children participating in Title I, Part A programs, as evidenced by Gina Moreno.

This policy was adopted by the Margaret P. Emery Elm Park School on October 22, 2010 26<sup>th</sup> and will be in effect for the period of one (1) year. The school will distribute this policy to all parents on or before November 16,2010.

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(Signature of Principal)

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(Date)

# *The Margaret P. Emery Elm Park School*

*P.S. 21*

*168 Hooker Place*

*Staten Island, New York 10302*

*Miss Gina M. Moreno, Principal*

The Margaret P. Emery Elm Park School and the parents of the students, participating in activities, services, and programs funded by Title I, Part A of the Elementary Education Act (ESEA) (participating children), agree that this Compact outlines how parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School – Parent Compact is in effect during school year 2010 –2011.

## **Part I – REQUIRED SCHOOL - PARENT COMPACT PROVISIONS**

<b>School Responsibilities</b>
------------------------------------

The Margaret P. Emery Elm Park School will:

- continue our instructional strategies including the 129-minute literacy block, daily journal writing and balanced literacy program;
- continue to use the workshop model during our daily instruction;
- continue the 86-minute math block using the curriculum from Everyday Math; using HSP Math as a supplement
- employ a social studies cluster teacher will provide more in depth instruction in Social Studies;
- employ a science cluster teacher will provide more in depth instruction in Science;
- employ a library cluster teacher will provide opportunities for student to research topics as well borrow books for independent reading. Our library is also opened two periods a week as a lending library for parents to become involved with reading to their child.
- continued provision of intense Academic Intervention Services to all students who are not meeting state standards;
- continue the six dimensions of reading strategies;
- employ four (4)ELL teachers to provide mandated services to an increasing ESL population;
- provide professional development for all staff;
- continue to provide opportunities for teacher planning e.g., common preps, grade meetings, etc.;

- provide intensive professional development will be provided in ESL and the new ELL standards;
  - review ECLAS, and standardized tests scores to identify at-risk students.
- Items skills analysis will provide teachers with information for individualized instruction.
- provide parent workshops, including topics such as Book of the Month, Data analysis . Provided an increase in parent awareness of child's academic needs;
  - provide teachers with a Class Assessment Book which will organize data to direct instruction, individualize materials and present at parent conferences;
  - provide students with an after school opportunity to enrich literacy and math;
  - provided a parent handbook, in English and Spanish to inform parents of school policies and procedures;
  - hold Curriculum Conferences in September to inform parents of the goals for all students in the grade;
  - schedule appointments for parent teacher conferences, upon request, to discuss student achievement;
  - Open School Week provides all parents to visit their child's classroom and observe teaching strategies, implementation of curriculum and child's academic and social behavior;
  - Official Parent Teacher Conferences:

Teachers will discuss student's performance on interim assessments such as ECLAS and standardized test scores as well as class work, homework, behavior etc. The New York Public Library and Health Plus will be available to offer assistance to parents.

- schedule monthly Intervention and PPT meetings to discuss individual student behavior and achievement. Parents will be contacted to address their child's needs;
- provide three report cards both in English ,Spanish and Arabic;
- send individual monthly progress reports to parents which will include helpful suggestions to assist student learning;
- encourage parents to participate on class trips and special classroom activities. The class parent is responsible to contact parent volunteers for these activities;
- our parent coordinator will communicate with parents on school issues and to bring the parent concerns to the administration.
- celebrate student achievements through academic incentives, Student of the Month assemblies, honor rolls, merit rolls , perfect attendance awards.
- incentive program – Awesome America State Fair points are earned by all classes for academic achievement as well as student responsibilities, parent involvement.

In addition classes will develop classroom presentations about the countries they represent for the entire school and parents to visit.

- our arts program will provide enrichment classes such as visual and performing arts for all students
- our sports program includes basketball and soccer clinics which include

tournaments with neighboring schools. In addition we have a cheerleading squad to perform at all games.

- has introduced a new school website for parents and staff to use as a resource as well as an instructional tool for students

## **Parent Responsibilities**

We as parent, will support our children's learning in the following ways:

- support my child's learning by making education a priority by:
- making sure my child's is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating in the School Leadership Team;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement.

## **Part II – OPTIONAL ADDITIONAL PROVISIONS**

## **Student Responsibilities**

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

- come to school ready to do our best and be the best;
- come to school with the necessary tools of learning- pens, pencils, books etc.;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

## **ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES**

The Margaret P. Emery Elm Park School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold a monthly meeting to inform parents of the school participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at monthly PTA meetings, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents to this meeting. A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner

about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. 71710, December 2,2002).

<b>Signatures</b>
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<b>School Staff</b>	<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
<b>Miss Moreno</b>			
<b>Mrs. Bouquio</b>			
<b>Mrs. Russo</b>			
<b>Miss Graham</b>			
<b>Miss Morton</b>			
<b>Parent(s)</b>			
<b>Mrs. Williams</b>			
<b>Mrs. Hinton</b>			
<b>Mrs. Joyner</b>			
<b>Mrs. Galloza</b>			
<b>Mrs. Clemons</b>			
<b>Student (if applicable)</b>			

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>533</b>	District <b>31</b>	School Number <b>021</b>	School Name <b>Margaret P. Emery</b>
Principal <b>Gina Moreno</b>		Assistant Principal <b>N/A</b>	
Coach <b>Phyllis Eugenio</b>		Coach	
Teacher/Subject Area <b>Allison Graham/Grade 1</b>		Guidance Counselor <b>Katherine Goodheart</b>	
Teacher/Subject Area <b>Jenna Hales / ESL</b>		Parent <b>Sharon Williams</b>	
Teacher/Subject Area <b>Susan Canovas/Social Studies</b>		Parent Coordinator <b>Jennifer Manik</b>	
Related Service Provider <b>Florence Garber/ SETTS</b>		Other <b>type here</b>	
Network Leader <b>Nancy Ramos</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>477</b>	Total Number of ELLs	<b>99</b>	ELLs as Share of Total Student Population (%)	<b>20.75%</b>
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## Part II: ELL Identification Process

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

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

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

The Language Allocation Policy (LAP) of P.S. 21 is a living document. Pieces of it are periodically revisited and revised as the school year progresses and the population of the school constantly changes. The LAP is shared with all staff members so that they are all aware of its contents, as well as to promote the sense that every member of the P.S. 21 community is a vital part of serving and educating our ESL students.

Upon registering an English Language Learner at P.S. 21 all parents/guardians are greeted by a licensed ESL teacher for an informal oral interview in English and their native language followed by completing the required Home Language Survey. According to the Home Language Identification Survey (HLIS) form, if the child speaks a language other than English at home, the parent is notified and the child is administered the LAB-R, which is administered by an ESL licensed teacher. If the LAB-R assesses the child as qualified for ESL services, the parents are then invited to a Parent orientation where they are provided with information in their home language about different programs provided for English Language Learners - Transitional Bilingual Education, Dual Language and Freestanding ESL. At that time, they can make an informed decision about which program is best for their child. This information is provided in video and in written material form. After addressing all parent concerns and questions, the parents fill out a Parent selection form selecting the program of their choice. These documents are reviewed by the team to evaluate the parent selection of services and place the child in a supportive program. At this time, P.S. 21 has provided ESL services to all mandated ELL students as requested by parents/guardians and compliance with ESL mandates and regulations. The students and their parents are acclimated to both the building and school routines by the Parent Coordinator. P.S. 21 follows CR-Part 154 and honors the parent's selection after this Parent Orientation and consultation with educators in the parent's native language. The evaluation of the HLIS, the administration of the LAB-R, and the Parent Orientation are all completed within the required ten day period of the child first coming to school at P.S. 21.

ELL parents are invited to an orientation meeting at the beginning of each school year to meet the teachers and to learn about the variety of programs available for English Language Learners – Transitional bilingual Education, Dual Language and Freestanding ESL. In addition to viewing a video, parent conferences with teachers in their native language are scheduled to understand the programs as well as to make an informed decision for the placement of their child. Parents will complete the Parent Survey and Program Selection forms at that time.

Parent orientation meeting invitations are sent to all new admits throughout the school year. These invitations are sent in both English and the family native language. In the event that a parent does not attend the original orientation meeting, attempts will be made by phone to reschedule the meeting. These attempts are documented. Also, P.S. 21 is a small community school with no bus transportation; therefore all parents/guardians come to the building daily for arrival and dismissal of all students. This provides us with a wonderful opportunity to seek a parent/guardian to reschedule a meeting. P.S. 21 knows that the default program for children requiring ELL services is Transitional Bilingual Education, this is why every effort is made in order to inform the parents of their options, before their child is placed in this program without their consent. At this time, P.S. 21 has a Parent Selection form on file for all ELL students. All of the Parent Selection forms, along with the Home Language Surveys, are organized by grade and are on file in the main office in the children's cumulative folders, in binders in the principal's office, and also in the ESL office. This is so that if a question ever arises about a child's Home Language, or a parent's program selection, the appropriate documentation is readily available.

In addition to our Parent Coordinator, two of our licensed ESL teachers speak Spanish, which is the predominate native language spoken by the families attending P.S. 21. They are in constant communication with parents via phone conversations or daily conferences at arrival and dismissal times.

After reviewing the Parent Surveys and Program Selection forms over the past few years, all parents have selected a Freestanding ESL program for their children. Students are placed immediately on the day of enrollment in the appropriate class. Parents may not opt out of ESL instruction. The ESL Freestanding ESL program is aligned with all parent requests.

The NYSESLAT is an assessment which is administered annually to determine the English proficiency level of all students. It will be used to group children homogeneously (beginners, intermediates, advanced) within regular grade level classes in order to provide appropriate

push-in ESL services. The NYSESLAT indicates areas of need – listening, speaking, reading, writing – that will be addressed in the content areas. Small group instruction will allow teachers to differentiate instruction in the classroom.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	57		9	41		10	1	0	1	99
<b>Total</b>	57	0	9	41	0	10	1	0	1	99

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

### C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	12	23	20	12	10								97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>21</b>	<b>12</b>	<b>23</b>	<b>20</b>	<b>13</b>	<b>10</b>	<b>0</b>	<b>99</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

#### ESL Push –In

ESL Push –In Services are provided by an ESL certified teacher who provides instruction in English using ESL methodologies and scaffolding techniques. The amount of time is determined by the New York State English as a Second Language Achievement Test. Students are heterogeneous grouped by grade level with mixed proficiency levels within each group.

In order to maximize English acquisition for ELL's, the ESL Push-In teacher and classroom teacher devote time to planning for instruction together. The classroom environment is print rich and reflects evidence of a rigorous instruction in Literacy and Math in English. Students receive all instruction in English using ESL methodologies. The ESL teacher provides high quality instruction in English utilizing scaffolding strategies in the delivery of the lessons. Every lesson incorporates language goals embedded in the plan and a concentrated focus is placed on developing vocabulary. In addition students have access to bilingual books in the classroom as well as the school library. Students can also broaden their native language skills using electronic listening devices, such as the Leap Pad.

After assessing incoming students with LAB-R, we find that, generally, our students have good listening and speaking skills, but difficulty making gains in proficiency in areas of reading, comprehension, writing, sentence structure and punctuation. After establishing proficiency levels, students are then partnered with native speaking peers whose skills are stronger in any given strand.

Due to our large ELL population, we have focused our efforts on developing literacy within structured ESL program. Teachers are encouraged to use ESL teaching strategies in all content areas. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies whenever appropriate. The Balanced Literacy Program will develop strong literacy skills in both languages through the exposure of authentic literature in read-alouds, shared readings and accountable talk. Thus all students will develop listening, speaking and writing skills in English.

#### School – Wide Instructional Component

##### Balanced Literacy Program

Our literacy curriculum adheres to the Balanced Literacy Program. In particular the reading and writing curriculum follows the Teachers College workshop model. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write and speak in order to help them gain fluency. Students participate in the following learning experiences:

v Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking in the second language.

v Reader's/Writer's Workshop – At the beginning of each lesson the teacher clearly defines the teaching point. The ESL teacher observes for deficiencies and provide a focus lesson. Then, they provide scaffolding support during active engagement. Both the ESL and the Classroom teachers confer individually with students and conduct small group (6 – 8 students) strategy lessons to met the needs of the ELL students.

o Shared Reading: teacher scaffolds comprehension through repetition, visuals, accountable talk and focus on oral language development.

o Interactive Writing: teacher shares the task of composing written messages with children focusing on the writing process

#### Mathematics Workshop Model

The balanced Mathematics Program is implemented utilizing Everyday Mathematics Program in all grades. This program is taught in English. A Math Block is implemented daily school wide in all classes. Manipulatives develop math concepts and are incorporated throughout all grades with an emphasis on problem solving.

Everyday Math Program is a researched based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program, is that it helps ELL's acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain meaning.

Students are involved in daily group work. Working in linguistically mixed groups allows students the opportunities for create language and cultural development. Small groups also provides a low risk environment in which children feel more comfortable expressing their ideas and asking questions.

Everyday Math Lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, laces a great emphasis on habits of communication and provides ample and varied opportunities for students to demonstrate their mathematical thinking and work. This balanced program has the necessary process to make math content more accessible to all our students.

When a child is registered and identified as a Student with Interrupted Formal Education (SIFE) an informal interview is arranged with the licensed ESL teacher, parent coordinator and the guidance counselor to determine the level of English proficiency with the family members. Student placement will include participation in our extended day session and all after school programs. Official teachers will be notified as to provide classroom instruction that will include supplemental instruction on basic skills while maintaining exposure to grade level curriculum. The Parent Coordinator will meet with the parents to reinforce school policies and procedures to help with the transition to American school culture. She will also be a "buddy" to the student, greeting him/her daily, offering the student breakfast, checking student school supplies, monitoring attendance to insure a positive school experience. In addition, the students have access to the HSP math program. this program provides alternate mathematics strategies as well as provides interactive online tools and games that can be utilized on the Smartboard.

If a child is a newcomer to America, every effort is made to ensure that the student and his/her family are welcomed into P.S. 21's family. Information is provided to the student and family in their native language. Literature is provided in the native language and when possible the student is partnered with other students that share a common language. This serves to lower the affective filter thereby allowing the child time to acclimate to his/her new surroundings. The ESL teacher provides a nurturing environment in which the child can build trust and acquire the basic vocabulary to communicate needs. Since NCLB now requires ELA testing for ELL's after one year. P.S. 21 provides intensive test preparatory opportunities, such as participation in mandatory extended day sessions and after school programs. These programs focus on skills needed to achieve success on the state exams.

Since many of our students have been receiving ESL services between 4 and 6 years, the ESL teachers identify the area of deficiency (listening, speaking, reading and writing) for these students. The ESL teachers then subdivide the students by areas of need to focus on these skills. Our ESL instruction is provided in English with ESL strategic instruction incorporated in all lessons. In the ESL class, teachers utilize sheltered English in order to develop academic vocabulary necessary for a solid foundation in which to scaffold further instruction. The classroom and cluster teachers are also made aware of these students and their performance on the NYSESLAT, so that these teachers can also focus their efforts on helping the children achieve the English language proficiency necessary to test out of ESL.

In an effort to address the needs of long term ELL's, names of students are recommended to the school PPT and school instructional team whereby language dominance is determined. Ongoing conferences with parents /guardians are conducted in order to ascertain family expectations as well as, familial understanding of the needs of the child and the services available which we can provide. After collaborating with the ESL teacher, the official teacher and cluster teachers' students are considered for additional support such as AIS or SETTS services. Once again, the official and cluster teachers are also made aware of these students and their performance on the NYSESLAT, so that these teachers may also focus their efforts on helping these children achieve the English language proficiency necessary to pass the NYSESLAT.

Students with special needs at P.S. 21 receive services in our Collaborative Team Teaching classes and/or SETSS. Therefore, they are mainstreamed with general education students and instruction is provided on grade level curriculum with modified instructional strategies.

Small group instruction will provide us with an opportunity to differentiate the instruction based on student performance and proficiency levels. In addition, if it is determined by P.S. 21's bilingual assessment team that a child requiring special education services would benefit from having a bilingual paraprofessional to support them in their native language, that staff member is provided to the child. We currently have two bilingual special education paraprofessionals that assist students at P.S. 21 in compliance with those students' IEPs.

## B. Programming and Scheduling Information--Continued

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

### Academic Intervention Services

Our guidance counselor provides service to our AIS population in the form of ERSS (Educational Related Support Services).

For students who have not met Standards or are at risk the following programs have been provided: (pending funds for appropriate allocations)

V Extended Day Session – a morning program which provides small group instruction based on performance levels and instructional goals of individual students.

V Academic Academies- Grades 3 - 5 – After school program – utilizing a balanced literacy approach for reading. Teachers use flexible grouping to target specific skills. They utilize a variety of leveled reading materials and test preparation materials. The mathematical problem solving skills are emphasized in small group.

V ELL After-School Program – Grades K-5 to strengthen Mathematics and English Literacy development using ESL approach integrating literacy and mathematics. The ELL After School Program uses “On Our Way To English” and Leap Frog which includes a Guided Reading Component in order to scaffold students' needs throughout small group instruction. Test preparation materials, such as Getting Ready for the NYSESLAT are incorporated into daily routines to assist students on assessments.

### Literacy & Math Support

V We will continue use the Workshop Model incorporating language goals, scaffolding techniques and developing vocabulary.

V We will continue to schedule one Library period per class per week to develop Library skills as well as a child's special interests.

V We will continue to support school wide projects such as Book of the Month and Author Studies to develop students interest as well as to promote conversations throughout the school.

V We will continue to enforce our School Wide Writing Process in which all students create 7 writing samples. We will focus on, allowing students to create stories, creating web pages ,editing them and bringing their work to publication.

V Title I Math and Reading teachers will provide push-in services to students in regular classes. This provides us with the opportunity to reduce class size as well as to create additional guided reading and writing groups during the literacy block and guided math groups during the math block.

V On Our Way To English., Leap Frog, Story Town ,Voyager, Breakthrough to Literacy, Foundations , Early Emergent Reading Sets, Benchmark Early Explorers Books and Getting Ready for the NYSESLAT will be used to support and provide additional interventions.

V Computer Assisted programs such as Headsprout, River Deep and Acuity. Teachers at P.S. 21 are beginning to use SMART boards to enhance computer instruction.

All of the aforementioned programs are pieces that help to make the overall ESL curriculum at P.S. 21 scaffolded, grade level appropriate, and academically rigorous for all ELLs.

Students that have reached a level of English Proficient as indicated on the NYSESLAT will receive continued support as they transition from mandated ESL instruction. These students continue to participate in our extended day session and are monitored by the guidance counselor. Each month the progress of these students is evaluated at Pupil Personal Team Meetings. These students are also given the two-year testing accommodations as per allowance by NYS on the state exams. These students are also invited, where space allows, to participate in the Title III After School programs for additional support.

Presently, we are proud to offer an extensive ESL program including morning extended day sessions, small group instruction in the classroom as well as leveled bilingual libraries in all classrooms.

A variety of after school programs include academic academies as well as recreational activities such as basketball, soccer, cheerleading and dance which are offered to enrich the lives of our students. ELLs are active participants in these programs, with permission from their parents. No students is ever excluded from participation in any program offered at P.S. 21.

There are a variety of opportunities for parent involvement during the school day as well as in the afternoons and evenings. Additional bilingual books are available in our school library and in the Parent Coordinators office. In addition to the story book, activity cards are available to reinforce the skill at home. Parents are also invited to visit the school library and are encouraged to take advantage of the wonderful resources (also bilingual resources) available to them. In addition, parents have the opportunity to participate with their children in an afterschool program led by the ESL teachers. Some areas targeted in this program are literacy, study skills and computer technology skills. Native language will be used as a resource and support throughout this program.

Parents and students are notified by letters in English as well as their native language to participate in these activities. Phone calls are provided to families that are identified as ones that would benefit from these experiences.

All instruction is done in English with clarification by our two Spanish speaking licensed ELL teachers.

As a child is registered at P.S. 21 as well as at the end of each school year, each student receives a homework packet and a summer reading list. Students complete a reading response journal prior to returning to school. Also a Title III summer program is available for all ELL students at a local school site. There is also a Kindergarten orientation the June before the students begin school where the parents and students can come in to P.S. 21 to observe a current Kindergarten classroom, as well as meet the Kindergarten teachers and take a tour of the school. At this meeting, parents are also given helpful lists of topics that will be covered during the upcoming Kindergarten school year, as well as what their child would be expected to be able to know and do as he or she enters Kindergarten.

At this time we do not see the need to discontinue any services or services for our ELL students.

The following three schedules serve as examples of the ESL services a beginning, intermediate, and advanced student attending P.S. 21 will receive, and in what content areas.

#### Sample Student Schedule 2010 -2011

Student Proficiency Level : Beginning

Grade Level: First

- All instruction is done in English

- Schedule provides additional ESL support to mandates minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:55 – 9:37					
2 9:39 – 10:21	Writing	Reading	Reading	Reading	Reading
3 10:23 – 11:05					
4 11:07 – 11:49					Writing

5					
11:51 – 12:33					
6					
12:35 – 1:17					
7					
1:19 – 2:01					
8	Reading		Math	Math	Math
2:03 – 2:45					

Student Proficiency Level : Intermediate      Grade Level: Third

- All instruction is done in English
- Schedule provides additional ESL support to mandates minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
8:55 – 9:37					
2	Reading	Writing			Reading
9:39 – 10:21					
3					
10:23 – 11:05					
4				Math	
11:07 – 11:49					
5	Math		Math		
11:51 – 12:33					
6					
12:35 – 1:17					
7		Reading		Reading	Writing
1:19 – 2:01					
8			Reading		
2:03 – 2:45					

Student Proficiency Level : Advanced      Grade Level: Fifth

- All instruction is done in English
- Schedule provides additional ESL support to mandates minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
8:55 – 9:37					
2	Reading	Reading			
9:39 – 10:21					
3					
10:23 – 11:05					
4			Math	Reading	Reading
11:07 – 11:49					
5				Writing	Writing
11:51 – 12:33					
6					
12:35 – 1:17					

7  
1:19 – 2:01  
8  
2:03 – 2:45

Math

Writing

Reading

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

#### Professional Development and Support School Staff

Licensed ESL teachers meet weekly with grade teachers to discuss specific students that are struggling in the classroom. Teachers will focus on ELL strategies in the mainstream classroom. These weekly meetings will help the classroom teachers to better accommodate ELLs in their classrooms and facilitate academic English language development. An emphasis will be on developing techniques and creating learning centers to promote self confidence in the ELLs when reading, speaking and writing in English. All teachers will develop an understanding of the administration and components of the NYSESLAT. The weekly meetings with the ESL teachers provide opportunities for them to demonstrate strategies and explain methodologies to help classroom teachers with techniques when teaching the ELL student.

Through the use of common preps our ESL staff collaborates with our classroom teachers to plan thematic unit lessons to support curriculum in the content areas. Classroom materials include pictures, puzzles, sequential games, On Our Way to English toolbox and Leap Frog. Learning centers have an emphasis on writing and speaking skills. These two specific areas target all levels of ELL's.

Licensed ESL teachers at P.S. 21 meet with Middle School ELL providers to discuss students transitioning into their school. Upon returning to P.S. 21, these teachers turn key the information to 5th grade official teachers to insure a smooth transition for all ELL students.

Bimonthly Staff Development: September 29<sup>th</sup>, October 13<sup>th</sup> and 27<sup>th</sup>, November 10<sup>th</sup> and 24<sup>th</sup>, Devenber 8<sup>th</sup> and 15<sup>th</sup>, January 5<sup>th</sup> and 12<sup>th</sup>, February 2<sup>nd</sup> and 9<sup>th</sup>, March 2<sup>nd</sup> and 16<sup>th</sup>, April 6<sup>th</sup> and 27<sup>th</sup>, May 11<sup>th</sup> and 18<sup>th</sup>, June 1<sup>st</sup> and 15<sup>th</sup>

#### Weekly Inquiry Work :

Kindergarten - Tuesdays - period 8

Grade 1 - Mondays - period 7

Grade 2 - Mondays - period 2

Grade 3 - Fridays - period 8

Grade 4 - Thursdays - period 1

Grade 5 - Tuesdays - period 1

Currently all staff members at P.S. 21 have met their minimum 7.5 hours of ELL training, as a result of an after school professional development programs offered last year at P.S. 21. The payroll secretary keeps all documentation provided to her by the staff members as to how many ESL professional development hours they have received and where these hours were completed. Staff members are made

aware that 7.5 hours is the minimum amount required, and that they may pursue additional hours through other programs, such as attending the workshops offered by the OELL. The ESL teachers at P.S. 21 also attend network meetings and staff developments to keep up to date on paperwork required for their field, as well as to keep up to date on the research of their constantly changing and developing specialty of education.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### Parent Involvement

✓ All communication with parents is done in English as well as their native language. P.S. 21 provides a Parent Handbook as well as an official school website to inform parents of policies and procedures in the school. These are also available in the parent's native language.

✓ During School Leadership Team meetings the Learning Environment Survey and a school survey is reviewed to address parent concerns and interests. Also our Parent Coordinator listens and evaluates parent needs that we will address.

September 24<sup>th</sup>, October 22<sup>nd</sup>, November 19<sup>th</sup>, December 17<sup>th</sup> January 21<sup>st</sup>, February 18<sup>th</sup>, March 25<sup>th</sup>, April 15<sup>th</sup>, May 20<sup>th</sup>, June 10<sup>th</sup>

✓ Parent Workshops – to provide information and strategies to help parents support student achievement. These workshops will be conducted by principal, coaches, teachers, parent coordinators and community liaisons.

Date	Topic
Sept. 22 <sup>nd</sup>	Introduction to the P.S. 21 Website
Sept. 28 <sup>th</sup>	ARIS Refresher
Oct. 27 <sup>th</sup>	Avoiding the Report Card Surprise
Nov. 10 <sup>th</sup>	The "Write Stuff"
Dec. 12 <sup>th</sup>	Learn How To Communicate More Effectively with your Teen
Jan. 25 <sup>th</sup>	Puberty - Girls
Feb. 10 <sup>th</sup>	Puberty - Boys
March 23 <sup>rd</sup>	Helping Your Child Perform Better on State Tests
April 7	Middle School Transition
May 3	International Family Night
June 23	Helpful Hints for Summer Vacation

✓ PTA Meetings: September 21<sup>st</sup>, October 12<sup>th</sup>, November 16<sup>th</sup>, January 11<sup>th</sup>, February 8<sup>th</sup>, March 8<sup>th</sup>, April 12<sup>th</sup>, May 10<sup>th</sup>, June 7<sup>th</sup>

Presentations include Family Math and Literacy Nights – Information on Balanced Literacy and Everyday Mathematics programs is provided to parents. During the presentation, coaches provide opportunities for parents and students to share wonderful activities in reading, writing and mathematics as well as hints on household ways to practice skills.

✓ Book of the Month Workshops - to provide parents with an opportunity to work their child focus on curriculum areas

September 30, November 4<sup>th</sup>, January 6<sup>th</sup>, March 27<sup>th</sup>, May 26<sup>th</sup>

✓ Science Fair – all students in Grade 3, 4, 5 participate in annual activity. Students create scientific projects that are later displayed for all members of the school community – fellow students, parents, family and friends.

✓ During School Workshops – an opportunity to provide the parents with the support need to work with their child focusing on the Math and Reading curriculum strengthening the bond between the home and school.

September 29, October 20, November 17, January 12, February 9, March 30, April 13, May 25.

Family Math Days - Parents are welcomed once a month into their child's classroom to participate in engaging mathematics activities. they can then practice these activities at home with their child.

After School Parent Workshops: November 4 and 18, December 2, 9 and 16, January 6, 13, 20 and 27, February 3

Translators are always available at P.S. 21 to communicate with parents that need them.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	10	6	3	1	1								31
Intermediate(I)	5	2	12	11	5	1								36
Advanced (A)	6	0	5	6	7	8								32
Total	21	12	23	20	13	10	0	0	0	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	0	0	1	1							
	I		7	4	1	0	0							
	A		4	15	7	4	2							
	P		0	4	12	8	7							
READING/ WRITING	B		10	6	3	1	1							
	I		2	12	11	5	1							
	A		0	2	6	7	8							
	P		0	3	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	7	0	0	13
5	1	5	2	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		10		2		0		13
5	0		7		2		0		9

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		5		0		10
8									0
NYSAA Bilingual Spe Ed									0

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

Included in the variety of tools used to assess early literacy skills of ELL students at P.S. 21 are WRAPS, ECLAS-2, Acuity assessments – ELA Interim Assessments, ELL Interim Assessments and also NYSESLAT. These assessments are used by teachers to drive instruction. The results from these assessments are used to develop lessons to target areas of need, as well as to develop individual goals for the students.

In reviewing the NYSESLAT Modality Chart we find the data of our student performance levels are higher in listening and speaking than in reading and writing. The staff now meets weekly, according to grade level, in order to identify and discuss areas of need of the students. The teachers then share techniques and strategies to help students achieve their skills. Teachers will develop lessons that will reinforce reading and writing across the content areas. In addition, staff members meet bimonthly in order to align and update the literacy and math curriculums to meet state standards.

### Additional Information

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

1. Our NYSESLAT data indicates that a significant number of students are not progressing in proficient from one year to the next. In addition,

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		