



**STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP**

**2010-2011**

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

**SCHOOL: STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP 31R861**  
**ADDRESS: 280 REGIS DRIVE, STATEN ISLAND, NEW YORK 10314**  
**TELEPHONE: 718-697-5250**  
**FAX: 718-697-5260**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 861      **SCHOOL NAME:** Staten Island School of Civic Leadership

**SCHOOL ADDRESS:** 280 Regis Drive Staten Island, New York 10314

**SCHOOL TELEPHONE:** 718-697-5250      **FAX:** 718-697-5260

**SCHOOL CONTACT PERSON:** Rose Kerr      **EMAIL ADDRESS:** rkerr@school.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Donna Nilsen

**PRINCIPAL:** Rose Kerr

**UFT CHAPTER LEADER:** Frank Morano

**PARENTS' ASSOCIATION PRESIDENT:** Heather Ortiz

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 303

**NETWORK LEADER:** Kathleen Lavin

**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
Rose Kerr	*Principal or Designee	
Frank Morano	*UFT Chapter Chairperson or Designee	
Heather Ortiz	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>NA</b>	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	
Loreta Andersen	Member/UFT	
Sandy Lippe	Member/UFT	
Dina Catalano	Member/UFT	
Donna Nilsen	Member/CSA	
Mia Amendolagine-Hernandez	Member/PTA	
Alexandria Lighty	Member/PTA	
Celina Simmons-Shannon	Member/PTA	
Neebal Abuhamdeh	Member/PTA	
Shelley Scott	Member PTA	

\* 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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The Staten Island School of Civic Leadership (SISCL) opened its doors for the first time in September 2009. In its full capacity, the school will be a Pre-K through 8 design, a first for Staten Island public schools. The New York City Department of Education has sited the school on the new Elizabeth Connelly campus located at 280 Regis Drive on the north shore of Staten Island. SISCL, currently by application, is a zoned school and the majority of its student population derives from students currently zoned for P.S. 20, 21 and 22, I.S. 51 and 72. As a result, SISCL's demographic profile is similar to these schools. SISCL's students include approximately 29% Hispanic/ Latino, 29% Black, 7% Asian, 34% White, 1% American Indian. The poverty rate is approximately 67.5%. Currently 30 students receive English as a Second Language Services and the rate of new immigrants coming into the school is approximately 10 per year. Immigrants are originating from Mexico, Sri Lanka and the Dominican Republic. For the second year, we serve Grades Pre-K, K, 1, 2, 6 and 7. There are two Pre-K classes, two General Education Kindergarten classes, one Special Education First Grade class, two First Grade classes, five Sixth Grade classes including one Special Education Sixth Grade class and five Seventh Grade Classes including one Special Education Self-Contained class. The student population of 479 students is heterogeneously grouped within each grade according to a Triad co-teaching model and is supported by a pedagogical staff of 34 teachers. All teachers are certified and licensed. The school has an Assistant Principal, Guidance Counselor, a part-time ESL teacher, Parent Coordinator, Secretary who work directly with the teachers and the Principal.

SISCL is founded on the fundamental belief that individuals must be educated for citizenship from the time they are very young, and must be vested in the public good and success of the community in order to make a difference. Our goal is to begin with great kids, then build a great school, a great community, and a great nation. Our students will at the same time build their personal and private excellences, and the courageous leadership skills that promote effective public performance and service. We are focused on fostering a culture of excellence in the acquisition of essential skills in all educational disciplines through a highly structured, highly motivational school-wide core curriculum that orchestrates diversity in learning styles and the needs, interests and abilities of individual learners. We are founded on the belief that civic leadership is education in action for the good of the all people within a global society. As such, our students will develop the skills they need to make informed decisions as independent critical thinkers who understand their democratic rights as private individuals and their civic responsibilities as public participants in a network of social and political communities. An instructional emphasis is on diversity in learning styles, Triad Learning Communities, least restrictive special education classes and incorporation of a District 75 inclusion program.

Family partnerships are embedded directly in the foundation of our school. We will support our families and help them to help their children succeed by bringing family literacy to the forefront by providing on-site and community-based adult English Language Learner (ELL) classes for our families; monthly Parent Engagement Projects will be held to keep families active in the school environment and a low cost after school program that will give our students a seamless school day. Ultimately, within a seamless educational experience, and with family partnerships deeply embedded

in our foundation, our students will become disciplined, courageous leaders who are inspired to make a difference in America's civic purpose.

We believe that in order for our children to be the courageous leaders of tomorrow, they need sustained integration of timeless leadership principles directly into the day to day curriculum. In order to take root, these leadership principles cannot be taught in isolation but must be woven into the school culture year after year. We are implementing the Franklin Covey Company's The Leader In Me Program, a school-based leadership program. This program is based on Stephen Covey's 7 Habits of Highly Effective People. Our students will work together in the self-governance of their school and in simulations, scenarios, role-playing, and active engagements that parallels the actual processes and procedures inherent in a democracy. Programs such as the Center for Civic Education's Project Citizen and We the People are integrated into the Social Studies scope and sequence.

In order to give our students authentic real world experiences in community service and self-governance, we have formed purposeful partnerships that will provide students with the opportunity to apply what they learn through community-based service learning.: Wagner College; The Jewish Community Center; The Staten Island Mental Health Society; Sea View Hospital Rehabilitation Center and Home; The Alliance of Guardian Angels, Inc; Commissioner Fiala's Office; Congressman McMahon Office; The American Legion of Richmond County; The Richmond County Bar Association.



**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>	Staten Island School of Civic Leadership				
<b>District:</b>	31	<b>DBN #:</b>	31R861	<b>School BEDS Code:</b>	353100010861

DEMOGRAPHICS									
<b>Grades Served in 2010-11:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" 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	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	NA	NA	36		NA	NA	93.94%		
Kindergarten	NA	NA	53						
Grade 1	NA	NA	74	<b>Student Stability: % of Enrollment</b>					
Grade 2	NA	NA	54	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	NA	NA	NA		NA	NA	100%		
Grade 4	NA	NA	NA						
Grade 5	NA	NA	NA	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	NA	NA	134	(As of October 31)	2007-08	2008-09	2010-11		
Grade 7	NA	NA	129		NA	NA	67.5%		
Grade 8	NA	NA	NA						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					NA	NA	0		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2010-11		
Total	0	0	479		NA	NA	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	NA	NA	35						
No. in Collaborative Team Teaching (CTT) Classes	NA	NA	30	Principal Suspensions	NA	NA	7		
Number all others	NA	NA		Superintendent Suspensions	NA	NA	4		
<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	2010-11	2007-08	2008-09	2010-11	
# in Trans. Bilingual Classes	NA	NA	12	CTE Program Participants	NA	NA	NA
# in Dual Lang. Programs	NA	NA	0	Early College HS Participants	NA	NA	NA
# receiving ESL services only	NA	NA	30	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	NA	NA	13	(As of October 31)	2007-08	2008-09	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	NA	NA	35
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	NA	NA	2
(As of October 31)	2007-08	2008-09	2010-11	Number of Educational Paraprofessionals	NA	NA	10
	NA	NA	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2010-11
(As of October 31)	2007-08	2008-09	2010-11	% fully licensed & permanently assigned to this school	NA	NA	100%
American Indian or Alaska Native	NA	NA	1	Percent more than two years teaching in this school	NA	NA	NA
Black or African American	NA	NA	29	Percent more than five years teaching anywhere	NA	NA	45%
Hispanic or Latino	NA	NA	29				
Asian or Native Hawaiian/Other Pacific Isl.	NA	NA	7	Percent Masters Degree or higher	NA	NA	100%
White	NA	NA	30	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	NA	NA	100%
Multi-racial	NA	NA	4				
<b>Male</b>	NA	NA	44.5				
<b>Female</b>	NA	NA	55.5				

2010-11 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2010-11

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**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>	
Overall Letter Grade	NA	Overall Evaluation:	NA
Overall Score	NA	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	NA
School Environment (Comprises 15% of the Overall Score)	NA	Quality Statement 2: Plan and Set Goals	NA
School Performance (Comprises 25% of the Overall Score)	NA	Quality Statement 3: Align Instructional Strategy to Goals	NA
Student Progress (Comprises 60% of the Overall Score)	NA	Quality Statement 4: Align Capacity Building to Goals	NA
Additional Credit	NA	Quality Statement 5: Monitor and Revise	NA
<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?
- 

In cross grade, cross content team, instructional team and inquiry team meetings, we have reflected on the performance trends of our students. To maintain accuracy, we have confirmed our findings and implications using standards assessment and ARIS data. We have collected and analyzed data from ACUITY interim and predictive data for the students in testing grades and standardized assessments. In non-testing grades, student data was collected from various assessment sources including Fountas and Pinnell Benchmark Leveling System, ECLAS-2 and classroom tests.

Some general trends noticed in regard to our No Child Left Behind subgroups include:

- Minority students outperform their peers in Mathematics at approximately 7%
- In general, African American students achieve at the highest performance in Math and ELA
- Males perform 2% above female students in Math

In **literacy**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching.

### **ELA Strengths: (Benchmark >60%)**

#### **Students read for information and understanding:**

- Distinguish between fact and opinion (62%)

#### **Students read for literary response and expression:**

- Identify story elements (81%)
  - Identify setting
  - Identify explicit conflict/ resolution
  - Identify overall mood or tone
- Read view and interpret texts from a variety of genres (67%)
  - Determine mood or tone
- Identify how character changes throughout story (67%)
  - Determine how character's feelings change-inferred from text

#### **Students read for critical analysis and evaluation**

- Evaluate information, ideas, opinions and themes by identifying central ideas and supporting details (63%)

### **ELA Weaknesses: (Benchmark <60%)**

#### **Students read for information and understanding:**

- Identify missing, conflicting, unclear and irrelevant information (58%)
  - Identify a detail that supports the topic of a passage web
  - Distinguish between relevant and irrelevant information

#### **Students read for literary response and expression:**

- Recognize how author uses literary devices (40%)
  - Identify personification
  - Recognize simile
- Evaluate information, ideas, opinions and themes by identifying missing or unclear information (53%)
  - Drawing conclusions
  - Identify detail that supports a topic

#### **Students read for critical analysis and evaluation**

- Evaluate information, ideas, opinions and themes by identifying statements of fact, opinion and exaggeration (58%)
  - Distinguish between relevant and irrelevant info

In response to the ELA data, a shift toward push-in Academic Intervention Services was arranged and delivered to students who were making the least progress. Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students' strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.

In **mathematics**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching.

### **Mathematics Strengths (Benchmark >60%)**

#### **Number Sense and Operations (72%)**

- identify variable on number line as fraction or decimal
- Identify position of negative decimal on number line
- Express equivalent ratios as proportions
- Square or cube 2-digit numbers
- Evaluate expressions with exponents
- Convert decimals to fractions
- Convert decimals to percent
- Represent exponential numbers

#### **Algebra: (71%)**

- Evaluate an expression with a decimal
- Evaluate quadratic expression
- Use proportions to solve problems with a two-digit quantity

#### **Statistics and Probability: (65%)**

- Determine possible outcomes given two events
- Read and interpret graphs
- Determine range for a data set

### **Mathematics Weaknesses (Benchmark <60%)**

#### **Geometry: (41%)**

- Find area of triangle
- Find area of rectangle

- Determine circumference of a circle
- Convert between radius and diameter
- Identify chord on circle

### **Measurement (51%)**

- Convert between diameter and circumference
- Identify equivalent customary units of capacity
- Convert units of volume
- Side length ratios in similar triangles
- Estimate and find volume of a rectangular prism

In mathematics, there was a marked improvement in solving geometry problems as well as recognizing the correct operations involved in solving word problems. In response to students' struggle with reading, understanding and computing multi-step problems, multiple methods of problem solving were introduced and students were given vast opportunities explore problem solving in small and whole group situations. Students were introduced to new learning through a Math Problem of the Day and previous learning was revisited through the Math Message. As a school community we introduced explicit content vocabulary instruction in mathematics which also impacted positive gains on students' overall math performance.

In the school's first year, the greatest accomplishment to celebrate is the organizational model of triad teaching which allowed for a team of teachers to address the needs of all students as well as develop and flourish as professionals. Additionally, the creative schedule design allowed for collaborative team building, co-planning and inquiry. While the triad model of three teachers responsible for the teaching and learning of two classes of students was more successful in the elementary grades, it was a challenge to deliver explicit, true content in the middle school grade. Therefore a shift was made for the 2010-2011 school year toward teaming in the middle school grades only. Content teachers will deliver explicit instruction in their area but meet in teams to discuss overall student achievement and monitor progress.

The greatest aids in continued improvement and success in the creative scheduling which provides dedicated and stable planning periods for common planning as grades as well as a content specialists, inquiry efforts, and professional development. Also recognized as an aid to success is the organizational model of triads and teaming, where by opportunities for explicit content area teaching and co-teaching opportunities are available. Also contributing to the first year successes were the regularly scheduled professional development zero periods which provide curricular and instructional support as well as support in the inquiry process and data trends. The English as a Second Language teacher supported literacy and content learning through ESL push-in support for our English Language Learners. The strong presence of arts through a visual arts teachers and a music director forming a band and chorus had been an asset to building a school culture dedicated to the arts. It has also set the stage for performances, presentations, and morning announcements that include music contributions. A visual art exhibit grew on the walls of the school honoring young artists and created an inspiring and engaging learning environment. We will continue to develop students' participation in the arts through a grant funded program with Studio In A School.

The greatest barriers in continued improvement, matters unique to opening a new school, include late arrival of instructional materials; classroom set-up and preparation; training in new curricula programs; creating and revising curriculum maps supported by student achievement data; sustainability of needed Academic Intervention Services. As we grow as a school community over the next few years, some of these matters will continue to serve as a barrier, but have less of an impact as in this start-up year. As for instructional delivery, we are well aware of the needs of 21<sup>st</sup> century learners and had access to limited technology including three laptop carts and 3 Smart Boards with projection carts. Each classroom was equipped with two desktops PCs. This was not adequate to deliver multi-media

lessons most of the time. In the 2010-2011 school year, all instructional classrooms in Kindergarten, Grades 1, 2, 6 and 7 will be equipped with a wall-mounted Smart Board with overhead projection, document camera and laptop. As we grow in technology, the teachers will be supported through professional development and coaching to integrate the use of technology into instruction more regularly. Staff professional development will be differentiated to meet the needs of the various skill abilities and comfort levels.

## 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, there will be a 3% increase of students achieving at or above proficiency level, as measured by the New York State English Language Arts exam and Fountas and Pinnell Benchmark Leveling System.**
  
2. **By June 2011, there will be a 3.5% increase of all students achieving at or above proficiency level as measured by the New York State Mathematics exam and Everyday Math/Impact Math Unit Assessments.**
  
3. **By June 2011, 95% of all students will perform at grade level proficiency as measured by successful participation in a Science Expo project assessed by New York State Science standard-based rubric.**
  
4. **By June 2011, 95% of all students will perform at grade level proficiency as measured by successful participation in an end- of- year exit project assessed by New York State Social Studies Standard-based rubric.**
  
5. **By June 2011, 100% of all students will receive a comprehensive art, music, and/ or dramatic performance education and will demonstrate standards based skills as measured by the New York City Blueprint for the Arts.**
  
6. **To expand parental involvement by increasing attendance at PTA meetings by 25% by June 2011 (from 2009-2010 year end average).**

**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  
Goal # 1

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, there will be a 3% increase of students achieving at or above proficiency level, as measured by the New York State English Language Arts exam and Fountas and Pinnell Benchmark Leveling System.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>K-2:</b> Students who are not measured by the New York State exam will be benchmarked and monitored using Fountas and Pinnell Benchmark Leveling System, supplemented by ECLAS-2. 80% of K-2 students will progress by at least two Fountas and Pinnell independent reading levels and benchmark within one level of the grade-specific end-of-the-year target levels in tested strands by June 2011. Students performing at or above proficiency level, determined by grade-specific benchmark criteria, will increase by 3% overall. Students will receive 120 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development, literacy centers and writing workshop. The instruction will be supported through the curriculums including <i>Good Habits, Great Readers, Wilson Foundations</i> and <i>Core Knowledge</i>. The lead ELA teacher in each triad will direct the literacy planning and co-teaching opportunities will be scheduled for strategic small group instruction to scaffold and/ or accelerate students' literacy. Data-driven curriculum planning and mapping as well as reviewing trends in student work and assessments in triads along with support service teachers will be scheduled. Families will be informed quarterly using progress monitoring tools such as report cards, progress reports and notes.</p> <p><b>6-7:</b> To achieve our goal, students will receive 84 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development and writing workshop. In addition to the end-of-the year state assessment, students' progress will be monitored through Periodic Interim Assessments, Fountas and Pinnell Benchmark Leveling System and as well as writing rubrics. Data-driven curriculum planning and mapping as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Elementary teachers are organized in triad models where as three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.</p> <p>Intermediate teachers are organized in teams where as four content-specific teachers will deliver instruction to students which support a program where content teachers are capable of servicing the needs of students through push-in Academic Intervention Services.</p> <p>TL Fair Student Funding Title I TL DRA Stabilization Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>K-2:</b> Selected strands of ECLAS-2 administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System administered four times throughout the year; <i>Good Habits, Great Readers</i> unit checklists; conference and observation notes; early literacy checklists, rubrics, <i>Wilson Foundations</i> unit assessments, and teacher-made assessments and samples of student work.</p> <p><b>6-7:</b> Fountas and Pinnell Benchmark Leveling System administered four times throughout the year; Acuity Interim Assessments administered in the fall, winter and spring; Acuity Predictive Assessments administered in the winter and spring; conference and observation notes; teacher created assessments and samples of student work; progress reports/report cards.</p>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Mathematics  
Goal # 2

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, there will be a 3.5% increase of all students achieving at or above proficiency level as measured by the New York State Mathematics exam and Everyday Math/Impact Math Unit Assessments.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>K-2 75 Minute Math Block Daily</b> Students who are not measured by a standardized exam will be monitored by Everyday Mathematics End of Unit Assessments. Teachers will score using standard- based rubric and record progress on the EM Profile of Progress which will be shared with families to build family partnerships and placed in portfolios to monitor progress. Students not meeting expectation will meet in strategic groups. Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age. To support the curriculum teachers will align Math Steps and calendar routines and rituals to extend students mathematical experiences. Teachers will use the Math Message of the Day. Teachers will develop appropriate Math Centers using Everyday math games. Additionally, problem solving methodologies, i.e. Singapore Math, will be introduced to the instructional model to ensure a string foundation in problem solving skills. Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement. Differentiation of small groups by process, content, product and interest will be incorporated into regular instruction and be documented on curriculum maps. Supportive technology will be incorporated into instruction when the opportunity is available</p> <p><b>6-7 Math Block Scheduling</b> Students measured by the New York State Mathematics Assessment have the opportunity to receive</p>

	<p>small group targeted instruction to address deficiencies and accelerate in areas of vigor. Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities when necessary to incorporate the necessity to build concrete explorations to scaffold abstract mathematical concepts for those learners who have a need. Group work will be scheduled during the math workshop and based on student progress, flexible grouping opportunities will be provided. Students new to Impact Math will receive support of a gradual release of responsibility into the transition of new content and bridge new learning. Students in year two will be assisted in the transition into the next cycle. Scaffolding of Impact lessons directed by math strands will support learners and differentiate at all ability levels. Teachers will use the Math Message of the day to scaffold learning. To ensure strong problem solving strategies, methodologies will be introduced, i.e. Singapore Model Drawing, to address the trend of weak skills in this area. Instructional will differentiated by instructional content and process when possible to be aligned to the standards. Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement. Furthermore, cross-curricular infusions will include literature connections and use of Foldables and organizers. Technology and digital learning will be incorporated in planning and lesson delivery through the use of Smart Boards and document cameras, Texas Instrument technologies, Geometer's Sketchpad.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Lead Math Teachers are organized in triad models where as three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of MATH will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.</p> <p>The vertical "goal buddies" Math Team will meet weekly to interact and plan more interclass visitations with focus on teaching and learning. This time is build into the school program allowing for regular meetings and inter visits.</p> <p>Instructional resources include Everyday Mathematics and manipulatives, Math Steps, Impact Math and manipulatives, Texas Instrument equipment, Geometer's Sketchpad, and technological equipment. On-going Partnerships with St. John's University and Wagner College will continue to support content areas.</p> <p>TL Fair Student Funding Title I TL DRA Stabilization Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>K-2</b>  Student progress will be monitored using multiple measures including content-strand specific portfolios with scoring rubrics; Everyday Math unit assessments and individual profiles of progress; checklists and; samples of student work.</p> <p><b>6-7</b>  Student progress will be monitored using multiple measures including Acuity Interim Assessments and Predictives; Impact- generated performance-based assessments and chapter tests; teacher-made quizzes; journal entries; self-reflections and test-taking practice; progress reports; report cards</p>
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Science  
**Goal # 3**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 95% of all students will perform at grade level proficiency as measured by successful participation in a Science Expo project assessed by New York State Science standard-based rubric.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students will engage in a Science Expo project-based learning experience aligned with grade-specific content aligned with New York State curriculum and standards. The following content will determine the focus of the grade level projects:          Kindergarten: Trees, Properties or Animals          Grade 1: Animal Diversity, Properties of Matter or Weather and Seasons          Grade 2: Earth Materials, Forces and Motion or Plant Diversity          Grade 6: Simple and Complex Machines, Weather, Diversity of Life or Interdependence          Grade 7: Geology, Interactions between Matter and Energy, the Human Animal or Organisms          Students will explore science concepts through hands-on experiments and gain content knowledge through shared reading and small group reading experiences in texts scaffolded by ability.</p> <p>Students will encounter ongoing hands-on learning experiences using the scientific method to assist in preparing for the independent Science Expo project. The fair will be a school community event celebrating the scientific accomplishments of our students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>K-2</b>          Teachers will utilize resources including FOSS Science kits and student materials, science libraries and texts to deliver content as well as provide learning opportunities to acquire and modify content and process skills independently and in small groups. Technologies including laptops, interactive software and Smart Boards will support student learning in kinesthetic and multisensory fashion as well rich technology integration.</p>

	<p><b>6-7</b></p> <p>Teachers will utilize resources including Glencoe Science texts and materials, science libraries and texts to deliver content as well as provide reading independently and in small groups. Glencoe Science texts will be available for students to read in depth and apply knowledge to learning experiences and projects. Additional resources include short stories and anthologies specific to the content of the grade. Technologies including laptops, interactive software and Smart Boards will support student learning in a kinesthetic and multisensory fashion, as well as rich technology integration. Upper elementary and middle school labs will be assembled with lab resources to align hands-on instruction.</p> <p>TL Fair Student Funding  Title I  TL DRA Stabilization  Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Throughout the year, students will participate in group and whole-class projects specific to Science content which will be scored by a standards-based rubric to approximate a Science Expo project which will be carried out independently, in partnerships or in small groups. In preparation, a standards-based rubric will be designed with teachers and students to use to score the projects. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating final project. Additionally, student progress will be measured by quizzes and end of unit tests as well as checklists and through observation. Fourth grade item skills will be analyzed as a needs assessment to inform instruction.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Social Studies/ Leadership  
Goal # 4

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 95% of all students will perform at grade level proficiency as measured by successful participation in an end- of- year exit project assessed by New York State Social Studies Standard-based rubric.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students will engage in Social Studies project-based learning experiences aligned with grade-specific content and Core Knowledge sequence and participation in the Experiences in American History: Setting the Stage for Grades K-2 Grant will determine the focus of the grade level projects:          Kindergarten: Self and Others: US Symbols and Figures, American Presidents, American traditions          Grade 1: Families: Now and Long Ago, American Symbols, Presidents and Traditions          Grade 2: Communities and Citizenship, American Symbols, Presidents and Traditions          Grade 6: Ancient and Modern Democracy          Grade 7: US History: American Leadership          The project will launch at the start of the school year and culminate with a Social Studies Expo in June 2011. The expo will be open to parents, community partnerships and interested collaborative officials.  <b>K-2</b>          Teachers will utilize resources including Pearson Core Knowledge libraries and texts and core libraries to deliver content as well as provide leveled reading independently and in small groups. Atlases, wall maps and globes will support student learning in kinesthetic and multisensory fashion as well rich technology integration. Participation in the Experiences in American History Grant will provide further resources and teacher training for presenting American History.</p>

	<p><b>6-7</b>  Teachers will utilize resources including Pearson Core Knowledge libraries and texts and core libraries to deliver content as well as provide reading independently and in small groups. Glencoe Social Studies texts will be available for students to read in depth and apply knowledge to learning experiences and projects. Additional resources include Project Citizen, a project-based civics program, “We The People” curriculum from the Justice Resource Center, short stories and anthologies specific to the content of the grade. Atlases, wall maps and globes will support student learning in a kinesthetic and multisensory fashion, as well as rich technology integration. A Leadership Apprenticeship incorporating the “Leader In Me” and the 7 Habits will be scheduled each week during a designated Social Studies period. Further development of the Student Government and the SISCL Constitution will continue as well as the launching of the Student Court for peer mediation and conflict resolution.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The lead teachers of Social Studies will plan the implementation of the project-based learning and primarily deliver the instruction and direction. Weekly, the students will receive a leadership/ citizen lesson based on “The Leader In Me, to foster leadership skills and abilities and ensure productive, vested citizens are built during their years at SISCL. Triad and team teachers will support when possible in cross-curricular instruction such as reading and writing in the content area.  Students will make systematic use of targeted content reading, class visits and lectures, station activities, art and drams integration and inquiry based projects. Complementary field trips will complement unit plan when possible.  TL Fair Student Funding  Title I  TL DRA Stabilization  Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Throughout the year, students will participate in group and whole-class projects specific to Social Studies content and leadership skills and qualities which will be scored by a standards-based rubric to approximate an end-of-year project which will be carried out independently, in partnerships or in small groups. In preparation, a standards-based rubric will be designed with teachers and students to use to score the projects which will be displayed at the fair. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating exit project. Additionally, student progress will be measured by: checklists with student responses; quizzes and exams; oral presentation and Document- Based Questions with general and specific rubrics; graphic</p>

	organizers; performances and art work; and effective participation in community partnership visits and functions.
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Arts  
Goal # 5

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 100% of all students will receive a comprehensive art, music, and/ or dramatic performance education and will demonstrate standards based skills as measured by the New York City Blueprint for the Arts.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students will engage in an arts activity described in the New York City Blueprint for the Arts including visual arts and/ or performance arts such as drama, concert and choral performances. Program schedules in rotation blocks will allow for students in the elementary school grades to receive education in visual arts and music instruction. Students will incorporate the learning into stage performances with the music teacher as well as school performances for parents and the community.</p> <p>Intermediate students will be programmed into a track of art, band or chorus, dependent upon interest and talent.</p> <p>To supplement the in house Arts instruction, we will form a partnership with Studio-in-a-School where students will have the opportunity to participate in an art residency which will be further developed during the 2010-2011 school year.</p> <p>Culmination of arts studies all students will have the opportunity to display their talents through various performances and/ or art exhibits. These events will be open to families and community partners.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the</i></p>	<p>Three teachers on staff will take the lead in delivering instruction as well as preparation for performances and exhibits: they are the visual arts teacher, the musical director and the performing arts teacher. Other SISCL staff will be involved in the publicizing, hosting the event and supporting the event including administration, parent coordinator and teachers as well as the PTA. A grant sponsored by Staten Island Foundation will potentially fund the Studio-in-a-School partnership. PTA and school funds will assist in funding for productions, performances and</p>

<p><i>actions/strategies/ activities described in this action plan.</i></p>	<p>exhibitions.  TL Fair Student Funding- Music teacher, Art Teacher  Title I  TL DRA Stabilization  Grant Money  Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students accomplishments in the arts curriculum will be measured periodically using developed checklists of genre-specific behaviors in accordance to the New York City Blueprint for the Arts. Students will maintain an Arts display portfolio which encompasses a sampling of the accomplishments of each artist. This portfolio will be maintained and grow with the artist during their years as a SISCL student. Culminating performances and/ or exhibitions of art displays will be documented and assessed using rubrics.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Parental Involvement  
Goal # 6

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To expand parental involvement by increasing attendance at PTA meetings by 25% by June 2011 (from 2009-2010 year end average).</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom. We will take the following steps:</p> <ul style="list-style-type: none"> <li>• Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting Advertise a “door prize” for the next PTA meeting in the newsletter and meeting reminder flyer and increase the appeal of the “door prize” by soliciting desirable donations from local businesses (i.e., gift certificate to the movie theater, gift card for the grocery store, etc.)</li> <li>• Encourage participation on committees</li> <li>• Work with the administration to begin tours of the school/classrooms before or after PTA meetings to allow parents the opportunity to see their child’s work</li> <li>• Look into the purchase of a telephone messaging system that would provide parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies</li> <li>• Curriculum Orientation Conferences</li> <li>• Themed Family Night Activities</li> <li>• Parent Coordinator’s corner in the PTA Newsletter</li> <li>• Workshops for parents and children</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding – Parent Coordinator</li> <li>• Title I</li> </ul> <p>Administration, PTA Presidents, executive Board, Parent Coordinator, School Leadership team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Current average attendance at PTA meetings is 37 parents. We hope to reach an average attendance level of 46 parents. With the inclusion of two additional grades as well as the action plan listed above we hope to achieve this goal.</p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>	
<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>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	5	3	N/A	N/A	3	1	1	3
1	4	3	N/A	N/A	6	1	2	2
2	15	12	N/A	N/A	3	1	1	2
3			N/A	N/A				
4								
5								
6	20	15			12	2	1	5
7	21	14			10	2	1	6
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>	<p><b>ELA Academic Intervention Services will include</b></p> <p><b>At Risk students:</b>            AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• One 50 minute period per week is dedicated to explicit instruction in ELA aligned with the indicated needs of the learners.</li> <li>• Differentiate instruction in all ELA classes via Tier I Intervention such as data-driven small group instruction.</li> <li>• Through frequent monitoring, evaluation of the effectiveness of Tier I Intervention. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner.</li> </ul> <p><b>English as a Second Language:</b>            AIS in ESL is being implemented in several different ways</p> <ul style="list-style-type: none"> <li>• One 50 minute period a week is dedicated to explicit instruction in ELA aligned with the indicated needs of the learners.</li> <li>• Differentiate instruction in reading and writing workshops through the design of data-driven small group instruction.</li> </ul> <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner.</p>
<b>Mathematics:</b>	<p><b>Mathematics Academic Intervention Services will include</b></p> <p><b>AIS in Mathematics is being implemented in several different ways:</b></p> <ul style="list-style-type: none"> <li>• One 50 minute period per week, including Math Clubs, is dedicated to explicit teaching of math instruction aligned with the indicated needs of the learners.</li> <li>• Differentiate instruction in math workshops through Tier I Intervention.</li> </ul> <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner.</p>
<b>Science:</b>	<p><b>Science Academic Intervention Services will include</b></p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of science instruction students will receive an additional 50 minute period of AIS instruction in science per week</li> </ul> <p>The science lab will be used as a vehicle to provide AIS instruction through small guided groups will</p>

	be tailored to meet the specific needs of each student.
<b>Social Studies:</b>	<p><b>Social Studies Academic Intervention Services will include</b></p> <ul style="list-style-type: none"> <li>In addition to the State mandated periods of social studies instruction students will receive an additional 50 minute period of AIS instruction in social studies per week.</li> </ul> <p>The additional AIS period of social studies instruction through small guided groups will be tailored to meet the specific needs of each student.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>School guidance counselor</b> will provide guidance and crisis counseling services during the school day, one period a week or more frequently when needed. This service is offered in English and Spanish. Students are assisted in learning to deal with various personal issues including schools, friends, family, current events, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	There has been a partial allocation by the Special Education Division to provide a School Psychologist. The school psychologist will offer clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the LEP, Black, Hispanic and economically disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<b>At-risk Services Provided by the Social Worker:</b>	There has been a partial allocation by the Special Education Division to provide a School Social Worker. Social workers will provide counseling services to at risk students especially students in the targeted subgroups of LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress
<b>At-risk Health-related Services:</b>	<b>Health related services</b> are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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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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**Section III. Title III Budget**

N/A

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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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.

**The following data is used to assess and address the individual needs of our ELL students: ECLAS-2, NYSELAT, LAB-R, Home Language Survey. All data and communication is communicated to parents of our ELL students through Parent Orientations, Parent-Teacher Conferences in both English and their home language when needed.**

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.

**PS 861 has ELL students enrolled. Currently, we have an active parent community who when called upon, can provide adequate translation to the parent community. Staff members also assist with translation. Our translation and interpretation needs are shared with our parent coordinator who is helping to recruit parents to help communicate information to our ELL families in their home language.**

#### **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.

**Effective communication with ELL students' parents and local communities is a primary practice for P.S. 861. All communication that is sent home are written in English as well as the student's home language. When needed a note is attached in the students' home language explaining that it is very important for someone to translate the letter for them and translation efforts will be made if brought into school. In house, as well as Department of Education translations are also utilized on a regular basis.**

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.

**Translators will be hired from the DOE contracted vendors to interpret for our parents during parent-teacher meetings. Currently, P.S. 861 does not have an in-house translator, however when needed a parent or staff member has provided adequate interpretations to ELL family members.**

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>.

- **We have signs located in the entrance of the building indicating that we have translation services available**
- **All school notices are presently translated to the parent's home language**
- **DOE documents are downloaded in several languages**
- **If the need arises a translator is hired through a DOE contracted vendor**
- **Parent/community volunteers interpret for our ELL families**

**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:	<b>\$201,151.00</b>	<b>\$12,267.00</b>	<b>\$213,418.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$2,012.00</b>	<b>\$123.00</b>	<b>\$2,135.00</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$10,058.00</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$20,115.00</b>	*	

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.

### **SISCL PARENT INVOLVEMENT POLICY**

**We, the administrators, staff and teachers of P.S. 861, strongly believe that teaching is a shared responsibility to be divided between parents and the school and community, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.**

**That having been said, P.S. 861 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 861 will be able to achieve its commitment to its students.**

**With reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 861 commits to:**

- **Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.**
- **Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;**
- **Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title1, Title III, Title V and the No Child Left Behind legislation. This will include convening an annual meeting to:  
Explain to parents the requirements of these laws in simple, direct and understandable terms;  
Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;  
Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.**
- **Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;**
- **Informing and providing the parents with any training and materials available for them to help them work with their children;**

- Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
- Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them. Whenever possible;
- Including in the Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

**P.S. 861 shall accomplish these goals through the following means:**

- **By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:**
  - Monthly meetings of the general PTA membership**
  - Monthly meetings of the School Leadership Team**
  - Meetings of any standing PTA committees**
  - Meetings of any parental action committees as formed in accordance with PTA bylaws**
  - Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.**
  - Planned for regular meetings of Title 1 parents**
- **By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through**
  - Regular attendance of parent-teacher conferences;**
  - Reports to parents on their child's progress;**
  - Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities**
- **By providing to the parents alternate means of communicating their concerns and suggestions, included but not limited to**
  - A suggestion box;**
  - parking lot board at meetings**
  - An open door policy the Parent Coordinator and Principal**
- **By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact components.**
  - Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.**
  - Planned for regular meetings of Title 1 parents**

- **By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through**
  - Regular attendance of parent-teacher conferences;**
  - Reports to parents on their child's progress;**
  - Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities**
- **By providing to the parents alternate means of communicating their concerns and suggestions, included but not limited to**
  - A suggestion box;**
  - parking lot board at meetings**
  - An open door policy the Parent Coordinator and Principal**
- **By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact components.**

***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.

### **P.S. 861 SCHOOL-PARENT COMPACT**

**We, the administrators, teachers, staff and parents of P.S. 861 fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsive, contributing citizens, hereby, pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.**

**We, the students of P.S. 861, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below;**

**The School Agrees To:**

- Show respect for each child and his/her family, each teacher and staff member;
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment.
- Celebrate individual students, teachers and staff members success with the entire school community
- Provide opportunities for parents to participate in school activities and event by scheduling them at times conducive to greatest attendance;
- Convene an annual meeting for Title 1 parents to inform them of the Title1 program and their right to be involved
- Give parents and students opportunities to participate in school governance
- Actively involve parents in planning, reviewing and improving Title 1 programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class, opportunities to observe classroom activities as appropriate
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

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Principal's Signature

Date

**The Teacher Agrees To:**

- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn;

- Recognize each child’s unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive and encouraging feedback;
- Celebrate each student’s success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide full and clear classroom expectations to each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
- Seek ways to involve parents in the school program and value their contribution.

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Teacher’s Signature                      Date

**The Student Agrees To:**

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and by behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal, and The Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

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Student’s Signature

Date

**The Parent/Guardian Agrees To:**

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.)
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

---

Parent's Signature

Date

**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.

**Please refer to Needs Assessment Pages 12 -15**

**A needs assessment based on the above data is conducted by a subcommittee of the School Leadership Team to identify reform priorities, develop our goals based on identified needs and to design effective educational programs to set and meet high standards for all of our students. The information gathered by the team will be shared with all stakeholders through the School Leadership team whose members represent the staff and parents in our school. The planning team will work on prioritizing the needs and determining how they will be addressed in our CEP. They will regularly monitor and adjust their plans using updated school profile information, a reassessment of needs, and the results of their annual evaluation.**

**2. Schoolwide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:**
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
  - o Help provide an enriched and accelerated curriculum.**
  - o Meet the educational needs of historically underserved populations.**
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
  - o Are consistent with and are designed to implement State and local improvement, if any.**

**We have used a collection of data to inform instruction including NYS Standardized tests, ECLAS-2 and EPAL, Fountas & Pinnell in Grades K-7 that will help teachers make appropriate decisions as they select materials for students, plan activities and structure literacy programs. In grades 6 & 7 we also use the ITAs and Predictives that help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. The Monitoring For Success protocol is used in all grades to provide teachers and administration with a clear and concise method of tracking “at-risk” students for AIS services and aid us in student articulation to the next grade. Additionally, running records, writing samples, assessment portfolios and teacher tests are used for data collection. Please refer to Appendix 1 (AIS Services)**

**It is our goal to support the teachers, students and parents in our mixed ability classrooms. We continuously highlight research on multiple intelligences and differentiated instruction. We work with the PTA and the School Leadership Team and teachers to disseminate information on the benefits of heterogeneous grouping and the positive effects it can have on instruction, student achievement and student self-esteem. It is important for everyone to realize the need to raise the expectation level of all students. Modeling expected student performance and behaviors within heterogeneous classes is essential to improve student outcomes. In writing our CEP, we reflected on the need to address specific student needs including enrichment and academic intervention services such as Renzulli’s Online Learning Program and Study Island within a heterogeneous environment. We are using a combination of push-in and pull-out programs to address the needs of all the students. Teacher positions have been initiated to meet these needs and provide classes that challenge the advanced student, boost the struggling student and engage the average student in learning activities that promote student achievement.**

3. Instruction by highly qualified staff.  
**The entire staff of PS 861 are highly qualified**
  
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.  
**Professional Development is coordinated by an Instructional team, which includes the Principal, Assistant Principal, grade representatives from each grade who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, looking collaboratively at student work and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date professional development plans. The team provides a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in delivery of differentiated instruction to general education students, students with special needs including English Language Learners and advanced learners through enrichment.**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**N/A**
  
6. Strategies to increase parental involvement through means such as family literacy services.

**Please refer also to:**

- 1. Appendix 4 Part B Parent Involvement – pages 40-47**
- 2. Parent Involvement Action Plan – pages 29-30**

**At The Staten Island School of Civic Leadership we recognize that families and other community members are a vital part of all students' academic and social success, and we consider family involvement an essential ingredient for a successful educational program. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement. It is our goal to promote and support ongoing collaboration between home and school by providing opportunities and encouraging parents to participate in meaningful school activities with their children—Read Alouds, class trips, presentations (chorus program, Science fair, class performances, Awards Assemblies. Family literacy services are also provided through a partnership between our school and the Jewish Community Center of Staten Island. Parents from the school and community are offered ESL, health, financial literacy and citizenship classes.**

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.

The parent Coordinator will invite CBO's that have youngsters zoned for PS 861, such as Head Start, to an orientation visit and tour of PS 861. The students will visit with their teachers and meet our Pre-Kindergarten teachers, share a class lesson with our present class, have a snack and take a walk along the school. The Pre Kindergarten social worker and family worker will meet and talk to the children as well.

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.

**Our school's Instructional Team, made up of representatives from each grade, make all decisions through collaborative discussion and research of assessment and educational materials available and recommend those tools that will provide them with the information to take a continuous, data-driven approach to improving student performance using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment is both formal and informal.**

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.

**Please refer to the Student Support Services AIS section of the CEP in Appendix 1. To meet and exceed State performance standards, students will be administered benchmark assessments that will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions.**

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.

**Please refer to Narrative on pages 5 & 6.**

**PS 861 has wholeheartedly supported the Schoolwide Programs Initiative by their unanimous vote to participate. This is a testament to the collaborative spirit of our staff and parents to effect change in our educational programs that will enhance and maximize student performance.**

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**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  
**TEMPLATE - MAY 2010**

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$167,526.00	✓	17-37
Title I, Part A (ARRA)	Federal	✓			\$11,000.00	✓	17-37
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,111,078	✓	17-37

#### 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.

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conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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.)  
**NONE**

2. Please describe the services you are planning to provide to the STH population.
  - **Basic emergency supplies**
  - **Counseling services**
  - **Attendance out reach**
  - **Transportation**
  - **Educational support services, i.e. at risk counseling, tutoring, healthcare referrals**

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

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



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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Staten Island School of Civic Leadership					
<b>District:</b>	31	<b>DBN:</b>	31R861	<b>School</b>		353100010861

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		54	36				94.2
Kindergarten		62	51				
Grade 1		52	74				
Grade 2		0	55				
Grade 3		0	0				95.5
Grade 4		0	0				
Grade 5		0	0				
Grade 6		131	132				
Grade 7		0	129				40.0
Grade 8		0	0				67.3
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				9
Grade 12		0	0				
Ungraded		0	2				
<b>Total</b>		<b>299</b>	<b>479</b>				<b>0</b>

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
			95.5

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
		40.0	67.3

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
			9

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
			0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		23	32	Principal Suspensions			6
# in Collaborative Team Teaching (CTT) Classes		0	8	Superintendent Suspensions			4
Number all others		20	47				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			21
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			3
# receiving ESL services only		23	TBD	Number of Educational Paraprofessionals			6
# ELLs with IEPs		13	TBD				

These students are included in the General and Special Education enrollment information above.							
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			47.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			81.0
American Indian or Alaska Native		1.0	0.6	% core classes taught by "highly qualified" teachers			100.0
Black or African American		26.1	22.8				
Hispanic or Latino		26.4	34.0				
Asian or Native Hawaiian/Other Pacific		6.0	9.2				
White		30.4	31.7				
<b>Male</b>		44.5	48.6				
<b>Female</b>		55.5	51.4				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School (Yes/No)</b>		If yes,						
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</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							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

**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>N303</b>	District <b>31</b>	School Number <b>861</b>	School Name <b>SISCL</b>
Principal <b>Rose Kerr</b>		Assistant Principal <b>Donna Nilsen</b>	
Coach		Coach	
Teacher/Subject Area <b>ESL Tina Zakai</b>		Guidance Counselor <b>Gail Martinez</b>	
Teacher/Subject Area <b>Trish Franzen/Grade 1 &amp; ESL</b>		Parent <b>Heather Ortiz</b>	
Teacher/Subject Area <b>Melody Messina Bil/Spec Ed</b>		Parent Coordinator <b>type here Lynda Bernstein</b>	
Related Service Provider <b>Bonnie Moss Speech</b>		Other	
Network Leader <b>Kathleen Lavin</b>		Other <b>N/A</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>2</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>479</b>	Total Number of ELLs	<b>30</b>	ELLs as Share of Total Student Population (%)	<b>6.26%</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.

Paste response to questions 1-6 here

1. The steps followed for the initial identification of the students who may possibly be English Language Learners begins at initial registration when parents enter the main office and are greeted by the school pupil accounting secretary. The guidance counselor, ESL teacher and /or other bilingual staff members are available at the counter to translate and assist with the completion of forms. At registration the ESL teacher conducts an oral interview with the parents of possible ELLs to determine whether the child needs to be tested with the LAB-R or the Spanish LAB. At the time of the oral interview, the parents complete a Home Language Identification Survey to identify the language(s) spoken by the child and the family in the home. After the registration process is completed, reports are generated through ATS indicating the students' home languages. The ESL teacher looks at the home language forms and administers the LAB-R or Spanish LAB to the eligible students to be tested. After the assesment of the students' exams, the ESL teacher determines whether the students are eiligible for ESL services. Mrs. Zakai, a licensed ESL teacher and Mrs. Franzen and Ms. Messina, also licensed ESL teachers, conduct parent interviews and administer LAB tests for the students who are eligible for testing.

2. Structures that are in place to ensure that parents understand all three programs which are offered in our school or in other NYC schools. Parents are invited to a "ELL Parent Orientation" at the school where they view a DVD from the Chancellor explaining the programs offered. The ELL Identification process must be completed within ten school days of initial enrollment. If there are new admits later on in the year, we set up another parent orientation and we have the parents fill out the appropriate forms. The DVD is played in the languages that are needed. At this orientation, the parents have an opportunity to ask questions and learn more about each program. The three available programs to choose from are the Transitional Bilingual Education program, the Dual Language program and the Free Standing English as a Second Language program. The parents are given a parent survey and a parent selection form and they complete the forms after viewing the DVD, which is in their language. Usually, the ESL teacher and the parent coordinator are available to discuss the programs with the parents. If needed, we get a translator as well. We try to consult and communicate with parents in their native language. If there are any parents who cannot attend the orientation, we phone them, or send information with their child for them to read and sign. We keep all signed letters in the school and make sure all the parents elect a program. We have found that the Freestanding ESL program is usually their first choice.

3. Specific letters are distributed to parents of our ELLs informing them of the program they are eligible for. We distribute letters of entitlement, placement, continued entitlement or of non-entitlement. Photocopies are kept on file in an ELL binder of all signed letters. We have an outreach program (Parent Coordinator and ESL teachers) whereby new letters with due dates are sent out and phone calls are made to the parents of our ELLs asking them to return all the forms in order to properly place their children. We send letters to parents informing them of their child's placement. They are either new ELLs with a letter explaining their placement in an ESL program, or they can get a letter explaining their child's "continued entitlement" in the ESL program. If a child passes the NYSESLAT, (is proficient), the parent receives a letter explaining that their child no longer requires ESL services, but will be getting "transitional" instruction to help them adjust to the mainstream class.

4. The students are tested with the LAB-R which usually occurs within ten days of their first day of entrance to the school. The ESL teacher hand scores the exams and determines whether the students are eligible for ESL, TBE, or DL. The teacher reviews the parent selection forms and the surveys and distributes letters of eligibility to the students in the parents' home language. The students are placed according to their grade and score. The licensed ESL/Bilingual teachers administer the LAB tests and the NYSESLAT. The NYSESLAT is given to all ELLs in May/June. We administer the exam on four different days for the four different parts; Listening, Speaking, Reading and Writing.

5. Our parents usually choose ESL unless they are willing and able to register their child in another school with a Bilingual Program, if that is their first choice. This year two parents chose ESL. There were no other new admits and our Bilingual Spanish self contained first grade is IEP driven. We are a new school. This is our second year and we do not have all the grades in our school yet. Therefore, we cannot explain any trends in parental choices at this point. There are not enough students to show any significant statistics at this time.

6. The program models offered at our school are aligned with parent requests.

# Part III: ELL Demographics

## A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>		12												12
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	6	3	0	0	0	4	4						18
<b>Total</b>	1	18	3	0	0	0	4	4	0	0	0	0	0	30

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE			12								0
Dual Language											0
ESL	24			3		1	3		2		30
<b>Total</b>	<b>24</b>	<b>0</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>		<b>30</b>

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		12												12
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>	<b>12</b>	<b>0</b>	<b>12</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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	3				2	2						11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		3						1						4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							2							2
<b>TOTAL</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</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.

1a. Instruction at SISCL is delivered through an ESL push-in program or a small group pull-out program. We have a Free Standing ESL program in our school for K, 1, 2, 6, and 7<sup>th</sup> grade. At this point in time we only have thirty ELLs. Our school is in its second year and we do not have all of the grades yet.. 1b. One of our first grade classes is a transitional bilingual education (self contained Special Education) class. There is a Special Education Bilingual teacher in that class. Both the ESL teacher and the classroom teacher use ESL

methods in listening, speaking, reading and writing and scaffold instruction to meet the needs of these IEP driven students. Our first, second, sixth and seventh graders are at mixed proficiency levels. Our instruction is alligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. The students participate in small group, task-oriented situations that guide the production of language in both verbal and written form.

2. Their classroom teachers are informed of the mandated weekly hours that are required for their ELL students. The beginners and intermediate level students receive 360 minutes a week of ESL instruction and the advanced level students receive 180 minutes of ESL instruction. The ESL teacher provides the principal and the teachers with a chart that describes the mandated minutes for each proficiency. The ESL teacher pushes in to the classroom at certain times in the school day. The students' progress is recorded and used to drive instruction and provide feedback to teachers and parents.

3. Content areas are delivered with visuals and "just right" texts for all the ELLs. We plan lessons that complement the content instruction instead of translating in the other language. The first grade class is a bilingual special education class. All the students speak Spanish and English. In the kindergarten classes, and the first and second grade classes, there are visuals throughout the classroom for additional support. The teachers try to label things in the classroom as well. TPR activities are integrated to keep the students engaged in the lesson. There will be a bilingual library for the students as well as a listening center for more support to the ELLs. Books in the students' native language encourage the student as well as make them feel comfortable while learning their second language.

4. We differentiate instruction according to the students' needs. We plan lessons to align with students' prior knowledge, learning and language needs. 4a. We do not have any SIFE at this time. If and when we do, we plan to give these students supplemental instruction through AIS or Title III funds. 4b. The plan for newcomers in the US school system less than three years is to give them as much language support as possible. If they score on the beginner proficiency level they will receive 360 minutes of ESL instruction a week. Newcomers take time to adjust to their new environment. They are given extra time to complete the work assigned as well as extra support by their teacher, ESL teacher or classmate. We use the "workshop model" in the ESL classroom using scaffolds to help the child understand the information presented. The ESL teacher uses the "word wall" words of the classroom to help the ELL use the words and understand their meanings. The ESL teacher uses "think-pair-share" activities with small ESL groups.

The ELL is given easier texts and materials according to their listening, speaking, reading and writing proficiency levels. The ESL teacher works closely with the classroom teacher to help engage the newcomer and make him/her feel comfortable.

4c. ELLs receiving service in the 4 to 6 year category will be assessed by the ESL teacher and the classroom teacher to determine what their needs are. Proper materials and texts will be used to help the students. Teachers will provide academic intervention when needed to help the child move up to the next level of proficiency. The ESL teacher will concentrate on the areas the students need help in. The teacher will assess their reading and writing and work with the students to help improve their formation of sentences, paragraphs and composition. The ELLs are encouraged to carry pocket dictionaries so they can look up unfamiliar words. 4d. Students in the 4 to 6 year category, as well as the long term ELLs will receive language support in the area of vocabulary development, oral language, reading and writing. At times we meet with the parents to see if they would agree to an evaluation by our School Assessment Team to find out why their child is having difficulties that are not being addressed. 4e. When students are evaluated by our SAT they sometimes receive other services, (SETSS or Speech) or they sometimes are transferred to a Special Education class.

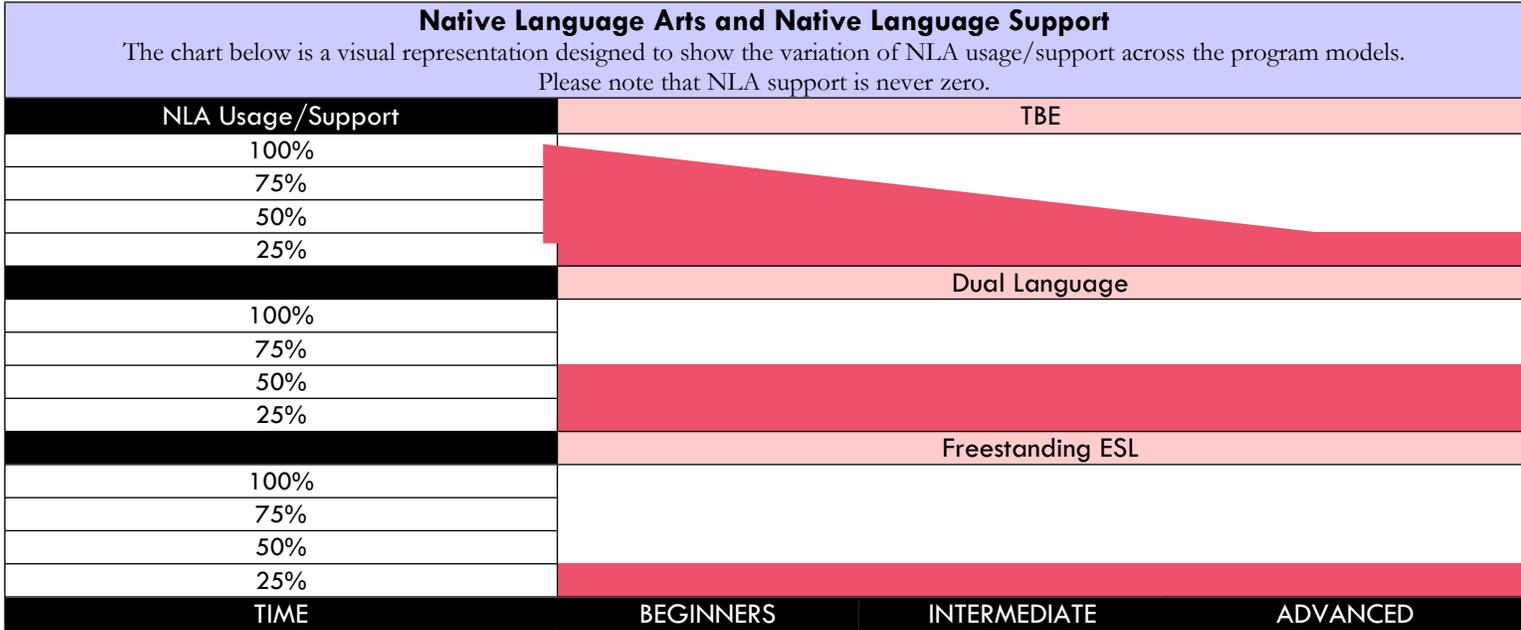
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 1.54			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

5. Our goal is for the success of our ELLs in their social and academic development. After analyzing data from assessments and from student work, we use the results to drive instruction in order for the students to successfully reach their goals. We will provide ELLs with academic intervention strategies in all content areas by making sure the students receive differentiated instruction in the areas they need help. After reviewing the NYSESLAT scores, it is evident that most of our students score higher on the listening and speaking modalities, and therefore need more instruction in reading and writing. There will also be emphasis in providing the ELLs with the assistance and scaffolding they need in the content area subjects. In planning for the Academic Language Development of all ELLs, students will participate in small group activities with emphasis on a multi-sensory approach to learning manipulatives in Everyday Mathematics and Impact Mathematics as well as through hands-on activities within the Sciences.

6. According to the 2009-2010 NYSESLAT results, there were a few students who scored proficient. These are our "former ELLs." These students will receive test accommodations, which is extended time, or separate location, when they take any city wide or state exams during the school year for two years. Even though they do not require ESL services, the teachers and the administration will provide additional support for them as they slowly immerse themselves in the English language and the academic learning environment. They may need extra help in the classroom to make sure they are comfortable and they stay on grade level in their reading and math.

7. This year we plan to give the ELLs who show weaknesses in certain academic areas, extra instruction after their lunch period, two or three times a week. This is in addition to their ESL class.

8. At this time we are not discontinuing any of our ESL programs. We are looking into new programs and we are meeting with various publishers who have books with ESL strategies.

9. ELLs are afforded equal access to all school programs. They may join any of the after school clubs for support in any curriculum areas offered, or to learn and participate in a sport or fitness program. We have After School programs open to our ELLs to aid them in test prep, penmanship, and other subjects during the year.

10. Students are taught through a workshop model. English language skills in reading, writing, listening and speaking will be promoted in the classroom through the collaborative use of ESL strategies in all content areas as well. We align all programs for ELLs with the citywide comprehensive core curriculum in Literacy and Mathematics. The texts used for content area instruction provide ELL support and some have computer generated activities to help the ELL. We plan to initiate new programs for next year, including the Rigby ELL program.

11. ESL classes will have a Bilingual Library with books and stories in various languages. Our TBE class has both English and Spanish materials to instruct the students. The use of a listening center helps provide instruction in both languages. Our ELLs have use of laptops, tape recorders, and smartboards. They are also paired up with native speakers to help them with various activities.

12. Our required services and support correspond to our ELLs ages and grade level.

### 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)?

NA 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.

Paste response to questions 1-3 here 1. During professional development meetings, either in our school, or at an off-site location, we will plan to provide ESL professional development to meet the needs of all school personnel. Our certified ESL teachers will provide teachers with on-going based professional development on research based instructional strategies for ELLs. The ESL teacher will provide classroom teachers with strategies for teaching ELLs in monolingual classrooms. During professional development the ESL teacher will review modifications of our state curriculum to meet the needs of our ELLs. Professional development activities will address assessments, balanced literacy , balanced mathematics, differentiated instruction, multiple intelligences and Total Physical Response. Teachers seeking additional development will be able to attend available training offers throughout the school year. There are workshops the ESL teacher may attend during the year, and they turn-key what they have learned to the rest of the staff. The staff receiving professional development will include assistant principals, paraprofessionals, guidance counselors, secretaries, and parent coordinators, along with all classroom and content area teachers. The PD would be geared toward the needs of our ELLs. Some PD topics will include QTEL, ESL in the Content Areas, Vocabulary Development for ELLs, BICS and CALP, Culture and Diversity in the community, and Test Prep for the NYSESLAT. 2. We have not had the opportunity to provide our staff support to assist ELLs as they transition from elementary to middle and /or middle to high school since this is only our second year as PS 861 SISCL. 3. We will be giving our staff opportunities to enroll in the 7.5 hours of ELL training that will be given either at our school or at another school in the district. We use these mandatory hours when we need to hire new teachers or to determine which classes various teachers may be able to teach more effectively.

## 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?

Paste response to questions 1-4 here 1. Our Parent Coordinator is our liaison between our staff, the children and the parents. The Parent Coordinator communicates to the parents and the community both verbally and through written memos throughout the school year. Both the Parent Coordinator and the PTA work hard and strive to bring the school community closer together to achieve our common goals. The parents of our ELLs attend a parent orientation at the beginning of the school year to inform them of our ESL programs and the choices they have for their children. We do not have a large ELL population so right now their needs are minimal. We send all notices to parents in different languages and we have translators on hand at meetings.

2. Family partnerships are embedded directly in the foundation of our school. We will support our families and help them to help their children by bringing family literacy to the forefront by providing free on site and community based adult English Language learner classes for our families. Monthly Parent Engagement Projects will be held to keep families active in the school environment and a low cost after school program that will give our students a seamless school day. We work with the Jewish Community Center of Staten Island to provide instruction for the ELL parents in English, Literacy, and Citizenship. These classes are three mornings a week and are free of charge.

3. We hold PTA meetings monthly and provide a question and answer period to address the needs of our parents. We have translators, if necessary, on hand , to help communicate our information. We use these meetings to evaluate the needs of our parents.

4. When we can, we try to assist parents in order for them to help their children. We believe that with a seamless educational experience, and with family partnerships deeply embedded in our foundation, our students will become disciplined, courageous leaders who are inspired to make a difference in America's civil purpose.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	13	1				1							16
Intermediate(I)	0	2					1	1						4
Advanced (A)	0	3	2				2	3						10
Total	1	18	3	0	0	0	4	4	0	0	0	0	0	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	1	3											
	I		8						1					
	A		3		1			1	1					
	P		4	2				3	2					
READING/WRITING	B	1	13	1				1						
	I		2					1	1					
	A		3	2				2	3					
	P													

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

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

**NYS Science**

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

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

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

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

Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. We use various assessment tools to assess the early literacy skills of our ELLs. We use the LAB-R, the Spanish LAB, ECLAS, and Fountas and Pinnell. We find that these assessments provide the teachers with information to better instruct the ELL. Our newcomers usually score low on these exams, especially if they do not speak, read, or write English. However, we sometimes find that some students do not speak English, but they are able to read and write on a lower grade level than the grade they are in. Our teachers goals are to foster high academic skills and to create a positive and nurturing environment for all of our students. Our teachers gather the data to provide goals for all students.

3. The NYSESLAT gives us the four modalities; listening, speaking, reading and writing. According to the 2009-2010 NYSESLAT and LAB-R exams, there were 16 students who scored at the Beginner level, four students scored at the Intermediate level, and ten students scored at the Advanced level. As per the NYSESLAT, statistics show that most of the students did better on the listening and speaking subtests and had difficulty on the reading and writing subtests. Some of the upper grade students did very well on all subtests, but were still not able to achieve proficiency. The ESL teacher will work with these students to provide instruction to help them achieve proficiency.

4. In planning for the Academic Language Development of all ELLs, the following instructional scaffolding techniques are practiced across the curriculum. Our ESL teacher will implement in our TBE and in our free-standing ESL push in and pull out classes the following: Modeling, bridging, contextualization, schema building and text representation. Features of the core curriculum will be a priority in balanced literacy and in mathematics. The following approaches are ongoing throughout the grades in our school: daily practice in reading, writing, and word study; use of classroom libraries that meet the levels of all the students, and strong foundation in math skills and the development of student's ability to solve complex mathematical problems, reason mathematically, and apply math concepts to real world situations.

All newly entering students to SISCL who have been identified as ELL students, will be selected for small group instruction. Those children will be immersed in the language they are trying to acquire regardless of whether it is their second language or their first, with many opportunities to speak, read, and write it themselves. Newcomers will benefit by participating in a Buddy System to make the transition a smooth one. Using components of the balanced literacy program, ELL students are given the opportunity to develop their vocabulary through daily read alouds and shared reading experiences along with partner reading. All these instructional strategies will help the ELL reach the next level on the assessments they are given.

4 c. Periodic assessments help the teachers to evaluate the student's progress at different times in the school year so that the teacher can monitor progress and differentiate instruction if needed.

5. Dual language..we do not have Dual Language at our

**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.

## Additional Information

SISCL is a brand new school on Staten Island. The students come from various schools in the community and they are in Pre-K, K , grades 1, 2, 6, and 7. Our ELL population is growing, and we expect many more ELLs in the future when we have all our grades filled up. The community is multi-cultural and multi-lingual and our ELLs will be coming from many different countries. We are anxious to implement a sound instructional ESL program to provide our students with academic achievement and success. We have thirty ELLs at this time, twelve of them are Special Education Bilingual first graders. We are working hard to continue what we believe are the best practices and what are the best instructional methods for our English Language Learners.

## 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		Rose Kerr
	Assistant Principal		Donna Nilsen
	Parent Coordinator		Lynda Bernstein
	ESL Teacher		Tina Zakai
	Parent		
	Teacher/Subject Area		Trish Franzen
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		Gail Martinez
	Network Leader		Kathleen Lavin
	Other		

	Other		
	Other		
	Other		