



P.S./M.S. 3

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X003
ADDRESS: 2100 LAFONTAINE AVENUE BRONX, NY 10457
TELEPHONE: 718-584-1899
FAX: 718-584-3590

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 003 **SCHOOL NAME:** The Raul Julia Micro society

SCHOOL ADDRESS: 2100 Lafontaine Avenue Bronx, NY 10457

SCHOOL TELEPHONE: 718-584-1899 **FAX:** 718-584-3590

SCHOOL CONTACT PERSON: Rick Stapleton **EMAIL ADDRESS:** rstaple@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rick Stapleton

PRINCIPAL: Denise Brown

UFT CHAPTER LEADER: David Varenne

PARENTS' ASSOCIATION PRESIDENT: Ms. Aponte and Ms. Bonds

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

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 |
|--------------------------|--|-----------|
| Denise Brown | *Principal or Designee | |
| David Varenne | *UFT Chapter Chairperson or Designee | |
| Ms. Aponte and Ms. Bonds | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Brenda Velez | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Jason Garcia | CBO Representative, if applicable | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We see our school as a community of lifelong learners where decisions at every level are made by putting children's needs and interests first. All members in our learning community, staff, parents and students will take responsibility and share accountability for insuring a well-balanced, rigorous curriculum and a school culture that promotes personal responsibility for the collective benefit. Our goal is to collaborate in creating school wide educational initiatives that support critical thinking, creativity and problem solving strategies. Mastering those strategies will prepare our students to become independent problem solvers, inspired team players and empowered to give back to society.

The mission of P.S. / M.S. 3 is to foster a community of learners that promotes high standards and achievable outcomes for all students. Students will be able to reason, evaluate and to think critically. Our students will become independent, motivated and productive citizens who can participate successfully in a pluralistic society. Staff, parents and community partnerships will support these goals and take an active role in promoting the school's mission.

Public School/Middle School 3 is a Pre-kindergarten through eighth-grade school of approximately 425 students located in the East Tremont neighborhood of the South Bronx. The school accepts students who are geographically located in Community School District 10. A school of choice that opened its doors in February 1995, P.S. / M.S. 3 fosters a sense of community throughout the school where staff and student relationships are respectful and friendly.

P.S./M.S. 3 has one full-day pre-kindergarten class, two kindergarten classes, two general education grade 1 class, one general education grade 2 classes, one general education grade 3 class, two general education grade 4 classes, one general education grade 5 classes and two classes on each grade in 6 through 8. The sixth, seventh and eighth grade students begin the day in grade-level homerooms and learn in departmentalized classes spending time each day in Mathematics, Literacy, Science and Social Studies.

There are four self-contained special education classrooms serving third, fourth, fifth, sixth, seventh and eighth grade students. In addition, there is one fourth grade and one sixth grade Collaborative Team Teaching class. There are approximately 25 students in general education classes receiving Special Education Teacher Support Services (SETSS).

The General Education student population is heterogeneously grouped within each grade and is supported by a pedagogical staff of 22 classroom teachers. Special Education students are grouped in grade specific Collaborative Team Teaching programs or Self-Contained classes depending on their IEPs and are supported by a pedagogical staff of 8 teachers. Students with special education needs are expected to demonstrate a high level of academic achievement as per their IEP.

P.S./M.S. 3 uses contextualized and decontextualized assessments, and a focus on standards based practices. On the 2009-2010 Progress Report the school received an overall grade of A. As per the 2007-2008 School Quality Review we were defined as a Well Developed School. We are a school in *Good Standing* for Title I and State Accountability in all academic areas.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|-------------------------|---------------|--------|--------------------------|-------------|
| School Name: | Raul Julia MicroSociety | | | | |
| District: | 10 | DBN #: | 10X003 | School BEDS Code: | 32100001003 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 10 | 17 | 1 | | | | 90% | 90% | 90% |
| Kindergarten | 35 | 24 | 40 | | | | | | |
| Grade 1 | 34 | 39 | 25 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 34 | 25 | 39 | (As of June 30) | | | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 51 | 35 | 51 | | | | 98% | 98% | 100% |
| Grade 4 | 44 | 48 | 42 | | | | | | |
| Grade 5 | 49 | 42 | 61 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 39 | 53 | 59 | (As of October 31) | | | 2007-08 | 2008-09 | 2009-10 |
| Grade 7 | 57 | 41 | 66 | | | | 78% | 78% | 78% |
| Grade 8 | 48 | 52 | 39 | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | | | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | | | | | | | | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | | | 2007-08 | 2008-09 | 2009-10 |
| Total | | | | | | | | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | 2007-08 | 2008-09 | 2009-10 |
| Number in Self-Contained Classes | | | | (As of June 30) | | | 2007-08 | 2008-09 | 2009-10 |
| No. in Collaborative Team Teaching (CTT) Classes | | | | Principal Suspensions | | | 17% | 12% | 10% |
| Number all others | | | | Superintendent Suspensions | | | | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | |
| # in Dual Lang. Programs | | | | | | | |
| # receiving ESL services only | | | | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | |
| | | | | Number of Administrators and Other Professionals | | | |
| Overage Students: # entering students overage for grade | | | | Number of Educational Paraprofessionals | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | |
| American Indian or Alaska Native | 2 | 2 | 3 | Percent more than two years teaching in this school | | | |
| Black or African American | 35 | 34 | 31 | Percent more than five years teaching anywhere | | | |
| Hispanic or Latino | 60 | 61 | 64 | Percent Masters Degree or higher | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 2 | 2 | 1 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | |
| White | 1 | 0 | 1 | | | | |
| Multi-racial | 0 | 0 | 0 | | | | |
| Male | | | | | | | |
| Female | | | | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

ELA Reading Test Results

| Grade | Year | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> |
|--------------|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3 | 2006 | 16.1% | 50.0% | 33.9% | 0.0% |
| | 2007 | 25.0% | 37.5% | 30.4% | 7.1% |
| | 2008 | 11.1% | 44.4% | 39.7% | 4.8% |
| | 2009 | 5.6% | 22.2% | 72.2% | 0.0% |
| | 2010 | 24.4% | 48.8% | 19.5% | 7.3% |
| 4 | 2006 | 10.3% | 56.4% | 30.8% | 2.6% |
| | 2007 | 7.3% | 34.5% | 56.4% | 1.8% |
| | 2008 | 23.2% | 33.9% | 42.9% | 0.0% |
| | 2009 | 7.4% | 27.8% | 63% | 1.9% |
| | 2010 | 8.6% | 47.1% | 42.9% | 0.0% |
| 5 | 2006 | 6.3% | 45.8% | 41.7% | 6.3% |
| | 2007 | 2.4% | 43.9% | 48.8% | 4.9% |
| | 2008 | 1.6% | 36.1% | 60.7% | 1.6% |
| | 2009 | 4.1% | 32.7% | 53.1% | 10.2% |
| | 2010 | 14.3% | 38.8% | 42.9% | 4.1% |
| 6 | 2006 | 2.0% | 38.0% | 50.0% | 10.0% |
| | 2007 | 8.2% | 42.6% | 44.3% | 4.9% |
| | 2008 | 2.5% | 67.5% | 30.0% | 0.0% |
| | 2009 | 0.0% | 28.8% | 69.5% | 1.7% |
| | 2010 | 11.1% | 50.0% | 38.9% | 0.0% |
| 7 | 2006 | 8.2% | 41.2% | 47.4% | 3.1% |
| | 2007 | 9.8% | 34.4% | 50.8% | 4.9% |

| | | | | | |
|---------------------|-------------|--------------|--------------|--------------|-------------|
| | 2008 | 6.0% | 28.4% | 64.2% | 1.5% |
| | 2009 | 0.0% | 10.8% | 89.2% | 0.0% |
| | 2010 | 11.7% | 46.7% | 40.0% | 1.7% |
| 8 | 2006 | 33.3% | 44.4% | 22.2% | 0.0% |
| | 2007 | 3.3% | 40.7% | 53.8% | 2.2% |
| | 2008 | 11.1% | 57.1% | 31.8% | 0.0% |
| | 2009 | 6.6% | 47.5% | 45.9% | 0.0% |
| | 2010 | 0.0% | 32.4% | 64.9% | 2.7% |
| All Students | | | | | |
| | 2006 | 14.1% | 45.1% | 37.7% | 3.2% |
| | 2007 | 9.0% | 38.9% | 47.9% | 4.1% |
| | 2008 | 9.4% | 43.1% | 46.0% | 1.4% |
| | 2009 | 4.1% | 30.1% | 63.5% | 2.4% |
| | 2010 | 12.0% | 44.6% | 40.9% | 2.5% |

State Test Results in English Language Arts

Data Analysis

Percent of All Students Meeting the Standard in Tested Grades (Performance Levels 3 and 4)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
| 40.8% | 52.1% | 50.2% | 65.9% | 43.5% |

Percent of Students Far Below the Standard in Tested Grades (Performance Level 1)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
| 14.1% | 9.0% | 9.4% | 4.1% | 12.0% |

The data for the state language arts exams show an overall decrease in the number of students performing in Levels 3, and 4 in all grades in all subgroups and it shows an overall increase in the number of students performing in Level 1. However, there was an increase in the average scale score in all grades.

Implications for the Instructional Program

- Effective implementation of the Comprehensive Literacy Program in all grades
- Continuation of instructional strategies that have contributed to overall improved student achievement, e.g., Month-by-Month phonics, the Skill in Focus extended time instruction
- Continued provision of AIS to at risk students including extended day and the After School Program
- Continued support for the push in model of English as Second Language

- Continued high standards for special education students
- Continued implementation of the Collaborative Team Teaching Model
- Increased opportunities for the mainstreaming of special education students into the general education classes
- Classroom libraries expanded in every classroom including a variety of genres, class sets and small group sets for Guided Reading groups
- Teachers will reinforce literacy strategies during content area instruction
- Teachers will use data from the Periodic Assessments, Standardized Test, Standardized Test Simulations, formal and informal assessments to identify students' strengths and weaknesses to inform instruction and to assist in grouping students

Implications For Professional Development

- More intense professional development in all the components of balanced literacy, literature circles and differentiation of instruction
- More professional development on effectively using formal and informal assessment data to inform small group instruction
- More extensive professional development in the understanding and use of multisensory instruction strategies to meet the needs of general education students and special education students

New York State Mathematics Assessment – All Students, General Education and Special Education

| Grade | Year | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> |
|--------------|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3 | 2006 | 9.8% | 18.0% | 54.1% | 18.0% |
| | 2007 | 10.9% | 10.9% | 60.0% | 18.2% |
| | 2008 | 4.8% | 11.3% | 66.1% | 17.7% |
| | 2009 | 0.0% | 5.3% | 71.1% | 23.7% |
| | 2010 | 7.3% | 34.1% | 31.7% | 26.8% |
| 4 | 2006 | 4.9% | 26.8% | 65.9% | 2.4% |
| | 2007 | 3.6% | 17.9% | 64.3% | 14.3% |
| | 2008 | 8.8% | 12.3% | 63.2% | 15.8% |
| | 2009 | 0.0% | 11.5% | 59.6% | 28.8% |
| | 2010 | 2.9% | 37.1% | 45.7% | 14.3% |
| 5 | 2006 | 10.0% | 20.0% | 60.0% | 10.0% |
| | 2007 | 2.4% | 29.3% | 53.7% | 14.6% |
| | 2008 | 8.1% | 21.0% | 48.4% | 22.6% |

| | | | | | |
|--------------|------|-------|-------|-------|-------|
| | 2009 | 6.1% | 8.2% | 59.2% | 26.5% |
| | 2010 | 4.1% | 22.4% | 42.9% | 30.6% |
| 6 | 2006 | 3.6% | 40.0% | 50.9% | 5.5% |
| | 2007 | 14.8% | 27.9% | 47.5% | 9.8% |
| | 2008 | 5.0% | 20.0% | 60.0% | 15.0% |
| | 2009 | 0.0% | 20.3% | 55.9% | 23.7% |
| | 2010 | 9.1% | 23.6% | 47.3% | 20.0% |
| 7 | 2006 | 21.2% | 40.4% | 35.4% | 3.0% |
| | 2007 | 11.9% | 35.6% | 45.8% | 6.8% |
| | 2008 | 11.6% | 31.9% | 44.9% | 11.6% |
| | 2009 | 2.7% | 2.7% | 78.4% | 16.2% |
| | 2010 | 11.7% | 40.0% | 40.0% | 8.3% |
| 8 | 2006 | 52.5% | 37.5% | 10.0% | 0.0% |
| | 2007 | 14.3% | 38.5% | 41.8% | 5.5% |
| | 2008 | 20.6% | 28.6% | 47.6% | 3.2% |
| | 2009 | 3.3% | 45.0% | 51.7% | 0.0% |
| | 2010 | 2.7% | 64.9% | 24.3% | 8.1% |
| All Students | 2006 | 20.2% | 32.1% | 41.7% | 6.0% |
| | 2007 | 10.5% | 27.8% | 51.0% | 10.7% |
| | 2008 | 10.2% | 21.3% | 54.4% | 14.2% |
| | 2009 | 2.0% | 17.6% | 61.0% | 19.3% |
| | 2010 | 6.9% | 35.7% | 39.4% | 18.1% |

Results of the State Mathematics Assessment

Data Analysis

Percent of All Students Meeting the Standard in Tested Grades (Performance Levels 3 and 4)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
| 47.7% | 67.7% | 68.6% | 80.3% | 57.4% |

Percent of Students Far Below the Standard in Tested Grades (Performance Level 1)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2008</u> | <u>2010</u> |
| 20.2% | 10.5% | 10.2% | 2.0% | 6.9% |

Data Analysis

The data for the state math exams show an overall decrease in the number of students performing in Levels 3, and 4 in all grades in all subgroups and it shows an overall increase in the number of students performing in Level 1.

Implications for the Instructional Program

- Continue with more intensive instructional strategies that have contributed to the overall improvement of student achievement, including the implementation of Everyday Mathematics for grades PreK-5, Impact Math for grades 6-8, Kaplan Advantage, the Skills building time every morning, and extended day three times a week and the After School Program
- Increased opportunity for mainstreaming special education students in general education classes and to establish a Collaborative Team Teaching model
- Teachers will use data from Periodic Assessments, standardized tests, standardized test simulations and other assessments to identify students' strengths and weaknesses to inform instruction and assist in the grouping of students

Implications for Professional Development

- More intensive professional development in the understanding and the use of multi-sensory instructional strategies to meet the needs of various learners as well as best practices for sustaining and acceleration the achievement of English Language Learners
- Intensive professional development for teachers in implementing Everyday Math, Math Impact and the use of appropriate manipulatives

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.

2009-2010 Instructional Goals:

1. Through the use of team planning and professional development we will increase the effectiveness of the instruction of the Reader's Workshop/Writer's Workshop and improve the level of literacy for all students in Kindergarten through eighth.
2. Through the use of team planning and professional development we will increase the effectiveness of the instruction of the *Everyday Mathematics* (Grades Pre-kindergarten through fifth) and the *Impact Mathematics* (Grades sixth through eighth).
3. Through ongoing workshops organized by the Parent Coordinator, Community Coordinator, the School Leadership Team and the Parent Teacher Association we will see an increase in Parent Involvement.
4. Through the use of intensive ESL instruction to our ELL population provided by certified ESL teachers we will increase the number of students that are able to pass the NYSESLAT.

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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Through the use of team planning and professional development we will increase the effectiveness of the instruction of the Reader's Workshop/Writer's Workshop and improve the level of literacy for all students in Kindergarten through eighth.</p> <p>We will see a 5% decrease in the number of students performing at Level 1 and an increase of 10% of all tested students performing at Level 3 and 4 on the New York State English Language Arts exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>After carefully reviewing the results of the New York State English Language Arts Exam, the Quality Review, the Progress Report, the Accountability and Overview Report, and various test simulations, it was clear that there was a great need to continue the focus on developing the literacy and writing skills of our students:</p> <ul style="list-style-type: none"> • We will continue to work on improving our delivery of the Balanced Literacy approach at all levels using curriculum mapping and data-driven unit and lesson planning. In addition, the Middle School will use a text based program to provide additional structure around reading strategies, grammar, vocabulary and the writing process. Grades K, 2 and 3 will implement the <i>Treasures</i> Literacy Program. • All out of classroom personnel have been assigned to various classrooms to push in for additional support during the Literacy Block. • Emphasis during the reading block is on self-monitoring and cross-referencing strategies to help students become independent readers. Through the use of data teachers are able to form guided reading groups, teachers are able to organize |

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| | <p>students homogeneously based on assessments and give students specific feedback.</p> <ul style="list-style-type: none"> • We will raise expectations by extending further the opportunity for students to undertake sustained writing and to do substantial independent research. • Teachers attend grade wide team planning meetings during preparation periods. During planning meetings, teachers are able to discuss New York State Standards, differentiation of instruction, understandings, essential questions, performance tasks, learning activities and instructional strategies. • Academic intervention services have been designed to provide additional support to our students in general education and special education that have scored proficiency Level 1 and a low Level 2 on the ELA and for students that fall in to other subgroups. • We will offer a comprehensive Literacy/Math After School Tutorial Program for students in grades 3-8 which will run a 4-6 week time frame. • Students in grade 3-8 are provided with an academically rigorous Extended Day, focusing on core skill areas of reading and writing. This program operates Tuesday through Thursday. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Curriculum maps are available for all teachers (Developed by teachers). • Grade wide planning team meeting schedule is in place. During meetings teachers and the coach are planning by reviewing data, identifying strengths and weaknesses and referring to professional publications. • As part of providing an accurate assessment of each student's academic progress, teachers maintain Literacy Portfolios for every child. • . |

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| | <ul style="list-style-type: none">• Units of study are developed and maintained by teachers• Guided Reading group charts are displayed and maintained in classroom.• Students have set attainable goals in the area of literacy. |
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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 2009-10 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 (SINI/SRAP/SURR 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

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Through the use of team planning and professional development we will increase the effectiveness of the instruction of the <i>Everyday Mathematics</i> (Grades Pre-kindergarten through fifth) and the <i>Impact Mathematics</i> (Grades sixth through eighth).</p> <p>We will see a 5% decrease in the number of students performing at Level 1 and an increase of 10% of all tested students performing at Level 3 and 4 on the New York State Mathematics exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>After carefully reviewing the results of the New York State Mathematics exam, the Quality Review, the Progress Report, the Accountability and Overview Report, and various test simulations, it was clear that there was a significant need to continue the focus on developing the mathematical skills of our students in all grades, but specifically middle school:</p> <ul style="list-style-type: none"> • Teachers will take part in biweekly grade wide planning team meetings. Unit plans will be developed and revamped with a focus on the process and content strands. • We will continue our mathematic work with the AUSSIE consultant. • All teachers in all grades will implement the Four Step Method for Problem Solving. • We will offer a math honors program to selected middle school program, which would make them eligible to take the Mathematics Regents. • Test simulations will take place at least twice a month. All simulations will be scored by the classroom teachers. Data will be recorded and analyzed for planning and goal setting purposes. |

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| | <ul style="list-style-type: none"> • We will offer a comprehensive Literacy/Math After School Tutorial Program for students in grades 3-8 that will run for approximately 4-6 weeks. • Students in grades 3-8 are provided with an academically rigorous Extended Day Program, focusing on core skill areas of mathematics and strategic writing. This program operates Tuesday through Thursday. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Every classroom has a child centered, operational math center. • Every classroom has a math word wall, age appropriate manipulatives and math literature. • Pacing calendars are available for all teachers. They have been developed and or updated by the Math Coaches, AUSSIE and the teachers. • Grade wide planning team meeting schedule is in place. During meetings teachers and the coach are planning by reviewing data, identifying strengths and weaknesses and referring to professional publications. • As part of providing an accurate assessment of each student's academic progress, teachers maintain Mathematics Portfolios for every child. • Mathematic intervention services are provided on a daily basis by an AIS specialist. • Two week unit plans are submitted to the coaches for review and support. • Teachers maintain documentation on students' level of mastery as they complete lessons • Students have set attainable goals in the area of mathematics. |

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Through ongoing workshops organized by the Parent Coordinator, Community Coordinator, the School Leadership Team and the Parent Teacher Association we will see an increase in Parent Involvement.</p> <ul style="list-style-type: none"> • A minimum of five parents will actively participate on our School Leadership Team. • We will see a 15% increase in the number of parents attending PTA meetings and school based workshops. • We will have at least 85% of the parental population complete and submit the Parent Learning Environment Survey. |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>As part of the Quality review the reviewer shared that we need to “extend the range of opportunities to encourage greater involvement of parents and caregivers in work of the school.”</p> <ul style="list-style-type: none"> • Parent Teacher Association meetings will be advertised in a timely manner and the topics will differ on a monthly basis in order to draw in parents with different concerns. • We will offer a PTA meeting in the morning and in the evening to accommodate all parents. • Select parents will take part in Learning Walks in order for them to see the school curriculum and other initiatives in progress. • The School Leadership Team will host its second annual parent gathering. Different education booths and service provider agencies will be on hand to |

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| | <p>converse with the parents.</p> <ul style="list-style-type: none"> • The Parent Coordinator will facilitate a monthly Parent Support Group. • The Parent Coordinator and the Community Coordinator will organize a minimum of one workshop for parents every month that is geared toward making our students' parents aware of what is expected at school, the curriculum and initiatives in place at our school, the importance of standardized tests and other social emotional topics. • The workshops will also focus on providing our students' parents with practical strategies that they can employ at home with their children to help them become more successful students. • We will continue our First Friday initiative for grades pre-kindergarten through third. On the first Friday of every month, parents will be invited to spend part of the morning in their child's classroom, reading to and with their child. Then, Second Cup of Coffee follows each First Friday where parents are invited to the library for join a workshop. • Another way that our parents will play an active role in our school is through the School Leadership Team. Our SLT has at least 10 members, with 5 of the members from the parent body of our school. Parents on the SLT will participate in many of the decisions that affect their children. • Parents will complete the Learning Environment Survey in the school building via computer. Various incentives will be offered for completing the survey. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • At least 85% of the parental population will complete the Parent Learning Environment Survey. • Workshop agendas, sign in sheets and handouts will be kept on file. • Letters for workshops, meetings, support groups, etc. will be given to parents in a |

timely fashion and disseminated in different ways.

- The SLT will have at least five active parent members.

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 2008-09 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 (SINI/SRAP/SURR 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 Learners

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Through the use of intensive ESL instruction to our ELL population provided by certified ESL teachers we will increase the number of students that are able to pass the NYSESLAT.</p> <p>We will see at least a 10% increase in the number of students performing at the advanced level.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>The inquiry team is looking very closely at the number of ELLs that are able to meet the proficiency of Level 2 or higher on the English Language Arts standardized exam, but have taken the NYSESLAT for more than three years and are still unable to meet the proficiency level in order to test out.</p> <ul style="list-style-type: none"> • We will focus more attention on the reading and writing portion of the NYSESLAT. • The data provided from the NYSESLAT, the ELA and teacher input will drive the instruction of the ESL service providers. • The ELL academic needs will be addressed through a push in and pull out model incorporating ESL strategies and methods into regular classroom instruction. • ELLs performing at the beginning and intermediate levels will receive 360 minutes of ESL instruction per week. • ELLs performing at the advanced level will receive 180 minutes of ESL instruction per week. • Targeted instruction will be provided by taking into consideration the student's level of literacy and provide individualized and small group instruction with a focus on phonics, word families, comprehension, grammar, vocabulary and other language |

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| | <p>activities.</p> <ul style="list-style-type: none"> • Through the use of Title III funds the ESL teachers will continue to service select ELL students during an after school program. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • ESL teachers are using the book, <i>Getting ready the NYSESLAT and Beyond</i>, workbooks with our students. • For the upper grade the books, <i>High Point</i> and <i>Into English</i>, will be utilized. • ESL teachers will adhere to the instruction mandates. • Classroom teachers will provide differentiated instruction. • ESL teachers will continue to attend professional development workshops to better their practice. • ESL teachers will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. • ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom. • ESL teachers will monitor ELLs periodic performance on DRA, DIBELS and MCLASS. |

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 | 25 | 0 | N/A | N/A | 6 | | | 10 |
| 1 | 25 | 0 | N/A | N/A | 6 | | | 10 |
| 2 | 25 | 0 | N/A | N/A | 6 | | | 10 |
| 3 | 25 | 25 | N/A | N/A | 10 | | | 10 |
| 4 | 25 | 25 | 15 | | 15 | | | 15 |
| 5 | 25 | 25 | 15 | | 20 | | | 15 |
| 6 | 25 | 25 | 15 | | 20 | | | 20 |
| 7 | 25 | 25 | 15 | | 20 | | | 20 |
| 8 | 20 | 25 | 15 | | 20 | | | 20 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <p>Great Leaps-Program provides meaningful practice for struggling readers; emphasis on fluency, intonation, and rhythm in their daily reading; one-on-one, daily fifteen minute instruction during morning sessions</p> <p>Wilson-Program directly and systematically teaches students how to fluently and accurately decode; students learn to encode (spell) as they learn to decode; instruction is very interactive and multisensory; small group instruction; 45 minute daily sessions</p> <p>Read 180-Addresses individual needs through the use of instructional software; high-interest literature; direct instruction in reading skills; 90 minute instructional program: whole group direct instruction - 20 minutes; three 20 minute small group rotations - 60 minutes total (small direct instruction, Read 180 software, and reading and writing skills practice); whole group wrap-up - 10 minutes; implemented during various periods throughout school day</p> <p>Early Childhood Intervention-provides meaningful practice for early readers in the areas of phonics and phonemic awareness.</p> <p>Guided Reading- Provides meaningful practice for struggling readers with an emphasis on reading comprehension and reading for meaning/understanding using DRA based texts.</p> <p>Literacy/Math After School Tutorial Program-For students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of literacy and writing. This program operates for one hour Tuesday through Thursday.</p> |
| Mathematics: | <p>Guided Mathematics Groups- Daily 40 minute instruction that addresses remedial instruction in basis concepts, problem solving using the 4-step method, explaining various mathematical strategies and dissecting problems into parts.</p> <p>Literacy/Math After School Tutorial Program-For students in grades 3-8. Students in each grade will</p> |

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| | be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of mathematics and strategic writing. This program operates for one hour Tuesday through Thursday. |
| Science: | <p>Guided Mathematics Groups- Daily 40 minute instruction that addresses remedial instruction in basis concepts, problem solving using the 4-step method, explaining various mathematical strategies and dissecting problems into parts.</p> <p>Literacy/Math After School Tutorial Program-For students in grades 3-8. Students in each grade will be provided with an academically rigorous Extended Day/After School Program, focusing on core skill areas of mathematics and strategic writing. This program operates for one hour Tuesday through Thursday.</p> |
| Social Studies: | An f-status administrator provides additional support to science teachers around planning and setting up for labs. The circulation of resource materials that is available to teachers to upgrade the level of the science curriculum. This person also provided group or individual instruction to struggling students in this area. |
| At-risk Services Provided by the Guidance Counselor: | N/A |
| At-risk Services Provided by the School Psychologist: | Provides counseling to students that have or are in the process of serving a suspension. |
| At-risk Services Provided by the Social Worker: | N/A |
| At-risk Health-related Services: | The Social Worker is an active member of the Family Support Team. Provides agency contact information to families that are in need. |
| | <p>Dental Sealant program in the school beginning in January 2009 for three months.</p> <p>Receive ongoing support services from the NYS Department Health around health, nutrition issues and substance abuse.</p> <p>The nurse provides an asthma program to students that have been diagnosed with asthma.</p> |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) k-8 _____ Number of Students to be Served: _____ **36** LEP _____ Non-LEP _____

Number of Teachers _____ **1** 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.

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

Grade Level(s) 3-8 **Number of Students to be Served:** 32 **LEP:** 45 **Non-LEP:** 420

Number of Teachers 6 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Literacy in the Content Areas After School Tutorial Program for ELLs within the 2010-2011 academic school year. The program will begin in April 2011 and end in May 2011. During instruction, teachers will incorporate strategies that will help LEP students to acquire and develop their English language skills in order to meet New York State Standards. The teachers will conduct lessons using the Workshop Model, which consists of the mini-lesson, guided practice, and independent practice, share and conferring.

Number of ELLs/Grade: 40 students in grades 3-8 _

Language of Instruction: English

Service Provider and Qualifications: Licensed ESL Teachers and Teachers

Strategic Objectives

- For all ELL students to achieve high proficiency levels on the NYS standardized tests.
- To Target ELL students through intervention services in reading through the content areas.
- To empower ELL parent community to better support the academic achievement of their children.
- To engage ELL students in strategic test-taking methodologies.

Schedule for Activities

After School Program

- Timeframe: April-May 2011
- Frequency: After School Program will meet Monday-Friday
- Intensity: Two hours

Major Tasks/Activities

- To utilize data to provide additional instruction in deficient skill areas as indicated by DRA, Periodic Assessments, teacher made test and standardized test simulations.
- To provide additional instructional activities that reinforces ESL strategies.

Indicators of Success

- Improved performance on running record assessments.
- Improved written expression as illustrated by weekly assignments.
- Improved performance on DRA.
- Improved performance on test simulations.

Furthermore, during the normal school day PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

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.

Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. In addition, teachers are encouraged to participate in off site professional development to increase their knowledge and skill set.

Grade wide planning team meetings will be held during preparation periods the first three Wednesdays of each month. The team liaison will facilitate the meetings. Supervisor(s) and/or instructional specialist(s) will also be in attendance. It is expected that all staff members will make every effort to attend all planning team meetings.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. The team is comprised of the Principal, Assistant Principals, Literacy Coach, Math Coach, Literacy Instructional Specialist, ESL/Bilingual Coordinator and the Math Instructional Specialist. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

The ESL teacher and regular classroom teachers will continue to attend professional development sessions sponsored by BETAC at Fordham University which will be turn-keyed with the principal and staff of PS/MS 3. They will work closely with classroom teachers to model and demonstrate ESL classroom strategies. They will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. Also, ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom.

Section III. Title III Budget

School: 10X003 _____

_____ BEDS Code: _____

| Allocation Amount: | | |
|---|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$12,600.00 | 21 hours of per session for ESL and General Ed teacher (6) to support ELL Students before/after school: 21 hours x \$49.98(current teacher per session rate with fringe) = \$12,600.00 |
| Purchased services - High quality staff and curriculum development contracts. | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$2,400.00 | Books on Tape, Paper, Notebooks, pencils, Expository Texts (non-fiction) Educational Games, NYS Coach and Comprehensive Assessment consumable books |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | \$15,000 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Home Language Survey and parent/child interview is used as the primary source for identifying families that will need written translation of school notices and oral interpretation when communicating with parents/caregivers. Additional information provided by the ESL teachers.

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.

Translation and interpretation services need to be provided to parents in the following languages: Spanish, Chinese and Bengali. This was discussed at Parents Association meeting, in addition to the Parent Coordinator doing outreach.

Part B: Strategies and Activities

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

The parent translation and interpretation services that have been provided by the school have been through the use of bilingual school personnel. We have staff available that speaks the languages mentioned above. For written translation we utilize the services that have been provided by the Department of Education.

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

Oral translation services are being provided by on staff school personnel. Written translations are provided by school staff and by documents available on the Department of Education website.

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>.

Parental Notification letters are translated using bilingual school personnel. We have staff available that speak and write the languages mentioned above. For written translation we also utilize the services that have been provided by the Department of Education. Parents are informed of their rights with the Parent Bill of Rights, translated in the languages mentioned above. Also, interpretation service availability for the covered languages is posted for parents.

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: | \$313,981 | | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3,139 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$15,699 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$31,398 | * | |

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development as well as being encouraged to participate in the ISC monthly calendar of offerings.

We have established a school based option interviewing committee for teachers applying through the United Federation of Teachers (UFT) transfer process. We also follow up all referrals and recommendations that come from members of the staff as well as colleagues in other schools. In addition, the district supports us in our efforts through an aggressive recruitment process including relationships with local colleges and universities and international recruitment.

We are provided with monthly calendars of district sponsored professional development offerings including workshops and institutes in literacy, mathematics, science, social studies, classroom management, assessment, technology, and instructional strategies for English Language Learners and parent involvement.

In addition, we participate in the regularly scheduled network meetings that are in place for the following:

Literacy Coaches

Math Coaches

Early Childhood Supervisors

Middle School Supervisors

Speech and language providers

The Professional Development Team meets weekly. The members include the administrative staff, the coaches and instructional specialists. The primary responsibilities of this team are to plan and deliver the professional development for the school year.

The staff is provided with a comprehensive, research standards based, professional development program that is results driven; improved student achievement is the ultimate goal. It is also important that the program is differentiated responding to the individual needs of teachers in terms of different learning styles, different areas of concern and different degrees of knowledge and practice.

The emphasis is on collaboration and the staff is encouraged and supported in developing learning teams including peer coaching and cooperative learning. Workshops are followed up with study groups, coaching and mentoring. Learning is deepened and sustained through reflective activities (journal writing, sharing, modeling, etc.).

Grade Planning Teams

Grade wide planning team meetings will be held during preparation periods on a weekly or biweekly basis. In addition, during whole-school professional development sessions, classroom teachers and enrichment teachers will be given the opportunity to articulate and coordinate lessons together using Understanding by Design. The instructional coaches will facilitate the meetings. It is expected that all staff members will make every effort to attend all planning team meetings.

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

| | | | | | | | |
|-------------------|---------|--|--|--|--|--|--|
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, there are three students in temporary housing.

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

Students will be supported through academic intervention and counseling if needed. Parents can receive additional support from our community coordinator and CBO for the following:

Adult Education Programs
Career development and placement
Food pantries
GED programs
Housing

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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



THE NEW YORK CITY DEPARTMENT OF EDUCATION

P.S./M.S. 3

CFN 104

Denise Brown, Principal

Carmen Lezcano, Assistant Principal

Rick Stapleton, Assistant Principal

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2010 – 2011 SCHOOL/PARENT COMPACT

October 2010

Dear Parents:

As part of the goals and objectives of our School Leadership Team, we have developed a Parent/School Compact, which provides for increased parent involvement at P.S./M.S. 3 in making decisions which effects the education of your child.

Please read and review the P.S./M.S. 3 Parent/School Compact. If you have any concerns, suggestions for improvement or other information about our Parent/School Compact, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team meeting is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Denise Brown

Principal

“PARENTS AS PARTNERS “

“When parents actively participate in their children’s education, studies have show their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprise of divers family structures, and with so many demands placed upon them, with so many demands placed upon them school needs become even more sensitive to family structures. Steps should be taken to ensure that parents, in cooperation with their children’s school, have an opportunity to share in their children’s educational experience. Toward that end, the new Federal Improving America’s Schools Act, provides that each Title I school shall jointly develop with parents a Parent/School compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement.”

P.S./M.S. 3 School/Parent Compact 2010– 2011

P.S./M.S. 3 Agree:

- To provide annual meetings for Title I parents to inform them of the Title I program at P.S./M.S. 3 and right to be involved. A flexible number of meetings at various time will be arranged to take into account parents needs
- To provided parents with timely information about all programs
- To provide high quality curriculum and instruction
- To provide students with the educational materials necessary to achieve success
- To provide opportunities for parent/teacher communication through
 - A. parent/teacher conference
 - B. frequent reports to parents on their children’s progress
 - C. reasonable access to staff
 - D. opportunities to participate in and observe their child’s class
- To provide opportunities for parents to participate in school-wide activities
- To assure that parents may participate in professional development activities, i.e. workshops on reading/math strategies, behavior
- Modification programs, etc.

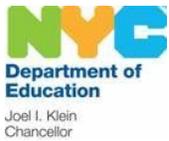
P.S./M.S. 3 Parents Agree:

- To become involved in developing, implementing, evaluating and revising the parent/school involvement policy
- To use or request assistance that the school or district may offer on child rearing practices and teaching/learning strategies
- To work daily with our children towards improving their schoolwork
- To read together with their children, daily
- To monitor our children’s:
 - A. attendance at school to achieve the Chancellor’s promotional standard of 90% attendance.
 - B. classwork and homework
 - C. correspondence from the teacher or school
 - D. television watching
- To share responsibility, as partners with the teachers, in improving their achievement
- To actively participate in the P.S./M.S. 3 Parent’s Association and other school relate activities
- To provide input to the Parent Teacher Association and school representatives about the training or assistance they will need to be more effective in assisting their children in the educational process.

Principal

School Leadership Team Chairperson

PTA Co-Presidents



THE NEW YORK CITY DEPARTMENT OF EDUCATION
P.S./M.S. 3
CFN 104

Denise Brown, Principal

Carmen Lezcano, Assistant Principal

Rick Stapleton, Assistant Principal

2100 LAFONTAINE AVENUE • BRONX, NY 10457
(718)584-1899 • FAX: (718) 584-3590

2010– 2011 School Parent Involvement Policy

Parents and families of students of in P.S./M.S.3 will be provide with opportunities to participate in the Parent’s Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy and family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at P.S./M.S. 3, we will:

- Conduct yearly Parent Teacher Association elections for Executive Board Members
- Conduct monthly Parent Teacher Association meetings
- Provide the Parent Teacher Association with an office, including furniture, a computer, and general supplies
- Participate in the Learning Leaders program to train parents to volunteer and assist in classrooms, in libraries, and on trips
- Through the School Leadership Team develop a plan for increasing teachers’ abilities to effectively involve parents in their children’s education
- Hold yearly Open House inviting parents to speak with classroom teachers, supervisors, guidance and related service providers
- Regularly inform parents about policies, concerns and programs that are proposed and ongoing
- Distribute all notices and flyers in English and Spanish
- Continue to work with community based organizations to provide ongoing medical services and programs for students and their families and to continue to promote relationships with other community organization that offer support/help to our students and families
- Offer numerous parent workshops, such as: State Standards, Literacy, Mathematics, Promotional Criteria, Parenting Skills, Family Health Issues and selecting an appropriate High School
- Provide a translator for Non-English speaking parents
- Encourage increased parent participation on the SLT and to help parents be an integral part of the team

Principal

School Leadership Team Chairperson

PTA Co-Presidents

Date

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 3 Raul Julia Micro Society | | | | | |
| District: | 10 | DBN: | 10X003 | School | | 321000010003 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|------------|------------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 17 | 17 | 17 | | 89.8 | 91.2 | 90.2 |
| Kindergarten | 24 | 40 | 28 | | | | |
| Grade 1 | 40 | 25 | 33 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 46 | 39 | 25 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 44 | 51 | 28 | | 92.8 | 97.2 | 98.0 |
| Grade 4 | 65 | 42 | 55 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 54 | 61 | 44 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 6 | 66 | 59 | 61 | | 69.1 | 84.8 | 84.8 |
| Grade 7 | 41 | 66 | 64 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 64 | 39 | 58 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 9 | 0 | 0 | 0 | | 3 | 9 | 7 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 12 | 0 | 0 | 0 | | 0 | 2 | 0 |
| Ungraded | 0 | 3 | 2 | | | | |
| Total | 461 | 442 | 415 | | | | |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 63 | 48 | 46 | Principal Suspensions | 122 | 90 | 95 |
| # in Collaborative Team Teaching (CTT) Classes | 22 | 22 | 21 | Superintendent Suspensions | 19 | 14 | 14 |
| Number all others | 37 | 42 | 46 | | | | |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | | | | | |
|--|---------|---------|---------|--|----|----|----|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | | | |
| # receiving ESL services only | 34 | 16 | TBD | Number of Teachers | 58 | 51 | 48 |
| # ELLs with IEPs | 13 | 26 | TBD | Number of Administrators and Other Professionals | 15 | 13 | 9 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 1 | 3 | 9 |

| 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 |
| | 3 | 2 | 4 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 63.8 | 84.3 | 97.9 |
| | | | | % more than 5 years teaching anywhere | 44.8 | 66.7 | 70.8 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 96.0 | 95.8 |
| American Indian or Alaska Native | 2.2 | 2.5 | 0.0 | % core classes taught by "highly qualified" teachers | 91.1 | 94.0 | 94.2 |
| Black or African American | 34.1 | 31.0 | 28.9 | | | | |
| Hispanic or Latino | 61.4 | 63.6 | 68.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.7 | 1.1 | 1.7 | | | | |
| White | 0.7 | 1.4 | 1.2 | | | | |
| Male | 51.8 | 51.6 | 50.8 | | | | |
| Female | 48.2 | 48.4 | 49.2 | | | | |

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 | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | - | - | - | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | | | | NR |
| Overall Score: | 57.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 5 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 9.9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 37.9 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 4.3 | | | | | | |

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|---|
| Network Cluster 104 | District 10 | School Number 003 | School Name Raul Julia Microsoci |
| Principal Denise Brown | | Assistant Principal Rick Stapleton | |
| Coach | | Coach | |
| Teacher/Subject Area Jessica Brucia (5th grade) | | Guidance Counselor Darien Sheff | |
| Teacher/Subject Area Brooke Sussman (1st grade) | | Parent type here | |
| Teacher/Subject Area Juanita Mitchell (ESL) | | Parent Coordinator Miriam Ortiz | |
| Related Service Provider Floretta King | | Other type here | |
| Network Leader Bob Cohen | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|--|--|--|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 419 | Total Number of ELLs | 48 | ELLs as Share of Total Student Population (%) | 11.46% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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.

Yes, the majority of parents and children that we cater to are looking for an ESL program. PS/MS 3 only provides an ESL program.

The ESL teacher provides instruction that targets the beginning, intermediate, and advanced levels of ELLs, taking in to consideration the students' level of literacy and providing individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ESL teacher uses a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The ESL teacher will prepare students for the spring 2011 NYSESLAT exam with, Getting Ready for the NYSESLAT and Beyond workbooks, from Attanasio and Associates. The ESL teachers also use textbooks from Hampton-Brown with the upper grade ELLs, such as High Point and Into English. Aspects of the Avenues program by Hampton Brown are used with our lower elementary ELLs in kindergarten and first grade.

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

The ESL teacher and regular classroom teachers will continue to attend professional development sessions which will be turn-keyed with the principal and staff of PS/MS 3. They will work closely with classroom teachers to model and demonstrate ESL classroom strategies. They will collaborate with classroom teachers to design ESL friendly lessons that will benefit all students. Also, ESL teachers will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|--------------------------------------|----|
| All ELLs | 48 | Newcomers (ELLs receiving service 0-3 years) | 30 | Special Education | 20 |
| SIFE | | ELLs receiving service 4-6 years | 14 | Long-Term (completed 6 years) | 4 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 30 | | 6 | 14 | | 12 | 4 | | 2 | | 48 |
| Total | 30 | 0 | 6 | 14 | 0 | 12 | 4 | 0 | 2 | | 48 |

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

C. Home Language Breakdown and ELL Programs

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

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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: | Asian: | Hispanic/Latino: |
| Native American: | White (Non-Hispanic/Latino): | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 | 7 | 8 | 1 | 2 | 6 | 4 | 11 | 3 | 4 | | | | | 46 |
| Chinese | | | | | | 1 | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | 1 | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 7 | 8 | 1 | 2 | 6 | 5 | 11 | 4 | 4 | 0 | 0 | 0 | 0 | 48 |

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.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by both ESL teachers with Pull-out and Push-in models.

The ESL teachers provide instruction that targets the beginning, intermediate, and advanced levels of ELLs. They take in to consideration the students' level of literacy and provide individualized and small group instruction that focuses on phonics, word families, comprehension, grammar, vocabulary, and other language activities. The ESL teachers use a variety of ESL strategies to support our English language learners such as using gestures, pantomiming, pictures, songs, and language games.

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided

with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

PS/MS 3 offers Freestanding English as a Second Language (ESL) to our English language learners through a push in/pull out model with the goal of bring all ELLs to English language proficiency in both academic and social settings. Our staff is dedicated to promoting the mission of PS/MS, which is to create a community of learners that promotes high standards and outcomes for all students.

PS/MS 3 adheres to the mandated requirements that ELLs who score at the beginning and intermediate levels on the NYSESLAT will receive 360 minutes of ESL per week. ELLs who score at the advanced level on the NYSESLAT will receive 180 minutes of ESL per week. ESL instruction will be provided by the ESL teacher with Pull-out and Push-in models. games.

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

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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is the core to our school's improvement plan. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at P.S./M.S. 3. The instructional support personnel is available to assist all staff members with instructional and curriculum issues.

Grade wide planning team meetings will be held during preparation periods the first three Wednesdays of each month. The team liaison will facilitate the meetings. Supervisor(s) and/or instructional specialist(s) will also be in attendance. It is expected that all staff members will make every effort to attend all planning team meetings.

The role of the Professional Development Team is to facilitate and provide professional development workshops for all staff members. The team is comprised of the Principal, Assistant Principals, Literacy Coach, Math Coach, Literacy Instructional Specialist, ESL/Bilingual Coordinator and the Math Instructional Specialist. In addition, members of the Professional Development Team are responsible for arranging classroom inter-visitations, visits to other school sites, workshops on-site and off-site, demonstration lessons and team teaching.

New teachers will attend a New Teacher Academy meeting once a week. The meetings will focus on instruction, curriculum, administrative issues, school procedures and policies and serves as a forum to discuss issues faced by new teachers. In addition, every new teacher will be assigned a buddy teacher. Buddy teachers are experienced personnel who have successfully taught and effectively implemented all programs and initiatives at P.S./M.S. 3.

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?

In September and October parents of eligible LEP students will be invited to attend an orientation meeting to receive information about the NYS & NYC standards, school and classroom expectations and general requirements of our ESL program. Letters pertaining to this meeting will be disseminated to the parents in both English and Spanish. In addition, a translator will be available at every meeting.

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 | 5 | | | | 2 | 4 | 2 | | | | | | 14 |
| Intermediate(I) | | 3 | 1 | | 1 | | 1 | 1 | 2 | | | | | 9 |
| Advanced (A) | 6 | | | | | 4 | 6 | 1 | 2 | | | | | 19 |
| Total | 7 | 8 | 1 | 0 | 1 | 6 | 11 | 4 | 4 | 0 | 0 | 0 | 0 | 42 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---------------------|---|--|---|---|--|---|---|---|---|---|--|--|--|--|
| | I | | | | | | | | | | | | | |
| | A | | 3 | 1 | | 2 | 1 | 2 | 4 | 1 | | | | |
| | P | | 5 | | | | 5 | 5 | | 3 | | | | |
| READING/ WRITING | B | | 5 | | | | 2 | | 2 | 2 | | | | |
| | I | | 3 | 1 | | 1 | | 1 | 1 | 2 | | | | |
| | A | | | | | 1 | 4 | 6 | 1 | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 1 | 1 | | | 2 |
| 4 | 3 | 2 | 2 | | 7 |
| 5 | 3 | 6 | | | 9 |
| 6 | 3 | 1 | | | 4 |
| 7 | 2 | 2 | | | 4 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | | | | | 1 | | 2 |
| 4 | | | 2 | | 3 | | 2 | | 7 |
| 5 | | | 4 | | 3 | | 2 | | 9 |
| 6 | 2 | | 1 | | 1 | | | | 4 |
| 7 | | | 4 | | | | | | 4 |
| 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 | 2 | | 1 | | 2 | | 1 | | 6 |
| 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 | |
| | | | | | | | | | |

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 2 | | 4 | | 5 | | | | 11 |
| 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 | | | | | | | | |

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

In first grade, 2 of our ELLs are approaching proficiency but scored just below grade level with a level 15 on the DIBELS assessment. They will continue to be provided with intensive small group guided reading and writing instruction with a focus on vocabulary development. One of the first grade ELLs scored at a level 16, which is proficient. One of our first grade ELLs scored far below proficient on the DIBELS assessment and will continue to receive 1-1 instruction that focuses on vocabulary development through the use of assistive technology. The ESL teacher is targeting students that scored below and on grade level to ensure that they are provided with intensive reading and writing instruction with a focus on phonics and a variety of comprehension skills.

In the second grade, 3 ELLs scored above proficient and will continue to be supported with vocabulary development to stay above grade level. One ELL scored below proficient and will continue to receive intensive guided reading and writing instruction along with vocabulary development.

Our ELLs in grades 3-8 are assessed with the English Language Arts (ELA) exam during May 2010. Many of our ELLs have made substantial gains in their ELA scores and will continue to receive English language support to make further gains in the 2009-2010 school year.

The teachers at PS/MS 3 provide differentiated instruction for ELL subgroups. Our ELLs in the lower elementary grades (K-2) are provided with intensive language instruction that uses a multi-sensory approach. Our ELLs that have been in NYC schools for six years or more (long-term ELLs) continue to receive supportive ESL services that focus on reading and writing skills and strategies. There is also a strong focus on NYSESLAT test preparation. Our long term ELLs participate in our After School program. Our ELLs with special needs receive one-to-one and small group lessons that incorporate multi-sensory activities and tailored instruction to meet the specific needs of each student. One of our ELLs requires the use of assisted technology during instruction and he receives 1-1 instruction to support both his language and motor-skill development. The ESL teacher designs instruction that takes the student's unique learning style into consideration. Students who have reached proficiency will continue to be supported by the ESL teacher and regular classroom teacher to ensure continued success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

10X003

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: | \$198,924 | \$313,981 | \$512, 905 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$1989 | \$3139 | \$5,128 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$15,699 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$20,000 | * | |

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

At P.S. /M.S. 3 we are committed hiring and retaining certified teachers for school wide program. Through an aggressive recruitment process we seek teachers certified through the conventional process as well as through the New York City Fellows Program and Teach for America. We are proactive in attracting and recruiting highly qualified teachers. Specifically formed personnel teams attend all appropriate job fairs, especially those for new teaching fellows and newly certified teachers.

All of our teachers are certified and licensed in the area in which they are teaching. Once teachers are hired we pair them with a mentor (master teachers) for their first year. Throughout their first year, new teachers are offered differentiated professional development as well as being encouraged to participate in the ISC monthly calendar of offerings.

We have established a school based option interviewing committee for teachers applying through the United Federation of Teachers (UFT) transfer process. We also follow up all referrals and recommendations that come from members of the staff as well as colleagues in other schools. In addition, the district supports us in our efforts through an aggressive recruitment process including relationships with local colleges and universities and international recruitment.

We are provided with monthly calendars of district sponsored professional development offerings including workshops and institutes in literacy, mathematics, science, social studies, classroom management, assessment, technology, and instructional strategies for English Language Learners and parent involvement.

In addition, we participate in the regularly scheduled network meetings that are in place for the following:

Literacy Coaches

Math Coaches

Early Childhood Supervisors

Middle School Supervisors

Speech and language providers

The Professional Development Team meets weekly. The members include the administrative staff, the coaches and instructional specialists. The primary responsibilities of this team are to plan and deliver the professional development for the school year.

The staff is provided with a comprehensive, research standards based, professional development program that is results driven; improved student achievement is the ultimate goal. It is also important that the program is differentiated responding to the individual needs of teachers in terms of different learning styles, different areas of concern and different degrees of knowledge and practice.

The emphasis is on collaboration and the staff is encouraged and supported in developing learning teams including peer coaching and cooperative learning. Workshops are followed up with study groups, coaching and mentoring. Learning is deepened and sustained through reflective activities (journal writing, sharing, modeling, etc.).

Grade wide planning team meetings will be held during preparation periods on a weekly or biweekly basis. In addition, during whole-school professional development sessions, classroom teachers and enrichment teachers will be give the opportunity to articulate and coordinate lessons together using Understanding by Design. The instructional coaches will facilitate the meetings. It is expected that all staff members will make every effort to attend all planning team meetings.

2. School wide 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.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the

| | <i>or Local)</i> | in the Schoolwide Program (✓) | | | <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|------------------|-------------------------------|----|-----|--|---|---------------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$167,096 | ✓ | 13, 15, 22 & 25 |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$313,978.65 | ✓ | 13,15, 29 & 30 |
| Title II, Part A | Federal | ✓ | | | \$213, 682 | ✓ | 29 & 30 |
| Title III, Part A | Federal | | | ✓ | | | |
| Title IV | Federal | | | ✓ | | | |
| IDEA | Federal | | | ✓ | | | |
| Tax Levy | Local | ✓ | | | \$1,736,967.00 | ✓ | 13, 15, 25, 29 & 30 |

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.

² **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.