



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 008 Issac Varian							
District:		10	DBN:		10X008	School BEDS Code:		321000010008	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		√	7		11	
	K	√	4		√	8		12	
	1	√	5		√	9		Ungraded	√
	2	√	6			10			
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			91.1	91.8	92.0
Kindergarten		174	172	164	Student Stability - % of Enrollment :				
Grade 1		225	231	180	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 2		220	215	233			93.7	92.6	93.9
Grade 3		189	212	214	Poverty Rate - % of Enrollment :				
Grade 4		181	174	231	<i>(As of October 31)</i>		2008-09	2009-10	2010-11
Grade 5		191	175	185			77.6	90.0	89.3
Grade 6		0	0	0	Students in Temporary Housing - Total Number :				
Grade 7		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 8		0	0	0			4	70	113
Grade 9		0	0	0	Recent Immigrants - Total Number :				
Grade 10		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	0			23	19	36
Grade 12		0	0	0	Suspensions (OSYD Reporting) - Total Number:				
Ungraded		1	1	1	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Total		1141	1180	1208			17	24	13
Special Education Enrollment:					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 Self-Contained Classes		11	13	24	CTE Program Participants		0	0	0
# in Collaborative Team Teaching (CTT) Classes		30	40	64	Early College HS Program Participants		0	0	0
Number all others		96	102	122	Number of Staff - Includes all full-time staff:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:					Number of Teachers				
<i>(BESIS Survey)</i>		2008-09	2009-10	2010-11			85	91	92
<i>(As of October 31)</i>		2008-09	2009-10	2010-11					
# in Transitional Bilingual Classes		121	91	TBD					
# in Dual Lang. Programs		0	0	TBD					
# receiving ESL services only		216	264	TBD					

SCHOOL: 10X008

ADDRESS: 3010 BRIGGS AVENUE, BRONX, NY 10458

TELEPHONE: (718) 584-3035

FAX: (718) 584-7376

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 8 **SCHOOL NAME:** The Briggs Avenue Academy

SCHOOL ADDRESS: 3010 Briggs Avenue, Bronx, NY 10458

SCHOOL TELEPHONE: (718) 584-3035 **FAX:** (718) 584-7376

SCHOOL CONTACT PERSON: Rosa Maria Peralta **EMAIL ADDRESS:** rperalt@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cynthia Pacellia; Lori Matta

PRINCIPAL: Rosa Maria Peralta

UFT CHAPTER LEADER: Cynthia Pacelli

PARENTS' ASSOCIATION PRESIDENT: Steven Grover

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Maria Quail

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
Rosa Maria Peralta	*Principal or Designee	
Cynthia Pacelli	*UFT Chapter Chairperson or Designee	
Steven Grover	*PA/PTA President or Designated Co-President	
Soledad Price	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Not Applicable	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Nancy Maldonado	Member/Parent	
Ruth Arias	Member/Parent	
Lisette Galvan	Member/Parent	
Veronica Pacheco	Member/Parent	
Ayse Yumak	Member/Parent	
Maria Hernandez	Member/Parent	
Eloina Hernandez	Member/Parent	
Lisaeth Aguilar	Member/Parent	
Lori Matta	Member/Co-Chair	

Barbara Famulare	Member/Teacher	
Robin Rosen	Member/Teacher	
Christina Rados	Member/Teacher	
Christine Lopano	Member/Teacher	
Lucy Lukaj	Member/Teacher	
Margaret Herzog	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The P.S. 8 mission is to provide experiences where children will discover their own uniqueness, personal worth, and move toward their academic potential. Children will achieve this through differentiated instruction, cooperative learning in small and whole groups and individualized intervention. Students will be afforded opportunities to broaden their horizons through activities which foster creativity, intellectual development and cultural and social awareness. Forming partnerships between students, parents and staff in the learning process will have a positive impact on our learning community as children expand their knowledge and become responsible and influential citizens of tomorrow.

Last year we were successful in meeting our set goals as evidenced by classroom teaching practice, improvement in instruction, and progress report results. Our overall grade on the 2009-2010 progress report was "A." On the most recent administration of the NYS ELA and Mathematics tests our students performed as follows:

ELA

Grade	Level 1	Level 2	Level 3	Level 4
Third	20%	40%	31%	9%
Fourth	11%	54%	33%	2%
Fifth	10%	34%	45%	11%

Math

Grade	Level 1	Level 2	Level 3	Level 4
Third	9%	38%	33%	20%
Fourth	6%	32%	41%	21%
Fifth	7%	26%	41%	26%

Our measures of student progress as depicted in the Department's Progress Report were: ELA – 71% Median Growth Percentile, Mathematics – 69% Median Growth Percentile. This component comprises 60% of our school's overall score. This year's score in this part was "A."

We are doubling our efforts to support students in the lowest quartile of achievement. To that end, we have identified key areas to address. These are: school-wide grade-specific planning (where possible we will integrate the materials developed in the 2009-2010 school year), effective goal setting based on data, using data as a tool to plan for differentiated instruction, increasing parent-community participation and participation in the new RTI (**R**esponse **t**o **I**ntervention) initiative. Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With

RTI, our school will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. The RTI process begins with a teacher referral in which the teacher identifies the academic, social and emotional needs of the students.

In order to improve our support to students with disabilities, the network has embarked in piloting the Children First Phase I citywide reform. The goal is to unify our delivery of services to this group by: - aligning our resources and programs based on instructional needs, - serving all students currently in the school as well as those placed through choice or zoning parameters.

We continue to work collaboratively with a Teachers College Staff Developer in addition to having teachers participate in monthly training days facilitated by Teachers College. This will include all pedagogues from the various constituencies and will be specific to the needs or demands of their areas of expertise. This will help support the work being done at the school level.

To further support and monitor individual student progress, grade supervisors meet with individual teachers to help them set S.M.A.R.T goals for their children and their own professional growth. These goals will reflect all content areas, differentiated instruction alignment of the curriculum and response intervention by focusing on ways that we can effectively use all data collected to meet the individual needs of students through small group work, partnerships, and one-to-one instruction.

Pending funding allocations, we anticipate once again offering several early morning enrichment programs in various disciplines. In addition, we will add the *Young Scholars Academy* for first and second grade. This program will take place during the mid winter recess in February to support the students in their academic language development and content understandings of concepts. Please refer to section *School wide Reform Strategies* for a complete list of offerings.

We also have the distinct advantage of continuing to house the Montefiore Hospital Clinic in our building, providing medical and mental health care for nearly 90% of our students. We work collaboratively with a nurse practitioner, psychologist, and social worker to provide support to our community. The presence of this clinic within our building helps to bolster our notable high attendance patterns.

We will continue our partnership with the Montefiore Mosholu and the Beacon After School Programs, serving nearly 400 students in grades K-5. These programs offer enrichment activities, homework help and tutorial services to our students and other children/young adults in the community as well as the afore mentioned ESL evening classes for adults.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 008 Issac Varian							
District:	10	DBN:	10X008	School BEDS Code:	321000010008			
DEMOGRAPHICS								
Grades Served:	Pre-K		3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	√
	2	√	6		10			
Enrollment				Attendance - % of days students attended :				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08*	2008-09	2009-10	
Pre-K								
Kindergarten								
Grade 1				Student Stability - % of Enrollment :				
Grade 2				<i>(As of June 30)</i>	2007-08	2008-09	2009-10	
Grade 3								
Grade 4				Poverty Rate - % of Enrollment :				
Grade 5				<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
Grade 6								
Grade 7				Students in Temporary Housing - Total Number :				
Grade 8				<i>(As of June 30)</i>	2007-08	2008-09	2009-10	
Grade 9								
Grade 10				Recent Immigrants - Total Number :				
Grade 11				<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
Grade 12								
Ungraded				Suspensions (OSYD Reporting) - Total Number:				
Total				<i>(As of June 30)</i>	2007-08	2008-09	2009-10	
Special Education Enrollment:				Special High School Programs - Total Number:				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
# in Self-Contained Classes				CTE Program Participants				
# in Collaborative Team Teaching (CTT) Classes				Early College HS Program Participants				
Number all others								
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes				Number of Teachers				
# in Dual Lang. Programs								
# receiving ESL services only								

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:	Public School 8 – The Isaac Varian School				
District:	10	DBN #:	10X008	School BEDS Code:	321000010008

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

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
(As of October 31)				CTE Program Participants	N/A	N/A	N/A	
# in Trans. Bilingual Classes				Early College HS Participants	N/A	N/A	N/A	
# 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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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 '07-'08
Overall Score	A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12.0	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?
-

Student performance trends identified:

Trends of the last three years

In the 2007-2008 school year the subgroups of Students with Disabilities and LEP students met the Test Performance criterion for Mathematics and Science. The same subgroups met the ELA Test Performance criterion using the AYP *safe harbor* targets.

In the 2008-2009 school year our high needs populations made exemplary gains in both ELA and Math. This means that our ELLs and Special Education students improved by one-half of a proficiency level or more in ELA and/or Math. Overall, 72.4% of our students achieved a level 3 or 4 on the ELA; while over 90% of students achieved a level 3 or 4 in Mathematics. Over the last two years a greater effort has been made to increase the number of ELLs participating in the intervention and support programs throughout the day as well as before school and on Saturdays. As a positive consequence, a higher number of ELLs are reaching proficiency levels on the NYSESLAT. For the third year consecutively our fourth grade students have met the Adequate Yearly Progress (AYP) targets for Science. This means that the students have met the participation and performance criterion for this subject area. However, our need is to increase the number of ELLs and students with disabilities who meet or exceed one year's growth as indicated by the NYS ELA test proficiency scores.

In the 2009-2010 school year 42.8% of our students were on proficiency levels 3 or 4 in English Language Arts. In Math, 61.2% were on proficiency levels 3 or 4. This *apparent* change in the trend is largely due to the reconfiguration of scale scores by the New York State testing program. However, our median growth percentile in ELA was 71% while our median growth percentile for Mathematics was 69%.

For this reason we are redoubling our efforts to provide comprehensive and symbiotic support to all groups. This will be achieved by aligning resources, curriculum and personnel in designing the goals for improvement in the specific areas of: reading comprehension of non-fiction material, understanding and interpretation of verbal problems in mathematics and interpretation and critical evaluation of content data from text and hands-on experiences.

As result of our efforts to provide more meaningful and responsive professional development, we have seen an increase in interest in Professional Development opportunities as evidenced in increased participation in the offerings. However, we need to

sustain: 1) our efforts to differentiate instruction, 2) our support of teachers in their gathering of real time data that is used to make instructional decisions for students at least three times in the year.

Greatest Accomplishments over the last couple of years:

As reflected in the NYC DOE Progress Reports, for the past three years our school has scored “A” in the area of student progress. In the growth model used, 71% of our students made at least one year’s progress in ELA and 69% made at least one year’s progress in Mathematics

Interest and participation in voluntary Professional Development through in-house, outsourced or course offerings has increased significantly to an approximate 92%.

We have also enhanced the literacy program by providing small group instruction via guided reading support as well as focused and data driven Academic Intervention. In addition, we have restructured our daily schedule in grades 3, 4 and 5 such that a 90 minute uninterrupted literacy block has been integrated into the course of the school day. This makes possible a consistent and focused literacy program.

To effectively support our ELL student population we have modified our free-standing ESL program by implementing both a push-in and pull-out model across the grades, based on students’ language proficiency. We have added an ESL coordinator to our faculty to specifically address the needs of our ELL students and the staff that serves them. English Language Learning support has been offered in the form of early morning programs and Saturday Academies. This past summer, we included our first and second grade ELLs in our extended year support programs. Additionally, consistent effort is made to increase the number of special needs students in every program offered. To this approximately 40% of seats are reserved for this category of students. Specific Language Development based programs such as ballet ambassadors are contracted and customized to target the particular needs of all students including ELLs. We have restructured our school day to include a study group period for bilingual and ESL teachers to meet once per week on Thursdays. These sessions include but are not limited to: professional development based on needs expressed, integration of technology in the delivery of ELL instruction, and policies and expectations of second language programs.

To further support our ELL students and teachers, we have added the position of ESL Coordinator.

We have maintained our team of science cluster teachers to include three specialists, so that science instruction can continue to be supported through hands-on activities and laboratories. Under the direction of the science supervisor, a content specific template is used by this team that reflects rigorous alignment with classroom instruction with an emphasis on expanding the learning rather than repeating themes or lessons.

The faculty has been reorganized to include three social studies clusters for the 2010-2011 school year in our efforts to further support the development of academic language.

We have restructured our extended day program such that alternating weeks will focus on ELA and Math. Specific foci have been identified to target specific skills based assessment data. The literacy focus days will include reading and writing in the content areas.

Parental involvement - We have continued our parent outreaches through: Family Nights, monthly workshops, assemblies, Parent Association meetings.

The most significant aids or barriers to the school’s continuous improvement include:

Aids:

Administrative Staff - The administrative team is in constant communication with all constituencies in regularly scheduled meetings with the School Leadership Team, the UFT consultation committee, grade and department meetings, as well as individual meetings

with teachers. Weekly cabinet meetings are the forum to discuss school wide trends, data, needs, initiatives and innovations. Grade specific needs are addressed in individual meetings between the school leader and the grade supervisors. These strategies yield a responsive approach to the needs of students and staff combined. The team also engages in professional development various times during the year.

The Administrative Team takes great pains to maintain a free flowing sharing of information among all constituencies through daily bulletins, staff memoranda, e-mails, content area calendars and events calendars.

The composition of the Administrative Team has been constant for the last three years. This has helped to sustain efforts toward year to year improvements. We have expanded our administrative team. This means that one Assistant Principal can focus on the new Special Education Phase I initiative and focus on the development of curriculum and instruction, specifically literacy, science and social studies for all grades.

Pedagogical Staff - As certified by the BEDS survey, 100% of our pedagogues are duly licensed and assigned to their specific specialty area. In the past three years there has been less than 1% of staff mobility. This means more consistency in core understandings of curriculum and best practices.

An average of 92% of our staff routinely engages in professional development. Turn keying has become innate to our school culture. ALL staff is well versed in the use of data for the planning of daily differentiated instruction.

We have created a graphic arts teacher position to promote language and literacy learning through the graphic arts. Her duties include teaching art appreciation through read alouds and class discussions, infusing the content of social studies into the art curriculum and using the computer laboratory as an instructional tool to enhance language development.

Instructional - We have been diligent in procuring more researched-based materials. This includes additional resources that were purchased for support services providers in an effort to refrain from duplicating lessons or activities.

Copies of IEPs (Individualized Educational Plan) are made available in a secure central location to all providers connected with the instruction of classified students as well as in the homeroom of the student. This helps to promote alignment of the content of the curriculum and appropriate methodology. An IEP specialist has worked with the SETSS providers to support improvements in the writing of IEPs and the delivery of services. We have been able to secure a full complement on our School Based Support Team. That is, we have on board two psychologists, one social worker, four speech pathologists, two full time Occupational Therapists, one part-time Physical Therapist, and two clerical aids.

Each classroom library is well stocked and backed up by a generously equipped theme room. Scheduling has been manipulated to facilitate grade planning and curriculum development, department meetings, RTI (**R**esponse **T**o **I**ntervention) meetings, EPCs (Educational Planning Conferences).

On or about the second week in November we host a Book Fair for approximately two weeks to promote independent reading among the students. This activity is planned to coincide with Parent-Teacher Conferences in an effort to continue to promote self directed reading in the home and parental participation.

In the spring we host a Curriculum Fair to showcase student work in all subjects including literacy, math and the content areas. This activity lasts one week and is scheduled to coincide with our spring Parent-Teacher Conferences.

Physical Plant - We are fortunate to have a full functioning; refurbished computer lab with 32 new computers and wide screen projector; newly refurbished and technologically updated library; gymnasium; 400-seat auditorium; and a school yard currently recently renovated. In the grassy area adjacent to the school lunchroom, an outdoor theatre has

been constructed complete with stage, framing and blocked paving. The perimeter of the mini school has been repaved. Painted games have been included.

Parents/Community - We have an active and fully staffed Parents Association that meets with the school leader monthly. P.S. 8 parents are appropriately represented on the School Leadership Team. As a component of the Mosholu Montefiore Health Clinic housed in our school, parents attend thematic workshops and participate in Saturday field trips with their children throughout NYC. The Parent Coordinator also plans and executes thematic workshops based on parent interests and needs expressed.

In the fall we hold Parent Orientation meetings by grade. For the Kindergarten a *Meet and Greet* was held on the first day of school. These allow parents to formally meet their child's teacher and become acquainted with the curricula and materials of the child's new grade. Monthly calendars are sent to every home to maintain parents informed of special events such as assembly programs, trips, parent workshops and changes in the daily schedule.

Barriers:

The challenge of our school building being over utilized remains. Building use is over 140% of capacity. This past school year our enrollment was 1,182. The school was originally built for only 900 students. As a result, non-instructional spaces must be used for instruction. Content area specialists travel from class to class carrying their supplies. Various areas in the school building (i.e. gymnasium, auditorium, and school library) are used for multiple purposes. For example, the cafeteria must double as a science laboratory and as a meeting site for the School Based Support team to conference with parents. This limits the time for these activities since the space must be cleared for lunchtime routines. Providers of Physical or Occupational Therapy are challenged to find suitable spaces to make their services available.

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.

1. Planning: A) By Grade: By June 2011, 100% of the pedagogical staff will have been introduced to and participated in grade planning and curriculum development as a means to promote academic rigor in a thinking curriculum by planning lessons that allow children to think, question, explore, and engage in rich conversations and discussions (i.e., Project based learning, activity centers, and student reflections.) By June 2011, 100% of teachers will have practiced planning with colleagues of the same grade to meet the needs of the students. This will be evident through unit plans developed during the professional activity periods. The work of the grade planning teams will be shared at grade conferences and made available to the entire school community as it is developed. It will also be aligned with the work of the Collaborative Inquiry Team for Literacy and the Collaborative Inquiry Team for Math. It is expected that this focused planning will maximize instruction and student performance. **B) Literacy Task Force/PD Team** – By September 2010 a task force will be formed to ascertain and plan for the literacy needs of the staff. This task force will be comprised of grade representatives who will be charged with the responsibility of:
♦ canvassing their constituents' for professional development needs in the realm of literacy development, ♦ write curriculum, ♦ support the literacy coach in the development and implementation of curriculum, ♦ help define and plan the focus of our weekly professional development sessions on Thursdays, ♦ turn key the information to colleagues. This team is supported by and accountable to the Assistant Principal for Curriculum Development and Instruction.

2. Common Core Standards and Differentiated Instruction Across curriculum areas:
A) By June 2011, 100% of teachers will be become familiar with the common core standards for all curriculum areas. This will be evident in teacher plan books and lessons executed.
B) 100% of teachers will hold all students to the same core standards through differentiated instruction.

3. Improvement of Parent and Community Relations: By June 2011 60% of parents/community members will have participated in school-wide functions as measured by attendance sheets from family instructional workshops, school assemblies, meetings, Saturday programs, GED and ESL Classes, SLT, writing celebrations, family nights, etc.

4. Gathering and Using Data: By June 2011, 100% of teachers will be able to gather and re-gather data at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports, Acuity, and/or NYS standardized testing instruments. With this information the teachers will be able to group students according to benchmark achievements, adjust flexible groupings and

identify next steps. The Collaborative Inquiry Teams cited above will be instrumental in modeling the use of data to drive instruction. _

5. Response to Intervention – By June 2011, 100% of teachers will have been introduced to this initiative through a steering committee which will pilot and model tiered activities and flexible grouping and disseminate this information school wide. This will provide another alternative to the formal referral process. The Pre-Referral Intervention Manual (PRIM) is one of the resources being used to support this goal. This manual provides a direct response to state mandated pre-referral intervention activities and may be used by all educators to develop a comprehensive plan of intervention strategies for students. This initiative is being supported by the School Based Support Team and the Montefiore Medical Clinic housed in our school.

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): **Grade Planning in all Content Areas**

<p>Annual Goal #1A Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of the pedagogical staff will have been introduced and will have participated in grade planning and curriculum development as a means to promote academic rigor in a thinking curriculum by planning lessons that allow children to think, question, explore, and engage in rich conversations and discussions (i.e., Project based learning, activity centers, and student reflections.) By June 2011, 100% of teachers will have practiced planning with colleagues of on the same grade to meet the needs of the students. This will be evident through unit plans developed during the professional activity periods. The work of the grade planning teams will be shared at grade conferences and made available to the entire school community as it is developed. It will also be aligned with the work of the Collaborative inquiry Team for Literacy and the Collaborative inquiry Team for Math.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Restructure the professional activity menu to reflect grade planning teams for all grades across the content areas. ▪ Grade meetings will be the forum to report on the work of the grade planning teams. ▪ Assignments to grade planning teams will be based on teacher preference. ▪ Grade supervisors will monitor the work of the grade planning teams. ▪ Restructure the professional activity menu to include content area teams such as Mathematics, Science, Social Studies, and the Arts. The purpose of these teams will be to enhance classroom instruction through theme alignment.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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</p>	<ul style="list-style-type: none"> ▪ Outsourced professional development will be offered through Title III funding and will be based on the needs of the staff as assessed by the Needs Assessment Task Force. ▪ In-house human resources such as the Math and literacy coaches will add clarity to the type of data driven planning for core standards instruction that uses performance indicators to plan target instruction across all content areas.

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> ▪ 100% of teachers will attend at least one professional development session offered by Teachers College. Title I monies will fund the substitute teachers needed to accomplish this.
<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"> ▪ Diagnostic, Formal/informal assessment data (i.e. TCRWP Assessment Pro) ▪ Goal setting meetings with supervisors ▪ Periodic review of unit and lesson planning by supervisors ▪ ITA reports ▪ Baseline Assessments, portfolios that reflect movement over time, updated student AIS profiles, report cards, parent-teacher conferences, student-teacher conferencing

Subject/Area (where relevant):

Differentiated Instruction across curriculum areas

<p>Annual Goal #2B <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of teachers will hold all students to the same core standards through differentiated instruction</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Establish classroom environments that are conducive to learning centers, differentiated instruction and small group instruction. ▪ Differentiated instruction through flexible grouping and tiered activities. Provide additional academic intervention services to ELLs who are performing well below grade level (ELL Morning Programs and small Group Tutoring. ▪ Student data will be used to promote rigorous teaching and learning; namely higher order thinking skills, critical thinking skills, and research skills ▪ Data collected will be used to discuss students' needs and scaffold lessons (i.e. availability and accessibility of student IEPs with supervisors and parents. These will be reflected in plan books, tiered activities and bulletin boards.
<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>	<ul style="list-style-type: none"> ▪ Title III funds will be used to provide enrichment and tutorial opportunities ▪ Title I funds will be used to plan and execute in-house workshops on differentiated instruction. ▪ Promote uniformity of content learning through the purchasing of programs such as <i>Foundations</i> using Title I funding to complement core curriculum instruction.

<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"> ▪ Flexible groups based on all data available. ▪ Plan books ▪ Units of study ▪ Classroom environments that reflect rigor and differentiated learning; i.e. leveled libraries, integration of technology, tiered assignments and activities displayed, teacher feedback, checklists and rubrics on student work ▪ Activity and Learning Centers ▪ Evidence of small group instruction - guided reading, conferencing schedules, conference notes, <i>Guiding Reading</i> kits, math manipulatives, bridging the disciplines ▪ Portfolios - reading, writing, math, science and AIS.
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Subject/Area (where relevant): Improvement of Parent and Community Relations

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 60% of parents/community members will have participated in school-wide functions as measured by attendance sheets from thematic workshops, school assemblies, PA meetings, Saturday programs, GED and ESL Classes, SLT meetings, writing celebrations, family nights, etc.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ To encourage families to take full advantage of our school health clinic by advertising and promoting registration and participation in the clinic. ▪ The school's parent coordinator and the clinic's parent liaison will collaborate to advertise and endorse parent/child activities sponsored by the clinic. ▪ Align the Montefiore-Mosholu After School Community Programs and the Beacon After School Community Programs with the school initiatives. ▪ Continue affiliations with the Bronx Zoo, Botanical Gardens, Green Meadow Farms, Metropolitan Museum, Lehman Center for the Performing Arts ▪ Continue our relationship with community based organizations such as the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the <i>Norwood News</i>, Lehman College ▪ Continue outreach to educational institutions such as Manhattan College and Fordham University to provide us with student teachers and interns ▪ Schedule monthly "Family Nights" ▪ Parent coordinator will continue to schedule on going meetings and workshops with families on topics such as: Progress Report, Parent Surveys, Middle Schools Applications, etc.) ▪ Parent workshops will be facilitated on test preparation and school-wide curriculum

	<ul style="list-style-type: none"> ▪ GED and ESL Parent Classes ▪ Interpretation services will be offered to LEP parents ▪ Written school information will be translated into the four high incidence languages in our school population ▪ Monthly newsletter to inform and celebrate successes ▪ Parent Home-School Calendar to inform and anticipate upcoming events
<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>Title III funds to sponsor adult GED, citizenship classes, ESL classes, family nights, and thematic parent workshops. Title I funds to sponsor translation and interpretation services for LEP parents Please refer to the table in section <i>School wide Reform Strategies</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"> ▪ Agendas from monthly PA meetings ▪ Monthly report from Parent Coordinator ▪ Minutes from SLT Meetings ▪ School Environment survey ▪ Record of attendance from workshops and school community meetings ▪ Participation of parents at monthly assemblies and celebrations ▪ NYC School Survey - School Environment
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Agendas from monthly PA meetings ▪ Monthly report from Parent Coordinator ▪ Minutes from SLT Meetings ▪ School Environment survey ▪ Record of attendance from workshops and school community meetings ▪ Participation of parents at monthly assemblies and celebrations ▪ NYC School Survey - School Environment

Subject/Area (where relevant): Gathering and Using Data

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>A. By June 2011, 100% of teachers will be able to gather and re-gather data at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports and/or NYS standardized testing instruments. B. Academic goals in ELA and Math set for children will result in a 5% increase in levels 3 and 4 on the NYS ELA as follows: Grade 3: 40% to 45% Grade 4: 39% to 44%</p>
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	<p>Grade 5: 57% to 62%</p> <p>Using November 2010 data, K-2 reading levels will increase by 5% in levels 3 and 4 as follows:</p> <p>Grade K: 0% to 5%</p> <p>Grade 1: 11.29% to 16.29%</p> <p>Grade 2: 18.78% to 23.78%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Teachers will be assigned a computer lab access period in order to retrieve class as well as individual assessment data. ▪ Initial <i>goals setting</i> with administrators will be encapsulated on templates that reflect the use of student data. ▪ Midyear checkpoints will take place in the form of meetings with grade supervisors that focus on student work, benchmark scores, running records, writing samples and conference notes. ▪ Teachers will be required to bring evidentiary data to support goals set for individual students. ▪ Teachers will share S.M.A.R.T. goals with their supervisor. ▪ Goals will be re-visited with teacher and supervisor throughout the year, particularly pre and post observations. ▪ The Collaborative inquiry Team for literacy will examine the fourth grade ELA results and performance indicators in order to design interventions that will support students in their area of need. ▪ The Collaborative inquiry Team for math is following the '08 - '09 target population into the fifth grade. ▪ Launch conversations around literacy - Saturday professional discourse TC consultant.
<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>	<ul style="list-style-type: none"> ▪ Title III funds will be used to provide enrichment and tutorial opportunities for this population. ▪ Title I funds will be used to plan and execute in-house workshops on differentiated instruction. ▪ Promote uniformity of content learning through the purchasing of programs such as Foundations using Title I funding to complement core curriculum instruction. ▪ Scheduling will be adapted to allow teachers to use the computer lab to access data. ▪ Copies of the IEP will be centrally located as well as in individual classrooms. ▪ ARIS training will be provided by the data supervisor ▪ Support staff will assist in data collection by helping to administer ongoing, interim assessments ▪ Professional Development sessions are scheduled with coaches to assist teachers

	<p>with the interpretation of data.</p> <ul style="list-style-type: none"> ▪ Templates and recording tools are provided that: ✓ formalize data collection, ✓ interpret data, ✓ highlight the strengths and needs of individual students. ▪ NYC School Survey - School Environment
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Subject/Area (where relevant): Common Core Standards

<p>Annual Goal #2A Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Common Core Standards: By June 2011, 100% of teachers will be become familiar with the common core standards for all curriculum areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Workshop sessions on the Common Core Standards ▪ Collaboration with the collaborative inquiry teams for literacy and mathematics ▪ Exam the correlation between the current state standards and the common core standards in ELA, Math, Social Studies and Science. ▪ Promote discussions around the purpose, elements and structure of the Common Core Standards ▪ Develop plans to incorporate the Common Core Standards into the school’s curriculum and assessments
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ The Assistant Principal Liaison and select teachers will attend professional development sessions provided by CFN 1099 in order to turnkey information to staff. ▪ Support staff such as literacy coach, math coach, ESL coordinator will assist in the turnkey efforts ▪ Participate in Teachers College offerings on the implementation of the common core standards ▪ Title I Professional Development funds will be used to sponsor turnkey sessions
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Curriculum Maps will reflect common core standards for all content areas ▪ Teacher plan books will reflect common core standards for all content areas ▪ In the process statements, bulletin board displays will identify the common core standards addressed ▪ Workshop evaluations/reflections will demonstrate understanding of the common core standards

Subject/Area (where relevant): Response to Intervention

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will have been introduced to this initiative through a steering committee which will pilot and model tiered activities and flexible grouping and disseminate this information school wide. This will provide another alternative to the formal referral process.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ The existing in-house <i>Teacher Referral Form</i> will be restructured to include student strengths as well as areas of need. ▪ The existing in house <i>student instructional support plan</i> will be restructured to include tiered interventions, flexible grouping vis-a-vis the common core standards ▪ An RTI planning team will be offered in the professional activity menu ▪ The RTI planning team will – work collaboratively with the special education supervisor, school based support team, guidance counselors to create interventions, identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities prior to a formal referral.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Collaboration of all RTI team members, SBST members, guidance counselors, Administrative liaison, pedagogical staff ▪ Montefiore Mental/Health Clinic Personnel ▪ CFN 1099 training
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Individualized Intervention Plans ▪ Revised <i>Teacher Referral Forms</i> ▪ Revised <i>instructional support plan</i> ▪ Agendas of weekly RTI meetings ▪ Percentage of incidences of referrals to CSE

Subject/Area (where relevant): Literacy Task Force/PD Team

<p>Annual Goal #1B Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By September 2010 a task force will be formed to ascertain the literacy needs of the staff. This task force will be comprised of grade representatives who will be charged with the responsibility of: ♦canvassing their constituents’ for professional development needs in the realm of literacy development, ♦ write curriculum,</p>
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	<ul style="list-style-type: none"> ♦ support the literacy coach in the development and implementation of curriculum.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ The daily program schedule will be adjusted to include time for grade representatives to meet to design/create a needs assessment survey that will reflect the needs of the constituency they represent. ▪ This team will be responsible for administering the survey and analyze results. ▪ The team will report the results to the administrative team, literacy and math coaches ▪ Using the input of the staff, this team will revise the existing literacy curriculum so as to better reflect the common core standards and better meet the needs of the students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ▪ Collaboration of the literacy coach, grade representatives, administrative team and TC staff developer. ▪ Participate in the TC calendar days ▪ Participate in after school literacy professional development offerings
<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"> ▪ Agendas from turnkey sessions ▪ Agendas from grade meetings ▪ Data gathered from the needs assessment surveys ▪ Unit plans ▪ Pre and post student assessments in literacy ▪ Classroom/School <i>walk throughs</i>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	14			1
1	51	60	N/A	N/A	13			2
2	151	100	N/A	N/A	18			5
3	80	52	N/A	N/A	1			3
4	92	20	188	188	4			11
5	52	15	149	149	18			5
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> * Grades 3-5 (including ELLs and special education students) receive small group instruction focusing on reading and test taking strategies during the school day. * Grades K-1 (including ELLs and special education students) focus on developing oral and written language during the school day. * Grades 3-5 ELA Saturday Academy beginning in January 2010 * During the school day grades 3-5 receive guided reading instruction from guided reading teachers, as well as the classroom teacher. * The <i>Foundations</i> program will be used with targeted students in grades 1 & 2. * The Wilson Multi-Sensory Language Program is utilized with targeted students. * ELLs receive mandated services in either bilingual self contained classes, ESL self contained classes and push in models or pull out models during the school day that focus on the development of academic language. * Before the school day ELLs will participate in enrichment opportunities to further develop their academic language. * Before the school day grades 1 - 5 will participate in enrichment opportunities to further develop their language and literacy skills beginning in November. * Extended day work in language and literacy development. * Literacy coaches work closely with all teachers in the implementation of the <i>TCRWP</i> * The Collaborative inquiry for Literacy will use data to identify the areas of greatest need and design interventions * Mid-Winter Enrichment Program
Mathematics:	<ul style="list-style-type: none"> * Grades 3-5 Saturday Academy for Math beginning in January 2010 * Extended day work in mathematics * Grades 3-5 Saturday Academy beginning in January 2010. * During the regular school day students at - risk are given additional small group instruction by math teachers, three times per week, for 45 minute periods. * Additional support is given to holdover students * Grades 3-5 Math Saturday Academy beginning in January 2010 * The math coach works closely with all teachers in the implementation of <i>Everyday Math</i> * The Collaborative inquiry for Math will use data to identify the areas of greatest need and design interventions

	<ul style="list-style-type: none"> * Before the school day grades 1 & 2 will participate in enrichment opportunities beginning in February 2010.
Science:	<ul style="list-style-type: none"> * Cluster programs for grades K-5 focus on interpreting written material as well as performing hands-on experiments and labs. Across the grades, additional time has been scheduled for class groups to examine a hypothesis and prove or disapprove it through labs that include research, manipulatives and scientific tools. Beginning in March, our fourth grade classes will be schedule for more lab time. * Saturday Science Academy for fourth grade students begins in May.
Social Studies:	<ul style="list-style-type: none"> * The new cluster program emphasis is content understandings and document interpretation for grades 3 - 5. Guidance is provided in reading authentic historical documents, constructing short responses and writing convincing, well organized essays. * The focus of grades K-2 is on the language of social studies discourse as well as literacy in the content area through thematic prose and poetry and the study of other content based genres.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> * 2 counselors to address students' needs * Coordinated/aligned efforts between guidance counselors, parent coordinator and administrators to support students at risk.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> * RTI Team Meetings to support children at risk. * Counselor-Teacher articulation to align student support
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> * Individual & group counseling and in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referrals of students in need.
At-risk Health-related Services:	<ul style="list-style-type: none"> * Support from Mosholu-Montefiore Clinic for students in need of counseling * Proactive approach by having parent workshops and conversations with parents on topics of their interest. * Individual and group counseling as well as in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referral of students in need.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served: 333 LEP Non-LEP

Number of Teachers 14 Other Staff (Specify): 1 Bilingual Guidance Counselor, 1 Bilingual Psychologist,
1 Bilingual Speech Teacher, 1 Bilingual Social Worker

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.

Language Instruction Program – Our language instruction program includes: heterogeneous transitional bilingual classes (Eng/Span) in grades 3, 4 & 5, a fourth grade self contained d ESL class, and free standing push-in and pullout models of instruction to serve the ELLs in monolingual classes. The instructional groups with in all models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: content based English language learning, integrated learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning differentiated instruction and field trips. Free Standing ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL methodologies are infused across the disciplines. Instruction materials that will under gird academic language development in English and Spanish as well as develop the native language, have been identified for purchase.

Through Title III funding, ELLs in grades 1-5 are offered before school, after school and Saturday opportunities to further develop their academic language in the following disciplines: ESL, Math, social studies, and science. The emphasis of the programs is on reading and writing academic English.

The following table synthesizes the before/after school and Saturday offerings that support our ELLs and their parents:

Program	Number of Students	Grade Levels	Times/Days Of Program	Language of Instruction & Provider	Program Duration	Purpose
ESL	65	3, 4, 5	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	Nov-Dec	Language Enrichment
ESL	48	1, 2	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	April-May	Language Enrichment
ELA for ELLs	36	3, 4, 5	Sat 9:00AM-12:00PM	Eng Certified ESL Teacher	Jan-May	Language Advancement
AM Science At no cost to Title III Funds	15	4	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	TBA	Enhance CALP for ELLs
GED Program	50	Parents of all grades	Tues 3:30PM-5:00PM	Eng Certified ESL Teacher Span Certified Bilingual Teacher	Nov-April	Preparation for GED Exam
ESL for Parents	25	Parents of all grades	Thurs 3:30PM-5:00PM	Eng Certified ESL Teacher	Nov-April	Language Development for Adults
ELA for ELLs	24	Grades 1-2	Sat 9:00AM-12:00PM	Sat 9:00AM-12:00PM	Jan. 2010 - May 2010	Language Advancement

Parent Involvement- Our parent programs are intended to enhance: ▪ parents’ capacity to improve their children’s achievement and ▪ enhance parents’ confidence and ability to serve as role models for their children. To this end, we have regularly scheduled preparation classes for the General Education examination for parents seeking to attain their High School Equivalency diploma. In addition, we offer ESL classes for the parents of our ELLs. These programs include field trips to historical and cultural entities such as: 1) Historic Boston, Massachusetts where parents will take tour the Paul Revere House, take the virtual tour of the route of the midnight ride of Paul Revere, view and learn about the items he made as a master craftsman, 2) The Museum of Natural History.

We offer thematic parent workshops that include but are not limited to topics such as: orientation to content specific curriculum areas, orientation to standardized tests such as the NYSESLAT, family nights on topics such as technology, mathematics and read alouds, parenting offerings on topics such as the emotional health of students, anxiety and stress symptoms in children.

Projected Date	Activity	Target Audience	Topic	Language
November 2010	Family Night – Mask Making	Parents of grades K-5 ELLs	Integrating reading into craft activities	English, Spanish, Albanian
January 2011	After School Workshop	Parents of grades 3-5 ELLs	Orientation to NYS ELA test	English, Spanish, Albanian
March 2011	After School Workshop	Parents of grades 3-5 ELLs	Orientation to NYS Mathematics Test	English, Spanish, Albanian
April 2011	After School Workshop	Parents of grades K-5 ELLs	Orientation to NYSESLAT, Navigating the NYS OSA website	English, Spanish, Albanian
May 2011	After School Workshop	Parents of grades K-5 ELLs	Stress symptoms involved in L ₂ Acquisition	English, Spanish, Albanian

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.

The school’s literacy and math coaches work closely with the bilingual staff and make available all materials, resources and support services. ESL teachers share best practices with all teachers serving ELLs in planned and focused articulation meetings as well as in informal peer to peer meetings based on need and interest.

Our regularly scheduled weekly school schedule has been restructured to include a study group/professional development session for bilingual and ESL teachers. The group meets to address lesson adaptations that best suit instructional and language development needs of ELLs, integration of technology, guidelines, policies and best practices of English language learning, infusing rigor into the everyday curriculum, project based learning, content based ESL and BICS versus CALP, among other topics.

A contracted provider will offer thematic workshops on: *Improving Brain Function* and *Diving Deeper into Learning*. The purpose of these workshops is to under gird our two fold goal of: 1) sustaining the academic and language learning strengths reflected in the in the item analysis for the NYS ELA test, 2) continue to embed academic rigor into the core curriculum of ELLs. These opportunities are open to all teachers of ELLs in all of the instructional models in our school. These workshops are sequels to previous PD offerings on differentiation, rigor, and language learning. Debriefing and follow up will be possible through the previously mentioned weekly study group meetings of the ELL staff.

Bilingual and ESL teachers are also represented in the weekly professional activity periods. The groups include grade planning for core standards, RTI initiative (**R**esponse **T**o **I**ntervention), planning for the integration of the academic curriculum into the graphic and performing arts curriculum, planning for the school wide science curriculum, and planning for the school wide social studies curriculum.

Bilingual and ESL teachers participate in the TC professional development sessions on site and at the college in support of the implementation of the TCRWP.

Form TIII – A (1)(b)

School: P.S. 008

BEDS Code: 321000010008

Title III LEP Program School Building Budget Summary

Allocation Amount: \$53,920		
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)	♦ 25 days X 12 teachers X .75 hours X \$49.89 = \$ 11,246 ♠ 21 days X 4 teachers X 3 hours X \$49.89 = \$12,595 ▼ 21 days X 2 teachers X 3 hours X \$49.89 = \$3149 ❖ 21 days X 2 teachers X 1.5 hours X \$49.89 = \$3150 ⊗ 63 days X 1 school aide X 1.5 hours = \$1656 ★ 11 teachers X 6 hours X \$49.89 = \$3298	♦ Before school language development program ELLs grades 1-5 ♠ Saturday language development program for ELLs ▼ GED program for ELL parents - [1 English session], [1 Spanish session] ❖ One ESL, one citizenship teacher for parents ⊗ Child care for GED, ESL, citizenship parent programs ★ Saturday workshops, "Improving Brain Function," "Diving Into Deeper Learning"
Purchased services - High quality staff and curriculum development contracts.	\$ 9,581 [2 days @ \$4790.50]	□ ¹ Contracted Professional Development with <i>SDR Improving Brain Function Diving Into Deeper Learning</i>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,917 \$2,663	^ Books and supplies to support Parent Involvement programs Steck Vaughn <i>GED Preparation</i> - Eng., Span. <i>Survival English, Citizenship</i> ^ Trade books and instructional supplies to support <i>after</i> or <i>before</i> hours ELL programs (grades 1-5)
Travel	\$ 750 Transportation \$ 350 Admissions \$ 1,750 Transportation	◇ Parent Field Trip to Museum of Natural History ◇ Parent Field Trip to Museum of Natural History ◇ Parent Field Trip Historic Boston

	\$ 1,015 Admissions	◇ The Freedom Trail Tour
Other	\$ 800 Parent Workshop Refreshments	³ Parent Workshops: »Understanding the NYS Parent Brochure on the NYSESLAT, »Navigating the NYS OSA website
TOTAL	\$53,920	Aligned program of services

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.

In order to determine the high incidence languages of our school, we retrieved the Home Language Aggregation report (RHLA) from the ATS menu. To confirm our findings, we retrieved the school wide RPOB report which includes the home language code for all active students. These reports were perused by the free standing ESL teachers in order to resolve discrepancies in collaboration with the Pupil Accounting Secretary. In addition, the cumulative records of the new entrants were examined to accurately report the OTELE code for students new to our school community. In descending order, the high incidence languages of our school are English, Spanish, Bangla, and Albanian.

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.

In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla. The Parents Association discussed translation/interpretation services during one of their PA meetings. The executive committee of the Parents Association was given a copy of the aggregated home language report. They have identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. We also discussed our findings during our School Leadership Team meetings. The SLT members agreed that interpretation and translation services are justifiable budget items.

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.
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.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,006,912	\$494,758	\$1,501,670
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,069	\$4,948	\$15,017
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$50,346	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$100,691	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.3
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.

P.S. 8 School – Parent Compact

School Responsibilities

1. To provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the NYS Student Academic Achievement Standards as follows:
 - Implementation of a comprehensive literacy program for Grades K thru 5 including 150 minutes of sustained literacy instruction.
 - In the area of mathematics our curriculum directly reflects the NYS Math Standards.
 - We are committed to providing instruction by highly qualified teachers who are afforded the ongoing opportunity for superior professional development.
2. To hold Parent-Teacher Conferences twice a year (Nov. & Mar.) during which this Compact will be discussed as it relates to the individual child’s achievement.
4. To provide parents with frequent reports on their children’s progress. The school will provide three report cards as well as results from all standardized and NYS tests as they become available. Individual progress reports will also be provided as needed.
5. Parents will be informed of teacher's daily availability for scheduled appointments.

6. To provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Assembly programs and school activities, classroom writing/learning celebrations, and parent workshops are available to all parents.
7. To strengthen the home-school partnership we have planned for monthly *Family Nights* so that parents and their children can gather to participate in activities that reinforce academic learning as well as recreational experiences that cement the parent/child relationship.

Parent Responsibilities

We as parents will support our children's learning by making education a priority in our home in the following ways:

- making sure my child is on time and prepared for school everyday;
- monitoring attendance;
- talking with my child about his/her activities everyday;
- scheduling daily homework time in an environment conducive to study;
- making sure that homework is completed;
- participating, as appropriate, in decisions relating to my child's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading and responding to all informational notices from the school or district in a timely manner;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement.
- This parent involvement policy is reviewed and revisions are considered in mid October of every school year.
- A copy of the parent involvement policy is distributed to all Title I parents at the November Parent Teacher conferences.

P.S. 8 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - The school will consistently advertise the role and location of the Parent Coordinator.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

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

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.

1. Comprehensive Needs Assessment:

To determine its needs, the school relies on the results of the following assessments, evaluations and reporting instruments:

Standardized	In-house	Other
NYS ELA Assessment	Writing Baselines	NYC DOE Progress Reports
NYS Mathematics Assessment	Mathematics Baselines	NYC DOE School Report Card
Acuity	TCWRP Assessment Pro	NYS Gap Analysis for ELA, Math
NYS ESPET Assessment for Science (4th grade)	running records	NYS Gap Analysis for Mathematics
E-PAL for second grade literacy	student conferences	Alternative Assessments for IEP students
NYSESLAT	teacher made tests	Everyday Math Unit Tests
	checklists, rubrics	Wilson Assessments for IEP students
	RAI & MAI for 2 nd gr.	

Based on item analyses of the 2009-2010 standardized assessments, our students' strengths and challenges are delineated in the tables below:

ELA

Grade	Strengths	Challenges
4	<ul style="list-style-type: none"> ▪ Summarize main ideas and supporting details from imaginative texts ▪ Evaluate the content by identifying the author's purpose ▪ Locate information in a text that is needed to solve a problem ▪ Distinguish between facts and opinions 	<ul style="list-style-type: none"> ▪ Read unfamiliar texts to collect data, facts and ideas ▪ Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic. ▪ Identify main ideas and supporting details in information texts.
5	<ul style="list-style-type: none"> ▪ Evaluate the content by identifying important and unimportant details ▪ Locate information in a text that is needed to solve a problem ▪ Recognize and use organizational features such as table of contents, page numbers and chapter headings to locate information 	<ul style="list-style-type: none"> ▪ Use knowledge of story structure, story elements and key vocabulary to interpret stories ▪ Collect and interpret data, facts and ideas from unfamiliar texts ▪ Made predictions, draw conclusions, and make inferences about events and characters

Mathematics

Grade	Strengths	Challenges
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4	<ul style="list-style-type: none"> ▪ Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication ▪ Describe and extend numeric and geometric patterns ▪ Read and interpret data and pictograph 	<ul style="list-style-type: none"> ▪ Measuring to the nearest standard unit ▪ Using currency ▪ Representing fractions
5	<ul style="list-style-type: none"> ▪ Count and represent combined coins and dollars using currency symbols ▪ Add and subtract three digit numbers without regrouping ▪ Identify congruent and similar figures 	<ul style="list-style-type: none"> ▪ Measuring using the metric system ▪ Comparing whole numbers and unit fractions and decimals up to 100 ▪ Rounding and estimation

Overall, in the last two years a greater effort has been made to increase the number of ELLs participating in the intervention and support programs throughout the day as well as before school and on Saturdays. As a positive consequence, a higher number of ELLs are moving further along the proficiency continuum of the NYSESLAT. For the third year consecutively our fourth grade students have met the Adequate Yearly Progress (AYP) targets for Science. This means that the students have met the participation and performance criterion for this subject area.

The movement of this subgroup shows a significant upward trend toward improvement in Test Performance that we can specifically link to our efforts in providing comprehensive and symbiotic support. We continue to align resources, curriculum and personnel in designing the goals for improvement in the specific areas of: reading comprehension of non-fiction material, understanding and interpretation of verbal problems in mathematics and interpretation and critical evaluation of scientific data from text and hands-on experiments.

We have used the data available to customize the classroom programs as well as our remedial and enrichment programs for our lowest performing quartile. This will entail but will not be limited to:

- Grade planning will continue to promote academic rigor through lessons that encourage students to think, question, explore, and engage in rich conversations and discussions
- Project based learning, activity centers, and student reflections.
- Gathering and Using Data from all sources to drive the kind of instruction that will be responsive to student needs through flexible groupings and a seamless curriculum.
- Differentiated Instruction that includes pre and post assessments, tiered activities, flexible grouping, commitment to a knowledge core, demands for higher order thinking, and application or active use of knowledge. Representation of content and skills learning and understandings is through differentiated end-products that acknowledge student's interests and strengths.
- Improvement of Parent and Community Relations that is distinguished by a timely free flowing of current information concerning instructional matters and sufficient opportunities for active participation.

3. School wide Reform Strategies:

In an effort to under gird efforts to reach our goals of sustaining achievement and supporting the lowest quartile of students, we are providing the following opportunities to all students, including ELLs and Special Education students:

Program	Grades	Dates	Days	Times
E-PAL	2	Nov-Jan	M-F	7:00AM
ESL	1-2	Apr-May	M-F	7:00AM
ESL	3-5	Nov-Dec	M-F	7:00AM
ELA	3-5	Nov-Dec	M-F	7:00AM
ELA	3-5	Jan-Apr	Sat	9:00AM
Math	3-5	Jan-Apr	Sat	9:00AM
AM Literacy	1-2	Jan-Feb	M-F	7:00AM
Mid Winter Enrichment	K-2	Feb	T,W,H	8:00AM
Math	1-2	Feb-Mar	M-F	7:00AM
Science	4	May	Sat	9:00AM
Adult GED	Parents	Nov-Apr	H	3:30PM
Adult ESL	Parents	Nov-Apr	T	3:30PM
Adult Citizenship	Parents	Nov-Apr	W	3:30PM

Our effective methods and instructional strategies include but are not limited to: grade planning, effective goal setting based on data, using data as a tool to plan for differentiated instruction, and increasing parent-community participation.

To support teacher planning and unit development, we are currently working collaboratively with a Teachers College Staff Developer in addition to having teachers participate in monthly calendar days at TC. This will include all pedagogues from the various constituencies and will be specific to the needs or demands of their areas of expertise. This will help under gird the work being done at the school level.

To help provide an enriched and accelerated curriculum we have:

- * designated an uninterrupted literacy block to promote a sustained focus on integrated literacy skills.
- * designated an independent reading period which will follow the workshop model. It will begin with a focused mini-lesson, independent practice, conferencing between teacher and student and end with a sharing session.
- * ensured that additional materials are present to support our balanced reading and writing program for “at risk” students during the day and those who participate in extended day programs. Support materials are used for programs held before school, after school, on weekends and during the summer that will reinforce but not duplicate the materials presented during the school day.
- * administered ongoing formal assessments such as, ELA, EPAL, NYSELAT, RAI, MAI, TC Reading Assessment (Grades K-5), ELA & Math Acuity tests in grades 3-5.
- * administered informal assessments – running records, conferences, teacher made assessments, checklists, rubrics etc.
- * continued to monitor our Everyday Math Program carefully so as to ensure that balanced mathematics is occurring on a daily basis
- * math and literacy coaches continue to model lessons, coach individual teachers, assist teachers with planning and preparation and provide ongoing professional development
- * formed the Professional Development Team composed of grade representatives. This team is charged with turn keying and disseminating information to their constituencies related to literacy.

* restructured our extended day format such that four Thursdays per month are set aside for professional development sessions.

Current strategies for improving instruction and student performance in English Language Arts is based on the most recent data and includes the implementation of a Balanced Literacy Approach which consists of: independent reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read alouds, word study and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year through 150-minute literacy block for grades 1 – 5, which will be guided by our reading and writing curriculum maps. These contain grade-specific units of study. Classroom libraries, academic support personnel in the classrooms, and the assignment of two full time literacy coaches will further support literacy instruction. The data driven work of the Inquiry Team for Literacy and the Inquiry Team for Math will further support our academic intervention efforts to our lowest quartile by identifying a target population and designing appropriate researched based methods and materials that will improve performance.

All grades will continue to use *Everyday Math* as the primary vehicle for math instruction in the school. This instructional program will be implemented in the following math blocks: K/1 – 45 minutes, 2/3 – 60 minutes and 4/5 – 75 minutes. A full time math coach will support the effective implementation of the program through focused, on-site math staff development and side by side teaching.

The purpose and focus of science education at PS 8 is to offer all students ways to understand, make predictions, and adapt to an increasingly complex scientific and technological world. We will continue to implement the new citywide science initiative, which will be supported by the FOSS Science kits in all grades. Students will be given opportunities to apply scientists' methods of investigation through a "hands on" workshop model and inquiry based approaches that incorporate the scientific thinking processes. In addition to classroom instruction, grades K-5 will be served by three full-time science clusters.

PS 8 will continue to follow the NYS Core Curriculum for Social Studies as aligned to the NYS Social Study Standards. In grade 4, the anchor program will be the Scott-Foresman texts and materials. Grades 3, 4, and 5 will be using the Scholastic Core Curriculum Library for Social Studies to support independent reading and research. Grade 5 will also use Scott-Foresman Document-based booklets. To further support social studies instruction we have added three cluster teachers that provide direct instruction in all grades and articulate with classrooms teachers to provide a unified program aligned with the newly revised social studies scope and sequence in the classrooms.

To provide students with a higher level of understanding of basic concepts, a major focus of the social studies instructional program will be on authentic research. Every student, including special education students and English language learners will be involved in several research projects throughout the year. Classroom Projects will be supported by the school librarian. Other priorities for the school year will be an emphasis on activities that engage students in inquiry and problem solving about significant human issues and participation in interactive and cooperative classroom study processes that bring together students of all ability levels.

3. Highly Qualified Staff

We are committed to the hiring of certified teachers that are highly qualified. Based on the BEDS criteria, at present 100% of our staff is: ✓ identified as duly and appropriately licensed, ✓ assigned to their area of expertise and, therefore, ✓ highly qualified. To continue to attract high quality and highly qualified teachers, we will maintain our relationship with Manhattan College and

with colleges throughout the New York City area, such as Lehman College, Fordham University, and St. John’s College. Students from these colleges participate within the classroom setting, as well as various school-wide activities and are included in our staff development activities. When the need arises, they become part of the pool of potential hires with the added advantage of being familiar with the school culture and climate. To increase the hiring pool, our supervisors attend Job Fairs and preliminarily interview prospective teachers.

4. High quality and ongoing professional development is planned as follows:

Type	Topic	Provider	Approx. Date	Target
In House	<ul style="list-style-type: none"> ▪ Effective Literacy Practices ▪ Aligning <i>Everyday Math</i> with Core Standards ▪ Social Studies Vocabulary Development ▪ Using reading alouds and shared reading to promote language development ▪ Technology Assisted Instruction ▪ First Year Challenges ▪ Language of Science for ELLs_ ▪ Literacy Center Activities ▪ Planning Small Group Instruction Using Running Records ▪ Blood borne Pathology ▪ Thematic Parent Workshops ▪World Communities: Social Studies projects ▪ A Closer Look at Accountable Talk Through Read Alouds ▪ <i>Foundations</i> 	Literacy Coach, Asst. Prin. Math Coach ESL Specialist ESL Specialist Assistant Principal Mentor Science Clusters Literacy Coach Literacy Coach Asst. Principal Parent Coordinator, Guidance Counselors S.S. Cluster Teachers Asst. Prin. Classroom Teacher	Thursdays On going Nov. 2, 2010 Oct., 2010 On going On going Nov. 2, 2010 On going Oct, 2010 Nov. 2, 2010 On going Nov. 2, 2010 Nov. 2, 2010 Nov 2, 2010	Professional Development Team All Grades Grade 5, OTPs Grades K, 1 Classroom Teachers All Teachers Speech Therapist Grades 2, OTPs Grade 1 K, 1, 2 School Aides Parents Grade 3 Grade 5 Grades K – 2
Off Site	<ul style="list-style-type: none"> ▪ The Challenge of Learning Academic English ▪ The Reading Writing Workshop ▪ Quality Collaborative Inquiry Teams ▪ TC Reading/Writing Project ▪ ATS Training, Payroll Training ▪ Math Calendar Days ▪ ELL Liaisons Conferences ▪ Special Education Liaisons Conferences 	BETAC Teachers College CFN 109 Teachers College CFN 109 CFN 109 CFN 109 CFN 109 CFN 109	On going On going Monthly Monthly On going On going Monthly Monthly Monthly	ELL Teachers, Administrators All Teachers Inquiry Team Leaders Literacy Coach School Secretaries Math Coach Math Teachers & Math Coach Teachers, Administrators of SETSS Teachers, Administrators of SE
Out Sourced	<ul style="list-style-type: none"> ▪ <i>Improving Brain Function</i> ▪ <i>Diving Into Deeper Learning</i> 	SDR SDR	TBD	All Teachers & Paraprofessionals

5. Attracting High Quality & Highly Qualified Teachers

- * Job Fairs
- * Student Teachers from Manhattan College, Lehman College, Touro College
- * Administrators actively recruits from local colleges by attending seminars, conferences, etc.

6. Sustaining and Increasing Parental Involvement

The Parent Coordinator and the Parents' Association are essential in bringing parents together for workshops and training in both academic and parenting areas.

The Parent Coordinator develops workshops and forums throughout the year, which focus on parenting skills and issues that enhance parents' confidence and their ability to serve as role models for their children.

The Parent Coordinator is instrumental in forming multicultural committees by inviting speakers and community leaders from various ethnic backgrounds. This engagement increases parental participation in the school community.

Parents are trained through Learning Leaders to participate in the Class Parent Program.

ESL, GED and citizenship classes for parents are available after school.

Evening family events include but are not limited to: Read-Aloud Night, Family Math Night, Pot-Luck Multicultural Dinner, Parent workshops related to supporting children's educational progress and parent workshops on understanding standardized tests.

Communication via the use of school calendars, e-mails newsletters, technology, parent handbooks, and other memoranda and notices are translated in to the languages of high incidence in order to help keep parents informed.

7. Transitioning Preschoolers

Our early childhood staff developer visited the preschool in the community to meet with parents of incoming students to provide an orientation to the programs and opportunities offered at PS 8.

8. Use of Academic Assessments

Student data will be used to focus, plan and drive instruction to meet the needs of individual students. Data will be gathered and re-gathered at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports, NYS standardized testing instruments, teacher made tests, checklists, conferences and/or rubrics. With this information the teachers will be able to group students according to benchmark achievements, adjust flexible groupings and identify next steps. Support staff will assist in data collection by helping to administer ongoing, interim and standardized assessments.

9. Additional Assistance to Students

* Grades 3-5 (including ELLs and special education students) receive small group instruction focusing on reading and test taking strategies during the school day.

* Grades 3-5 ELA Saturday Academy beginning in January 2011

* *Foundations* literacy program will be used with grades 1 & 2.

- * The Wilson Multi-Sensory Language Program is utilized with targeted students.
- * Before the school day ELLs will participate in enrichment opportunities to further develop their academic language.
- * Before the school day second graders will participate in enrichment opportunities to further develop their language and literacy skills beginning in November.
- * The extended program will continue to focus on literacy and math.
- * Literacy coach work closely with all teachers in the implementation of the *TCRWP*
- * Grades 3-5 Saturday Academy for ELA and Math beginning in January 2011
- * Grades 3-5 Saturday Academy in math.
- * During the regular school day students at-risk are given additional small group instruction by math teachers, three times per week, for 45 minute periods.
- * Math enrichment is offered during the school day in grades 3, 4 & 5
- * Before school science program for 4th graders - Guidance is provided in interpreting written material as well as performing hands-on experiments and labs.
- * Instructional Support Team has been replaced by the **Response To Intervention** team (**RTI**) to support children at risk.
- * Networking with outside agencies for referral of students in need.
- * In-classroom interventions by the IEP teacher.

10. Coordination And Integration Of Services And Programs

Program	Service	Target Audience
GED	classes	Parents and Community
ESL	classes	Parents & Community
Citizenship	classes	Parents & Community
Nutrition	Breakfast, Lunch, Snacks	P.S. 8 Students
Mental Health	Counseling	P.S. 8 Families
Medical Health	Medical Services	P.S. 8 Students
Community Involvement	Recreational	P.S. 8 Families
MMC After School Program	Recreational	P.S. 8 Students
Youth Program	After School Recreation	9-18 year old community youth

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

At the time of this writing, P.S. 8 has 14 enrolled students living in shelters. The following table represents their distribution across the grades.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
0	2	1	5	2	4

Priority for program participation is given to students in this category for all School Wide Programs for Academic Intervention during the school day as well as for extended day, extended week and extended year programs. These programs are intended to provide supplemental instructional support for: ▪ academic achievement, ▪ meeting state standards, and ▪ success on state assessments. The students are scheduled for additional periods/sessions of tutoring and remediation in one of the formats previously cited.

All students participate in this category participate in our extended day programs for academic intervention. They are supported with small group instruction beyond that of the classroom teacher in the following disciplines: Reading, Writing, Social Studies, Science and Math.

Three of the students in this category receive one-to-one counseling services from our bilingual guidance counselor. In this forum the stress and anxiety associated with homelessness which may affect student attentiveness and performance may be addressed. One STH student is seen by an ACS counselor.

Our parent coordinator works with the individual parents of these students as needed.

Our Guidance Counselors, Parent Coordinator, literacy and math coaches provide further support through thematic parenting workshops that include but are not limited to: The Emotional Health of Your Child, Anger Management, Helping Children Accept Consequences for Negative Behavior, Test Anxiety, Nutrition, etc. Our guidance counselors and parent coordinator are also the link to other community based social services, housing assistance, free health care, job opportunities and training, adult education and violence prevention. In this way both resources can work together towards establishing relationships between outside agencies and the homeless families in need of these vital programs and services.

Our STH parents and guardians are offered priority placement in our adult programs such as: GED programs in English and Spanish, ESL for adults and Citizenship classes.

Priority enrollment in our school based clinic is given to students in this category. The clinic offers health care as well as mental health services.

At no cost to the funding source, bus passes are provided for students and parents in this category who live beyond reasonable limits for walking.

The fifth grade STH students are part of the target population being studied and served by the work of the Collaborative Inquiry Team for Literacy. As such, their progress and achievement will be tracked on an on-going basis through baseline assessments, Acuity, in-house instruments, and standardized tests. Lesson interventions for these students will be designed specific to the three skill areas identified as the greatest needs: √Make predictions, draw conclusions and make inferences about events and characters, √Identify main ideas and supporting details in informational texts √Identify a conclusion that summarizes the main idea. The interventions will be based on the most recent and reliable research on programs for struggling students, such as but not limited to the Options *GPS Reading Program: Navigating the Skills*. These types of programs pinpoint skill ability, personalize reading levels and contain integrated practice for the tested skills.

STH students will also be given priority enrollment in the Mosholu Montefiore After School Program as well as the evening Beacon Program housed in our school. In this way these students may have an alternative location to study and complete homework.

This year we will also be reaching out to our CFN STH liaison, Dawn Carter, for her collaboration in further planning for the needs of our STH students.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 008 Issac Varian					
District:	10	DBN:	10X008	School		321000010008

DEMOGRAPHICS

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

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	0	0	0		91.1	91.8	92.0
Kindergarten	174	172	164				
Grade 1	225	231	180	Student Stability - % of Enrollment:			
Grade 2	220	215	233	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	169	212	214		93.7	92.6	93.9
Grade 4	161	174	231				
Grade 5	191	175	185	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.6	90.0	89.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	70	113
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	1141	1180	1208	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					23	19	36

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	11	13	24	Principal Suspensions	17	24	13
# in Collaborative Team Teaching (CTT) Classes	30	40	64	Superintendent Suspensions	3	7	6
Number all others	96	102	122				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	121	91	TBD	Number of Teachers	85	91	92
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	17	14
# receiving ESL services only	216	264	TBD				
# ELLs with IEPs	2	62	TBD	Number of Educational Paraprofessionals	0	2	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.2	71.4	88.0
				% more than 5 years teaching anywhere	45.9	51.6	58.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	82.0	89.1
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	98.3	99.1	98.5
Black or African American	12.1	10.7	10.8				
Hispanic or Latino	71.3	70.2	73.4				
Asian or Native Hawaiian/Other Pacific	6.7	6.3	6.4				
White	8.5	8.5	9.1				
Male	47.8	48.2	50.1				
Female	52.2	51.8	49.9				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	51.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN109	District 10	School Number 008	School Name Isaac Varian
Principal Rosa Maria Peralta		Assistant Principal Claudia Tahiraj	
Coach Marilyn Serrano		Coach type here	
Teacher/Subject Area Raquel Ruppert/ESL		Guidance Counselor Frimet Herstic	
Teacher/Subject Area Rosangela Pichardo/5th grade		Parent Steve Groven	
Teacher/Subject Area Milagros Gonzalez		Parent Coordinator Michelle Capo	
Related Service Provider		Other	
Network Leader Maria Quail		Other	

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	6	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1215	Total Number of ELLs	333	ELLs as Share of Total Student Population (%)	27.41%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Steps in the Initial ELL Identification Process – Step One: The identification of ELLs begins when parents first enroll their children in our school. The Home Language Identification Survey is among the established packet of forms given to the parents of new entrants and is the first ELL screening instrument that reflects what language the child speaks at home. The pedagogues that discuss the language of the home with the families are bilingual, duly licensed in ESL and trained in the student intake procedures. These are: Mjafitime Dushallari [Eng/Albanian], Mirjana Lukic [Eng/Albanian], Katrina Nrekcic Eng/Albanian], Milagros Gonzalez [Eng/Spanish], as well as the ESL Coordinator, Raquel Ruppert. They assist the parents in completing the HLIS which is available in nine languages. Because it is required that the prospective student be present, pedagogues are able to interview the student to confirm the information given. The pedagogues that interview the parents are cited above. The children are asked questions in English to verify language dominance. If another language is predominantly spoken by the child, the ELL specialist assigns the corresponding OTELE code for that language. The child is then listed and scheduled for entitlement testing. For transferees, the ESL coordinator runs an RPOB ATS report to determine the home language, as well as an RLAB and RLAT to determine previous eligibility and entitlement. Step Two – Within 10 school days the new entrants are assessed for entitlement using the revised Language Assessment Battery (LAB – R) and, for Spanish speaking students, the Spanish LAB. The pedagogues that administer the LAB- R are cited in Step One above. Step Three – Within 10 days of the entitlement identification process, the ESL Coordinator, invites parents to translated meetings that are held to inform, explain and describe the different ELL programs that are available. At the time of this orientation, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in English, Spanish, Albanian, Korean, Chinese, Bengali and Urdu. Assistance from a translator is available when possible. The program choices are: Bilingual Classes, ESL self contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step Four – Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an “SP” OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available), • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five – On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal), the ESL coordinator, Ms. Raquel Ruppert or the ESL provider for their child’s grade.

Annually, the progress of ELLs is measured via the New York State English as a Second Language Achievement Test (NYSESLAT). The exam is administered to all students receiving ELL services. Students with special education needs are tested with modifications as specified in their IEPs (Individualized Educational Plan).

2. Structure That Ensures Parents Understanding Of All Three Program Choices - Step 1 -Within 10 days of the entitlement identification process, the ESL Coordinator, Raquel Ruppert, invites parents to translated meetings that are held to inform, explain and describe the different ELL programs that are available. This is done through a letter sent home in four languages. The meeting is held on or about September 22nd in the school's newly renovated library. At this orientation meeting, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in English, Spanish, Albanian, Korean, Chinese, Bengali and Urdu. Assistance from a translator is available when possible. It is explained that the program choices are: Bilingual Classes, ESL self contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step 2 - On the first day of program participation (on or about September 29th), the bilingual and ESL teachers distribute multilingual notification of program entitlement and participation to entitled students to take home to parents. The notification invites parents with yet lingering questions or concerns to meet individually with the supervisor of ELL programs, Ms. Rosa Maria Peralta (Principal), and/or the ESL Coordinator, Ms. Raquel Ruppert. Step 3 - A second meeting is held on or about October 13th to offer another opportunity for orientation and parent choices to the parents who were unable to attend the first meeting. The additional parent survey and program selection forms are collected at this second meeting. Step 4 - In addition, parents are offered the opportunity to meet individually with the ESL Coordinator. Parent survey and program selection forms are complete individually. All forms collected are kept on file in the office of the ESL Coordinator.

3. Entitlement Letters and Parent Survey and Program Selection Forms – To ensure that entitlement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters to the participating students on the first day of program participation to take home to parents. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal), or the ESL coordinator, Ms. Raquel Ruppert. The Parent Survey and Program Selection forms are distributed at two meetings. One meeting is held for the Spanish speaking parents where in the DOE orientation video contained in the LAP Tool Kit is shown. A second meeting is held for parents of all other entitled students who speak languages

other than Spanish. The DOE orientation video from the LAP tool kit is shown in all of the languages represented. After questions and concerns are addressed and/or entertained, the survey and selection forms are completed and collected.

4. The Criteria Used and Procedures Followed To Place Identified ELL Students In Bilingual Or ESL Instructional Programs – To be placed in bilingual programs: ✓Child must have an OTELE code of “SP,” - Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓Child must have a higher score on the Spanish LAB as compared to the LAB R. The parents are notified of class placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal and/or the ESL Coordinator. To receive freestanding or self contained ESL services: ✓Child must have an OTELE code other than “SP” or “NO,” Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓Child must have received an entitlement score on the LAB R or on the most recent administration of the NYSESLAT. The parents are notified of class/program placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal and/or the ESL Coordinator. The procedure is delineated in item 1 above and summarized as follows: Step One: The translated Home Language Identification Survey is administered by bilingual pedagogues to determine eligibility for entitlement testing. Step Two – Within 10 school days Language Assessment Battery Revised (LAB – R) and, for Spanish speaking students, the Spanish LAB. [For transferees, the ESL coordinator runs an RPOB ATS report to determine the home language, as well as an RLAB and RLAT to determine previous eligibility and entitlement.] Step Three – Within 10 days of the entitlement identification process, translated orientation meetings for parents concerning the different ELL programs that are available. The DOE orientation video is shown in the appropriate language. The translated Parent Survey and Program Selection forms are completed and collected at this meeting. Step Four – Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an “SP” OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available), • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five – On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. Questions and concerns are entertained. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal), the ESL coordinator, Ms. Raquel Ruppert or the ESL provider for their child’s grade.

5. Trend in Program Choices – Among the parents of newly admitted ELLs, this year there was a renewed interest in a bilingual program for grades K through 2. The results of the survey were: Parents preferring a bilingual program [Span/Eng] = 22, Parents preferring an ESL program = 5, Parents preferring a dual language program = 3, No preference indicated = 4. This interest will be honored for the 2011-2012 school year. It will involve reinstating the bilingual program in grades K - 2. Currently, the parent choices favoring bilingual programs in grades 3 - 5 have been honored.

6. Alignment of Parent Choices and Program Offerings - Among the parents of newly admitted ELLs, this year there was a renewed interest in bilingual programs for grades K through 2. We will be mindful of these results in planning the organization of the school for the 2011-2012 school year. However, to accommodate these preferences at this point in time would mean: - the displacement of students, - the displacement and redeployment of staff, - the disruption of instructional programs already underway, - and the disconcerting of parents who have already formed relationships with their children’s current teachers. The challenge we face year to year is that, as per DOE directives, we cannot screen children for bilingual placement before the beginning of the new school year. This means that official diagnosing and placement using the formal instrument, namely the LAB-R, cannot be accomplished until the fall when classes have already been formed. Ideally, screening of new students should be completed in the month of August, as was the citywide practice some years ago. In the spring we will examine the NYSESLAT data to make projections for bilingual classes needed in grades K - 2 for the 2011-2012 school year.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>				1	1	1								3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained					1									1
Push-In	5	4	5	4	3	3								24
Total	5	4	5	5	5	4	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	333	Newcomers (ELLs receiving service 0-3 years)	276	Special Education	16
SIFE	18	ELLs receiving service 4-6 years	57	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	59	12		13						72
Dual Language										0
ESL	199	6	16	44						243
Total	258	18	16	57	0	0	0	0	0	315

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				20	28	24								72
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	20	28	24	0	0	0	0	0	0	0	72

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	38	28	55	39	30	13								203
Chinese	2	1	2											5
Russian														0
Bengali	5	1	5	2	1									14
Urdu		3	1	2	1									7
Arabic	1	1	1		1									4
Haitian														0
French					1									1
Korean		2	1	2		1								6
Punjabi	1			1										2
Polish														0
Albanian	1	1	1	4	4	2								13
Other			5	1		1								7
TOTAL	48	37	71	51	38	17	0	262						

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.

Paste response to questions 1-4 here. 1. Delivery of Instruction - Our organizational models includes: ^ heterogeneous transitional bilingual classes in grades 3, 4 & 5, ^ a fourth grade self contained ESL class, and ^ freestanding push-in and pullout services in grades K-5. The instructional groups within all models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. The TBE (Transitional Bilingual Education) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. The Freestanding English as a Second Language (ESL) program provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language is sometimes made available. Freestanding ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL

methodologies are infused across the disciplines. Instructional materials that under gird academic language development in English and Spanish have been purchased and placed in the classrooms. Native language arts are part of the instructional program of the bilingual classrooms. However, ESL is also taught through the disciplines of social studies, science, and mathematics so as to facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided.

2. Organization of Staff - Native language arts instruction and ESL is provided by duly licensed bilingual teachers in the bilingual classrooms through quality based literature, trade books and textbooks. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided. ELLs in the freestanding program receive services within their classrooms for Proficiency Level "A." Students at a Beginners and Intermediate performance level on the NYSESLAT receive one period of ESL instruction within their classrooms and are pulled out for their second period of ESL instruction in a focused and intense format. Beginners and Intermediates receive 360 minutes of instruction in English as a Second Language per week. Students on the Advanced performance level on the NYSESLAT receive 180 minutes per week of ESL instruction in the format described above.

3. Content Areas – In the bilingual classrooms students are held to all state standards for all disciplines. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Freestanding ESL instruction is coordinated and developed through ongoing articulation with classroom teachers so as to maximize alignment of goals and objectives. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction, scaffolding, bilingual and dual language classroom libraries and reference resources, picture books, low readability/high interest books across the grades, buddy reading and peer partnerships, and field trips.

4. Differentiation of Instruction –

a. SIFE: • Revisit basic concepts and skills such as recalling facts, terms, understandings.

• Focus on directional words and prepositions embedded in written and verbal directions, • Foster opportunities to summarize directions, • Regularly scheduled practice in reducing verbal directions to steps, • Weekly practice in note taking after the oral reading of a nonfiction as well as fictional selection, • Setting objectives and providing feedback that narrow the focus for students and assist students in self monitoring, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school.

b. NEWCOMERS: • Use of visual stimuli that maximize comprehension and prompt and guide oral participation, • Integrated and varied opportunities for nonlinguistic representations, • creating graphic representations, • making physical models, • generating mental pictures, • drawing pictures and pictographs, • engaging in kinesthetic activities. Opportunities for oral participation to explain and justify their nonlinguistic representations: panel discussions, debate teams, individual reporting, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school. Practice tests and simulations are part of all the support programs for ELLs as well as part of the classroom curricula of the ELL homerooms. Practice tests are downloaded in Spanish and used for students in the bilingual programs.

c. ELLS Served for 4-6 years: • Use of cues, questions and advance organizers to enhance students' ability to retrieve, use, and organize what they already know about a topic, • Focus on the information that is critical to students' understanding of the topic at hand, rather than on what is unusual or interesting about the topic, • Higher-level questions that require analytic thinking and produce deeper learning rather than lower-level questions that simply require students to recall or recognize information, • Guide learning using questions before a learning experience to help students develop a framework for processing information, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school, • practice tests and simulations.

d. Long-Term ELLs – At this moment in time, we do not have students in this category. However, we know that long term ELLs are characterized by higher performance levels in the Listening/Speaking modalities. These students have a near-native level of speech and oral comprehension. These students can be challenged by higher order oral questions and activities to apply conceptual knowledge and can be required to complete tasks that make demands on their conversational abilities and are intellectually demanding. Because these students have developed a conversational ability, they may sound fluent. However, their daily schoolwork and exams may not reflect this level of fluency. Goals for this category of students include developing their academic language to grade level and age expectancies and using their strengths in the Listening/Speaking modalities as the conduits toward improved academic discourse and interpretation. Therefore, many opportunities can be provided for the students to demonstrate and stretch their understandings through panel discussions, debates, oral presentations.

e. Special Needs ELLs – Setting learning objectives for these students helps focus the direction for learning and is particularly important. The sense of being overwhelmed by trying to learn a new language AND content knowledge can be assuaged when students are told exactly what they are going to learn and the intended outcomes. Specific content objectives and language objectives are set to establish a target. These are aligned and/or prompted by the students' individualized educational plans (IEPs). There are goals and objectives set for

each curricular discipline as well, i.e., social studies, science, mathematics, etc. Every effort is made to add non linguistic strategies and techniques to the pedagogy of these students. There is extensive use of visuals, manipulatives, miniature objects, realia, graphic organizers, attribute charts, tables, pictographs, pictograms, body movement and pantomime, high frequency vocabulary, reduction of idiomatic expressions and personalized language. Opportunities are made available so that students may demonstrate learning through non linguistic representations and mediums such as dioramas, illustrations, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral presentations: panel discussions, debate teams, individual reporting, and group development of templates to guide and facilitate oral presentations.

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

5. Targeted Interventions - ELLs with disabilities whose IEP recommends ESL or bilingual instruction - W AIS, W small group instruction, W thematic instruction based on student needs and weaknesses, W small group assignment based on periodic informal and formal assessments, W flexible and fluid grouping, W participation in extended day program, W participation in before school and Saturday programs using content based ESL, W articulation between SETSS and AIS providers to establish short and long term objectives based on goals set forth on IEPs.

ELL Newcomers - W AIS, W small group instruction, W small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse], W flexible and fluid grouping, W participation in extended day program, W articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, W participation in before school and Saturday programs, W use of visual stimuli to prompt and guide oral participation, W integrated and varied opportunities for oral participation, W group development of templates to guide and facilitate oral presentations.

ELLs served 4 – 6 years - W AIS, W small group instruction, W small group assignment based on reading levels and skills, W participation in extended day program, W articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, W participation in before school and Saturday programs, W pervasive use of graphic organizers to support comprehension, W guided practice in using context clues to determine meaning, W teacher made recordings of content based material, W preview of content based concepts through trade books and classroom library, W expand background knowledge with a variety of learning experiences at school and through field trips, W systematic and routine paraphrasing opportunities for small groups and individual students, W extensive use of highlighters to distinguish the main idea from the supporting details of a selection, W consistently follow concrete experiences with written directions, W prominently display new vocabulary and promote its use in different and varied contexts.

Long Term ELLs - W AIS, W small group instruction, W small group assignment based on reading levels and skills, W participation in extended day program, W articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, W prominently display and adhere to the timeline of the writing process from seed idea to published piece, W use of content based material to provide systematic practice in grammar, punctuation and the mechanics of language, W use of highlighters to identify and distinguish among punctuation symbols, W use of computer writing programs that give immediate feedback, W prominently display a chart of the rules of the written language, W long term use of mentor texts as models of good writing, W extensive use of visual stimuli (pictures,

realia) to prompt writing, W ample modeling of high quality writing, W group development of and prominent display of a rubric of good writing for each genre, W templates that guide and support student writing,

W incrementally move along the continuum of good writing: complete sentence, paragraph, & extended writing through scaffolded support, graphic organizers and templates, W guided practice in the development of an outline, W opportunities for group, buddy and individual proofreading & editing.

6. Transitional Support - W AIS, W small group instruction, W small group assignment based on reading levels and skills, W participation in extended day program, W articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, W participation in before school and Saturday academies, W continued participation in the testing modifications for ELLs, i.e. time limited extended, W accelerated ELA through content based literature, W participation in standardized tests simulations across the disciplines.

7. New Programs or Improvements – We have added a third occupational therapist that is bilingual [English, Chinese] to complement our second bilingual therapist [English, Farsi]. We have created a graphic arts teacher position to promote language and literacy learning through the graphic arts. Her duties include teaching art appreciation through read alouds and class discussions, infusing the content of social studies into the art curriculum and using the computer laboratory as an instructional tool to enhance language development. Two team teaching situations have been set up pairing one bilingually certified teacher with one regularly licensed teacher on the Kindergarten and second grade levels. This exposes the students to the best practices of the field of English language learning and those of the common core standards, three language paraprofessionals have been added to support special education ELLs in alternate placements.

8. Discontinued Programs – We will not be contracting the services of the LEAP program [Learning through an Expanded Arts Program]. Although this program was billed as one that fostered language development through dramatic and visual arts, the activities we witnessed were not particularly adapted for ELLs and did not maximize the opportunities for English language learning.

9. Equal Access to All School Programs – A minimum of 40 % of the seats in any and all of our school programs are reserved for ELLs. Our ELL students participate in the following school programs: W AIS, W small group instruction, W thematic instruction W flexible and fluid grouping, W extended day, W before school programs, W Saturday programs, W summer school, W guided reading groups, W the debate team, W at risk SETSS, W library access, W computer laboratory access, W science laboratories, W music program, W visual arts program, W math enrichment, W social studies enrichment, W science enrichment, and W the physical education program. The after school programs offered to ELLs actually take place before the school day at 7:00AM, on Saturdays and during winter intercession week, February 21st - 25th. The goal of these programs is enhance the language development of ELLs. The rationale for the program is that when explicit, targeted language instruction is provided to ELLs they are able to make advances in their acquisition of language.

10. Instructional Materials Used to Support ELLs – Native as well as English language textbooks and student workbooks, bilingual classroom libraries, dual language books, bilingual glossaries and dictionaries, native language DVDs and CDs for content instruction, native language books on tape, translated practice tests in mathematics, science and social studies, content based Big Books from the Newbridge collection, www.ColorinColorado.org – This free website offers strategies for student placement and assessment, best instructional practices, cutting-edge professional development webcasts; and a toolkit on effective outreach to Hispanic parents. The following technology is used to enhance the language development of ELLs: computer lab, smart boards, lap tops, DVD players, CD players, elmos and projectors. Content area materials also include: Science - FOSS kits, Mathematics - "Everyday Math," and supplemental resources from Booksource for Social Studies and Science in the format of individual content area read alouds, Big Books and small group sets. Themes are planned, developed and executed based on the NYC scope and sequence for Science and Social Studies.

11. Native Language Support – TBE: Teachers alternate the language of the Reading/Writing workshop from day to day to insure literacy and language development of the two languages. Native language arts are also taught through the content areas. Classroom libraries are supplied with native language books in all genres and readability levels. Classrooms are supplied with native language Big Books across the disciplines and in all grades. Our Scholastic book fair features books in the native language as well as in English. Our Family Nights provide take-home materials in the native language. Test translations are used. ESL: There is extensive use of the bilingual mode method. That is, questions/tasks are put to the student in English, responses/end products are accepted in the home language. Dual language books are available. Bilingual dictionaries are available. Native language glossaries are available. Content based ESL instruction is provided. Bilingual alternate placement paraprofessionals have been added. Bilingual peer helpers are used. Family Nights include activities in the native language.

12. Required services support ELLs. Resources correspond to ELLs' ages and grade levels.

13. Assistance for Newly Enrolled ELL Students – These students and their parents are invited to participate in: summer school, parent orientation of the Kindergarten grade, walk throughs, school tours and parent/student activities.

14. Language Electives – These are not applicable to our elementary school.

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 - NOT APPLICABLE

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional Development Plan – The school's math coach is a former bilingual teacher who works closely with bilingual staff, making available all materials, resources and supports and is able to model lessons in the native language. ESL teachers share best practices with all teachers in planned and focused articulation meetings as well as in informal peer to peer meetings based on need and interest. The building principal has built in to the school's program a weekly study group period that brings together all teachers in the bilingual and ESL programs to discuss best practices, compliance issues, research and other issues pertinent to second language acquisition. This year the DOE has approved the regular use of one of our extended days for professional development. The ESL Coordinator prepares and executes workshops on a rotating basis, grade to grade and on a variety of ELL matters in consultation with the school administration, based on staff interest and need. Bilingual and ESL teachers are dispersed throughout the Professional Activity groups so as to address the implications of instructional practice on ELLs. The Collaborative Inquiry Team for Literacy includes a bilingual classroom teacher and the ESL Coordinator. This team plans and disseminates intervention lessons that accommodate the English language learner. The data that drives these interventions is taken from the NYS ELA test, NYS mathematics test and NYS Gap Analysis. Bilingual and ESL teachers participate in the professional development offered through the TCRWP. We also avail ourselves of the opportunities offered by the OELL depending on the themes or topics offered. The school secretaries participate in the CFN 10 offerings on election day. The topics addressed include but are not limited to: ATS, FAMIS and payroll procedures. The Parent Coordinator participates in the professional development offered by CFN 10. The topics include but are not limited to: acculturation of immigrant families, special needs of immigrant families, child abuse, fostering parent involvement, and surveying parent needs.

2. Staff Support - Fifth grade teachers meet with their grade supervisor to discuss middle schools that offer programs for ELLs. The school's guidance counselor meets with the fifth grade teachers to examine the characteristics and opportunities offered for ELLs in particular middle schools. Middle school representatives hold meetings to provide orientations to their programs and printed materials.

3. Jose P. hours are provided as a series, by grade on our regularly scheduled Professional Development days (Thursdays). We also avail ourselves of the opportunities offered by the Bronx BETAC based on the themes and topics provided. Attendance sheets are maintained by the ESL Coordinator.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent Involvement - In the fall we hold translated Parent Orientation meetings by grade. These allow parents to formally meet their child's teacher and become acquainted with the curricula and materials of the child's new grade. Monthly calendars are sent to every home to maintain parents informed of special events such as assembly programs, trips, parent workshops and changes in the daily schedule. A monthly newsletter informs and celebrates successes.

As a component of the Mosholu Montefiore Health Clinic housed in our school, parents attend translated thematic workshops and participate in Saturday field trips with their children throughout NYC. During the work week, the Parent Coordinator plans, executes and translates thematic workshops based on parent interests and needs expressed.

Parent meetings are called by the administrative team to discuss topics such as the school report card, assessment data, promotional

criteria and IEPs for the parents affected.

We have an active and involved Parent Association Executive Board that meets monthly with the building principal to plan and execute parent meetings.

We offer Saturday parent/child workshops, and weekly GED, citizenship, and ESL classes.

We offer monthly family nights on a variety of topics of interest to the parents. Parents are invited to our writing celebrations and assembly programs.

The Mosholu Montefiore Community Programs and the Beacon Program offer after school recreational programs for our students. These include a parent component that offers evening ESL, exercise and crafts classes. All meetings and parent activities include Interpretation services for LEP parents. Written school information is translated into the four high incidence languages in our school population.

2. Partnerships – We will continue our affiliations with the Bronx Zoo, Botanical Gardens, Green Meadow Farms, Metropolitan Museum, and the Lehman Center for the Performing Arts. We will continue our relationship with the following community based organizations: the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the Norwood News, and Lehman College. These agencies and CBOs provide Adult Education classes and referral support to our parents.

3. Evaluating Parent Needs – Parent needs are made known through in house multilingual surveys, the Parent Coordinator, the PA Executive Board, classroom teachers, articulation with the teachers of the adult classes (GED, citizenship, ESL), and the NYC School Survey. In the fall, the DOE parent surveys are scrutinized carefully. Programs and activities are created in response to the needs and interests reflected. Parent Association meetings are held one evening per month. Parents are invited to make known their concerns and/or interests. The meeting is translated.

4. Addressing the Needs of the Parents – Parents of recent immigrants may be unfamiliar with the U.S. education system. They may not know their rights, they may not understand what is expected of them, and they may not be familiar with the academic concepts such as “standards-based education.” Parents whose children attended school consistently in their native country may have a very different perspective about education and parental involvement than mainstream U.S. parents. Our workshops provide opportunities for orientation to a new educational system including policies and expectations of both students and parents. In addition, our translated Parent Handbook familiarizes parents about our school in particular. Our parent classes help to increase knowledge and skills of the participants so that they can actively participate in school activities and their children’s education. Our thematic meetings develop parents’ understanding of matters such as transitioning to middle school, standardized assessments, student report cards and effective parenting. Our collaboration with community agencies and CBOs inform our parents of community resources such as summer reading programs at the public library, free health care and tutorial opportunities for children.

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)	48	20	23	9	7	5								112
Intermediate(I)		16	19	23	22	9								89
Advanced (A)		1	29	32	34	19								115
Total	48	37	71	64	63	33	0	0	0	0	0	0	0	316

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		4	0	2	3	3							
	I		10	14	8	6	0							

	A		13	47	27	26	9							
	P		9	11	31	29	19							
READING/ WRITING	B		20	24	1	6	4							
	I		15	18	24	22	10							
	A		1	13	33	36	16							
	P		0	16	1	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	21	21	10	1	53
5	11	15	3		29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					0				0
4	4	6	24	13	12	4		1	64
5	3	5	10	7	6	3	1		35
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	3	15		11		2		35
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14		14		85		54		167

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	10	11	15	13				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here B. 1. Assessment Tools, Insights and Information: ELA- For all grades and students: TCRWP running records based on the National Standards and Fountas and Pinnel. For grade 2 - EPAL. For bilingual students: STARS (Strategies To Achieve Reading Success) and the ELE. For grades 3 – 5: Acuity Progress Reports, baseline, midline and end line writing samples based on the TC writing continuum, New York State ELA Assessment. For grade 2: RAI (Reading for Application and Instruction). Mathematics – For all grades: Unit and End Term Assessments included in the Everyday Math program. For grade 2: MAI (Mathematics for Application and Instruction). For grades 3 – 5: NYS Assessment in mathematics. For grade 4 – NYS Science PET test.

In our current grade 4, 27% of our ELLs scored performance levels 3 and 4 on the most recent NYS ELA test. In grade 5, 24% of our ELLs scored performance levels 3 and 4 on the most recent NYS ELA test. In grade 4, 34% of our ELLs scored performance levels 3 and 4 on the most recent NYS Mathematics test. In grade 5, 40% of our ELLs scored performance levels 3 and 4 on the most recent NYS Mathematics test.

The information these tests and their item analyses provide help us identify the strengths and challenges of our ELL students and will drive instruction. These are delineated by grade as follows:

Grade 4: ELA Strengths - § Read unfamiliar texts to collect data, facts and ideas.

§ Identify main ideas and supporting details in information texts. § Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud. § Identify elements of character, plot, and setting to understand the author's message or intent. ELA Challenges - § Identify main ideas and supporting details in information texts. § Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic. § Use knowledge of story structure, story elements, and key vocabulary to interpret stories. § Identify a conclusion that summarizes the main idea.

Grade 5: ELA Strengths - § Evaluate the content by identifying important and unimportant details. § Identify a main idea and supporting details in informational texts. § Locate information in a text that is needed to solve a problem. § Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information. ELA Challenges - § Make predictions, draw conclusions, and make inferences about events and characters. § Identify a main idea and supporting details in informational texts. § Identify a conclusion that summarizes the main idea. § Collect and interpret data, facts, and ideas from unfamiliar texts. This information informs our instructional plan by directing us to focus on higher order thinking skills in reading, literary essays and theme identification in writing, and context based vocabulary development.

2. Data Patterns (LAB R, NYSESLAT) – Data patterns show that across grades, years of service, and programs, a higher percentage of students are on the proficient or advanced levels in the Listening/ Speaking combined modality subtests than on the Reading/Writing combined modality subtest. In grade 1, 61% of students scored Advanced or Proficient on the Listening/Speaking subtests. Only 5% scored P or A on the Reading/Writing subtest. In grade 2, 80% of students scored Advanced or Proficient on the Listening/Speaking subtests. 41% scored P or A on the Reading/Writing subtest. In grade 3, 84% of students scored Advanced or Proficient on the Listening/Speaking subtests. 51% scored P or A on the Reading/Writing subtest. In grade 4, 89% of students scored Advanced or Proficient on the Listening/Speaking subtests. 54% scored P or A on the Reading/Writing subtest. In grade 5, 87.5% of students scored Advanced or Proficient on the Listening/Speaking subtests. 57.5% scored P or A on the Reading/Writing subtest.

3. This assessment data supports our school wide and program wide emphasis on reading and writing for ELLs to a greater degree the listening and speaking.

4. a. Patterns - ELLs in their first or second year of English language acquisition are still in need of scaffolded support in the foundational strands of listening and speaking. ELLs receiving services for 3 or more years, holdovers, special education students and students at risk have

needs more related to reading and writing skills. The performance of ELLs on translated tests is greatly affected by the language of instruction. Where the delivery of the content and instruction was presented in the native language, the students fared better on the translated tests. Where instruction was provided in English, translated tests failed to make a significant difference in student performance.

b. School leadership and teachers are using the results to drive language instruction. At the school level, AIS, extended day and extended year programs as well as classroom programs are structured to focus on self monitoring reading and on reading that stimulates writing.

c. The school has learned that ELLs need meticulously planned and strategic scaffolded support that moves them from acquiring facts and basic concepts through nonlinguistic representations to the application of acquired knowledge through analysis, synthesis and evaluation. Formal writing must be taught as a process that involves several stages, including multiple drafts and revisions. Students across the grades can refine their writing from invented or phonetic spelling to higher order text development as they make progress in their language competence.

5. Not applicable

6. The success of our ELL programs is evaluated through student performance as reflected in: program end products, the school progress report, Acuity, post running records (TCRWP), midline and end line writing samples, progression along the writing continuum and the following standardized tests: NYSESLAT, NYS ELA test, NYS Mathematics test, RAI, MAI, NYS PET and the ELE .

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		