



PUBLIC SCHOOL 21

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (11/ X/ 021)

ADDRESS: 715 EAST 225TH STREET, BRONX, NY 10466

TELEPHONE: 718-652-3903

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11x021 **SCHOOL NAME:** Philip H. Sheridan

SCHOOL ADDRESS: 715 East 225th Street Bronx, NY 10466

SCHOOL TELEPHONE: 718-652-3903 **FAX:** 718-231-2556

SCHOOL CONTACT PERSON: Joyce B. Coleman **EMAIL ADDRESS:** jcolema@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joyce B. Coleman

PRINCIPAL: Joyce B. Coleman

UFT CHAPTER LEADER: Karen Schneider

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 19 CEI-PEA

NETWORK LEADER: Ban Waxman

SUPERINTENDENT: Elizabeth A. White

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
Joyce B. Coleman	*Principal or Designee	
Karen Schneider	*UFT Chapter Chairperson or Designee	
Farah Belliard	*PA/PTA President or Designated Co-President	
Frances Delgado Norma Delvillar	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Virginia Kulls	Member/Teacher	
Tina Connolly	Member/Teacher	
Eloise Williams	Member/Teacher	
Laura Henry	Member/Parent	
Rosa Gonzalez	Member/Parent	
Keisha Barnes	Member/Parent	
Carolyn Richardson	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our mission at P.S. 21 is to provide rigorous and meaningful teaching and learning experiences for all the members of the P.S. 21 community in order to raise student achievement, promote a climate of excellence, and support our staff and parents with quality professional development and training. We strive to promote an appreciation of cultural diversity within a trusting and nurturing environment and provide our students with challenging and innovative programs that promote the development of independent, lifelong learners and responsible, productive citizens. We are committed to the ideal that all children have the capacity to learn.

The Philip H Sheridan School, Public School 21, is located in Region 2, District 11 of the Bronx, New York. This kindergarten through fifth grade school serves a population of 911 students from culturally diverse backgrounds. The community is home to many new immigrants from Jamaica, Antigua, Barbados, Belize, Albania, South America, and Africa. The school is a central part of the community to many students and their families. The school building consists of two units, one of which was erected in approximately 1898 and an annex was added in 1942. Through a grant from New York City Councilman Larry Seabrook playground areas have been resurfaced with modern material to better ensure student safety and equipment has been installed for student use during the school day.

According to the latest available ethnic data, 4 students are White, 657 are Black, 235 are Hispanic, 8 are Asian or Pacific Islanders, 1 is multi-racial and 6 are Native American. 122 students have Individualized Education Plans (IEP's) and receive services that are provided in the school including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching Services, self-contained classes, and related services such as occupational therapy, speech and language therapy, counseling, physical therapy and Hard of Hearing and Visually Impaired services(HHVI). Additionally, 44 students are English Language Learners (ELL) with Spanish as the dominant language. P.S. 21 is classified as an economically disadvantaged school with 100% of our population receiving free meals. We qualify and participate in the Universal Feeding School Program.

In 2010-2011 P.S. 21 will have a school based literacy coach and math staff developer that will be able to provide ongoing support and professional development of our staff. The literacy coach and math staff developer will utilize the school based frameworks and curriculum maps for all K-5 teachers. Program modifications have been made to incorporate Math Steps, which differentiates instruction and support for students, in addition to Everyday Math in grades K -5. Through the use of SMART boards and laptop computers, students are exposed to and have an increased use of technology throughout the school. This technology is used to provide additional instruction and resources for students and teachers. Continued use of support programs (Wilson) is in place to support the learning of our special needs students.

The purpose and focus of science education at P.S. 21 is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a hands-on workshop model, inquiry-based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards and are utilizing the Full Options Science Systems (FOSS) science kits to support instruction in grades K-5. The school has two full time science clusters serving grades K-5. The students' learning is supplemented with trips to the nearby Bronx Zoo, NY Botanical Gardens, and NY Hall of Science.

P.S. 21 will continue to follow the NY State core curriculum for Social Studies. The anchor to the program will be the Houghton Mifflin texts, trade books, Mayor's Libraries, Scholastic News, and NY City Scope and Sequence for Social Studies. Social Studies reading material will be infused into the literacy block. To provide students with a higher level of understanding, the primary focus of the instructional program will be on authentic research and examination of primary resources through texts and technology.

The Arts are an integral part of the curriculum. An art cluster teacher provides instruction in visual arts for grades K-5, which resulted in art being displayed at the Bronx Borough President's Office and City Hall. A music program is offered to all children and continued instruction in violin which has been incorporated in grades 4 and 5. In addition, P.S. 21 prides itself on its Glee Club.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet State standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. The frequency of the services provided at P.S. 21 varies based on the individual needs of the students in all grades.

At P.S. 21 we recognize that families and other community members are a vital part of all students' academic success and consider family involvement an essential ingredient for a thriving educational program. However, currently approximately 15% of parents are actively involved in daily activities and special events. To increase our parent participation we are involved with Learning-Leaders Parent Volunteer Program which encourages parental support throughout the building and in the classrooms. We have teamed up with Mosholu Montefiore Community Center (MMCC) which provides after school care at P.S. 21 for our students in Grades K-5. They offer homework help, art, dance, music, crafts, and sports. Additionally, 200 students from P.S. 21 were afforded the opportunity to attend a full day summer camp. Connecting to Better Futures through Mosholu Montefiore Community Center (MMCC) supports P.S. 21 in increasing student attendance by motivating students to come to school, providing counseling to build self esteem and build confidence, and provide parents with support and services. Incorporation of the BEACON Program, which is affiliated with MMCC, will enable P.S. 21 to provide an out-reach program to students during the summer. Activities included tutoring, sports activities, and counseling.

Integration of a Saturday and Afternoon Academy programs, pending funding, will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily school program. Students acquire test taking strategies in ELA and Mathematics. Saturday Academies in Mathematics and ELA provide comprehensive reviews of curriculum in limited group size settings with emphasis on encouraging attendance by our low performing students. Incorporation of a weekly

enrichment program using the Stock Exchange Game is being implemented for our high performing 4th grade students.

Professional development is coordinated through the school Principal, Assistant Principals, Math Staff Developer, Literacy Coach, and is based on the needs of the staff while addressing the requirements of the State and meeting the City standards. It is our belief that rigorous professional development and analysis of data by teacher teams will result in improved teaching as well as greater student achievement. P.S. 21 will utilize the data to improve student performance. Foundational data is obtained using Acuity which provides the Predictive and ITA analysis for math and ELA assessment and other indicators in order to identify and address student weaknesses. We will target areas for growth on a continuous basis. Assessment will be both formal and informal. Students in grades K-5 will be administered benchmark assessments in reading and mathematics which will be used to determine the method of instruction needed to support students meeting and exceeding city and state performance standards. Item analysis, such as Acuity, will help teachers focus on specific student areas in need of additional instructional support and to inform instructional decisions. School-wide testing will include the DRA and results will be used to inform instruction. DRA results will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy instruction within the classroom. We have incorporated 100 Book Challenge for independent reading in all grades. AIS (Academic Intervention Services) including the Wilson Program, Great Leaps, Intervention Works, Rewards Program, Reading Recovery Strategies, Achieve 3000, are integrated into the support provided for our at-risk students during small group intervention instruction.

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:	P.S. 021 Philip H. Sheridan										
District:	11	DBN:	11X021	School BEDS Code:	321100010021						
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:						
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10				
Pre-K	0	0	0		90.2	91.7	91.6				
Kindergarten	108	129	148	Student Stability - % of Enrollment:							
Grade 1	165	167	138	(As of June 30)	2007-08	2008-09	2009-10				
Grade 2	145	185	153		85.4	88.3	91.4				
Grade 3	150	138	178	Poverty Rate - % of Enrollment:							
Grade 4	156	154	130	(As of October 31)	2008-09	2009-10	2010-11				
Grade 5	131	151	151		78.0	87.4	87.4				
Grade 6	0	0	0	Students in Temporary Housing - Total Number:							
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10				
Grade 8	0	0	0		24	39	46				
Grade 9	0	0	0	Recent Immigrants - Total Number:							
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10				
Grade 11	0	0	0		2	1	2				
Grade 12	0	0	0	Special Education Enrollment:							
Ungraded	1	4	3	(As of June 30)	2007-08	2008-09	2009-10				
Total	856	928	901		Principal Suspensions	35	90	93			
				(As of October 31)	Superintendent Suspensions	17	12	15			
				Special High School Programs - Total Number:							
				(As of October 31)	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:							
				(As of October 31)	2007-08	2008-09	2009-10				
					Number of Staff - Includes all full-time staff:						
				(As of October 31)	2007-08	2008-09	2009-10				
					Number of Teachers	58	62	61			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	4	15	TBD	Number of Administrators and Other Professionals	12	14	8			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	5	12			
Overage Students (# entering students overage for grade)				Teacher Qualifications:						
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0			
				% more than 2 years teaching in this school	74.1	75.8	78.7			
				% more than 5 years teaching anywhere	63.8	62.9	65.6			
Ethnicity and Gender - % of Enrollment:										
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	89.0	90.2			
American Indian or Alaska Native	0.8	0.9	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED	92.9	99.2	100.0			
Black or African American	73.8	71.6	72.3							
Hispanic or Latino	23.4	24.5	26.0							
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.2	0.8							
White	0.8	0.8	0.2							
Male	51.4	50.5	50.6							
Female	48.6	49.5	49.4							
2009-10 TITLE I STATUS										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11			
				√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School (Yes/No)	If yes, area(s) of SURR identification:									
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:										
	Phase				Category					
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive				
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	40.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.6		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	2.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	U = Underdeveloped
√ ^{SH} = 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

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?
-

Performance Levels

	2009 (3&4)	2010 (3&4)	Total (3&4)
ELA			
3 rd Grade	53.3%	31.3%	-22%
4 th Grade	60.5%	29.4%	-31.1%
5 th Grade	65.7%	34.9%	-30.8%
Total	179.5%	95.6%%	-83.9%
MATH			
3 rd Grade	80.3%	29.1%	-51.2%
4 th Grade	75%	42.8%	-32.2%
5 th Grade	72.2%	37.2%	-35%
Total	227.5%	109.1%	-118.4%

Although there are improvements in the schools performance there is still a need for:

- More staff development in the areas of reading, writing, math, technology, and P.B.I.S.
- Continued small group instruction for at-risk students
- Kindergarten, first and second grade teachers will receive ongoing training on oral language development
- Family worker will provide additional academic support to kindergarten students in need of additional assistance
- Increased parental involvement in school activities
- The continuation of Reading Recovery strategies.
- The continuation of academic intervention services.
- Use S.A.V.E. as a learning environment and foster collaboration between classroom teachers and the S.A.V.E. teacher.
- Expand differentiated instruction across all grades

- Involve teachers in creating school goals
- 95% of Teacher Teams involved in Inquiry work

AIDS

- Focus on students making at least 1 year of progress
- Full time literacy coach and math staff developer
- Reading teachers and math teachers
- ELL program
- AIS for all grades K-5
- DRA grades K-5
- 100 Book Challenge for independent reading
- Literacy Curriculum maps/ genre studies in reading and writing
- Mathematics Pacing Calendar and curriculum maps for grades K-5
- Monthly faculty conferences
- Monthly grade level conferences
- Monthly teacher teams/inquiry work
- Professional Development
- Parent workshops
- Point of Entry Model
- Mondo staff specialist for early childhood grades focusing on oral language
- C.A.R.S., E-PAL, S.T.A.R.S., Buckle Down, Rally, Acuity for data, assessments, and test prep material.
- ELA, Math, and Science Morning Academy
- Saturday Academy
- Coherence in instruction
- Content area materials
 - Science F.O.S.S. kits
 - Social Studies core curriculum in grades 3, 4, and 5
- Principles of Learning-
 - Clear Expectations
 - Accountable Talk
 - Academic Rigor
 - Increased focus on Bloom's Taxonomy and Higher Order Thinking Skills

BARRIERS

- Upper grades are weak in writing mechanics
- The range of DRA levels within grades and across grades are significantly spread from low to high reading levels
- Some IEP students have decreased in levels 3&4 on the NYS ELA test and have not made 1 year of progress
- Basic number sense skills need improving in early childhood grades to increase fluency and speed in intermediate grades

Implications for the Instructional Program:

We will continue to strengthen our literacy block in all grades while increasing academic rigor. Additional support is provided during the literacy block with an additional teacher in certain

grades. This allows for small group instruction within the classroom daily and gives the teachers the ability to meet with four small groups daily addressing and assessing individual needs.

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.

- I. **Math:** By June 2011 we will decrease the number of students scoring level 1 and increase the number of IEP students scoring levels 3 & 4 by 3% and general education students by 5% in grades 3, 4, 5. Our school analyzed our data and identified areas of need that will be addressed during our inquiry team work. The areas of need in ELA are: Information and Understanding, Literary Response and Expression, Critical Analysis and Evaluation.

- II. **ELA:** We will continue to provide Balanced Literacy Instruction that will result in increased student achievement for students in grades 3, 4, 5 in order to decrease the level 1's and increase levels 3 & 4's by 5% by June 2011. After analyzing our school data we identified the following areas of need in Mathematics that will be addressed through our Inquiry Team work and teacher team work. The areas of need are: Number Sense and Operations, Algebra, Geometry, Measurement, Statistics and Probability.

- III. **School Environment Goal:** By June 2011, to improve safety and respect within our school in order to positively affect the school culture. Based on the school survey we want to increase our score in the sub-category of Safety and Respect by .2%.

- IV. **Common Core State Standards:** Identify and revise existing curricula in order to integrate higher order knowledge and skills required by Common Core State Standards while ensuring that students are being prepared for current state assessments by the end of June 2011.

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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Decrease the number of students scoring level 1 and increase the number of IEP students scoring levels 3 & 4 by 3% and general education students by 5% in grades 3, 4, 5.</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>	<p>Based on the available data, we are implementing Everyday Math in grades K-5 and incorporating an additional math program (Math Steps) in all grades that differentiates instruction and support for students. Our math staff developer will continue to work with grades 3, 4, & 5 to improve student performance as demonstrated on the NYSED exam. We will be using baseline assessments at the beginning of the school year to group students and inform instruction. Unit exam checklists will be collected by our data specialist and analyzed with teachers to assess student progress throughout the year and to provide academic intervention services.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Everyday Math, Math Steps, Morning and Saturday Academy, Title I provider, SETSS Teacher, IEP Teacher, EII Teacher, Math Staff Developer, Math Cluster</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Baseline assessments • unit assessments from the EDM Math program • ITA and Predictive Assessments • portfolio assessment • teacher observation • 2011 NYS Math Assessment.

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): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continue to provide Balanced Literacy Instruction that will result in increased student achievement for students in grades 3, 4, 5 in order to decrease the level 1's and increase levels 3 & 4's by 5%.</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>	<p>Literacy Coach will continue to work with teachers in grades 3, 4, & 5 to strengthen reading and writing skills and student performance as demonstrated on NYSED exams. Use DRA to chart growth of students in Fountas and Pinnell levels and group students based on those levels, plan differentiated instruction, and provide academic intervention services. Include testing as a genre, RALLY, CARS, STARS, Buckle Down, and Acuity. Provide Morning and Saturday Academy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All student in grades 3,4,5, - Level 1 & 2 students for AIS - Literacy Coach -Reading Teachers - Title I Support Staff - 3,4,5 Classroom Teachers - AIS Providers - IEP Teacher - SETSS Teacher - ELL Teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>DRA Reading Levels, Writing Samples, Acuity – ITA and Predictive Results, Item Skills analysis, Portfolios, CARS assessment, RALLY assessment, Buckle Down pre and post tests</p>

INSTRUCTIONAL ACTION PLAN

The action plan is a tool to support effective implementation and to evaluate progress toward meeting goals.

Subject/Area of Focus: School Environment Goal

<p>Annual Goal <i>SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011, to improve safety and respect within our school in order to positively affect the school culture.
<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"> • Continue a School-Wide Positive Behavior Intervention Support (SW-PBIS) program. PBIS Leadership will establish policies, procedures, and school-wide behavioral expectations for the program. • Implement a ladder of referral for discipline and guidance issues. • OORS reports and SWIS software program will be used to analyze types of incidents and their locations within the school in order to target interventions. • Utilize SAVE teacher effectively and provide crisis intervention to students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> • CEI support personnel will provide professional development to teachers in areas of need and interest. • The PBIS internal coach will assist in ensuring appropriate continuation of the program. • SAVE Teacher • Crisis Intervention Specialist • STOPP Team
<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"> • The following data will be used to measure progress: • Quarterly school created surveys of teachers will show incremental increases in scores in the areas of safety and respect. • In each of the next two year end surveys there will be an overall increase of .5 on the LES responses from teachers in the area of safety and respect. • Based on the data, we will be monitoring OORS reports and SWIS software on a monthly basis in order to decrease severity of incidents and identify specific areas of concern, i.e. classroom, hallway, cafeteria, etc. • Teacher surveys administered semi-annually will be used to monitor the effectiveness of the program on student behaviors.

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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals.

Subject/Area (where relevant): Common Core State Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Identify and revise existing curricula in order to integrate higher order knowledge and skills required by CCSS while ensuring that students are being prepared for current state assessments by the end of June.</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>	<p>CCSS team and Data Specialist will collaborate and work with teachers and provide on-going support in beginning implementation of curricula.</p> <p>Data Specialist will work with 3rd, 4th, and 5th grade teachers to ensure students are prepared for current state exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Everyday Math, Math Steps, Morning and Saturday Academy, Title I provider, SETSS Teacher, IEP Teacher, ELL Teacher, Math Staff Developer, Math Cluster</p> <p>Data Specialist, Literacy Coach, Math Staff Developer, IEP Teacher</p> <p>Weekly Meetings will be held</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Feedback • Revised Curriculum Map • Informal and Formal Observations • Grade Conferences

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	24		N/A	N/A		n/a	n/a	n/a
1	42		N/A	N/A		n/a	n/a	n/a
2	36		N/A	N/A		n/a	n/a	n/a
3	30	10	N/A	N/A		n/a	n/a	n/a
4	30	28	150	n/a		n/a	n/a	n/a
5	36	12	n/a	150		n/a	n/a	n/a
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Great Leaps is used in Grades K, 1, and 2. It is used to improve fluency. Intervention Works is used in 3rd grade to improve comprehension and decoding. Rewards program is used in grade 5 to improve writing by making better word choices and more advanced sentences. Reading Recovery strategies are used in 1st grade to improve literacy skills in all areas. 4th grade literacy block push in small group instruction. Morning Academy is used for test prep in grades 3, 4 and 5.</p>
<p>Mathematics:</p>	<p>Primary focus is on building basic number sense and operations comprehension and speed. Students use support programs to reinforce their understanding while minimizing their frustration with limiting needed literacy skills. We have math small group instruction in grades 4 and 5 two days a week.</p>
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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: 44 LEP _____ Non-LEP _____
Number of Teachers 1 Other Staff (Specify) 1 bilingual paraprofessional 2nd grade special education

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. See attached LAP.

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.

Section III. Title III Budget

School: PS 21 BEDS Code: 321100010021

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000	Per Session, Adult ESL classes Per Session, Film Academy
Purchased services - High quality staff and curriculum development contracts.	\$1,000	PD for Tequipment and Apple
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,000	Leveled Books, K-2 bilingual text library, cameras, printing materials, writable DVD's, Mac Book Pro
Educational Software (Object Code 199)	\$600	Portable Viewing Monitor
Travel	\$300	Trips
Other – Parental Involvement	\$100	Snacks
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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:	\$787,724	\$366,311	\$1,154,035
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 7,877	\$ 3,663	\$11,540
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 39,386	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$78,077	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <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	x			\$787,724	X	
Title I, Part A (ARRA)	Federal	x			\$366,311	X	
Title II, Part A	Federal	x			\$229,988	X	
Title III, Part A	Federal	x			\$15,000	X	Page 11 of the LAP
Title IV	Federal						
IDEA	Federal	x			\$174,925	X	
Tax Levy	Local	x			\$5,898,048	X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **19 students are currently living in temporary housing.**
2. Please describe the services you are planning to provide to the STH population.

In following the Chancellor's Regulation A-780, we will provide for the needs of our students in temporary housing by using the following guidelines:

- Display in prominent location posters that set forth the basic rights of homeless children and provide information about the STH Liaison.
- Assure that when school staff become aware of any student who is or may be homeless, or needs assistance, that they contact the STH Liaison.
- The school will have information sheets (McKinney-Vento Act Guide for Parents) that set forth the basic rights of homeless students. This information can be obtained by contacting the Parent Coordinator.
- Family Assistants also shall provide the McKinney-Vento Act Guide for parents to parents in homeless shelters.
- Residency Questionnaire Form will be distributed to every student, and asked that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive under the McKinney-Vento Act. In all subsequent years, schools must provide and request the completion of the residency questionnaire to all newly enrolled students and students who change their addresses during the school year. Schools enter the information that a student is homeless into ATS in the student bio page and update accordingly.

We will be responsible to notify parents of the following guidelines:

Selection of Schools:

A homeless student for whom the NYC school district is the designated school district is designated school district to attend the following guidelines:

Homeless students follow the same procedures as all NYC students when there is no zoned school in their school district as outlined in Chancellor's Regulation A-101.

The choice about where the child will attend school, that is, whether or not a homeless student will change schools or remain in their school of origin, shall be made on the basis of the "best interest" of the student. To the extent feasible, a student will change schools or remain in their school of origin, unless this is contrary to the wishes of the student's parent. Among the factors to consider in making best interests determination are: the age of the student, the distance the student would have to commute to school, student safety issues, the student's need for special education, and the time remaining in the school year.

For parents of a student with a disability who is recommended for special class or CTT or District 75 who wish to transfer to a school of current location, the transfer school will be determined by the Office of Student Enrollment or the Committee on Special Education, where applicable. For all students recommended for District 75 programs, the school will be determined by the District 75 placement office.

A student who becomes homeless has a right to transfer to and enroll in another public school for which he/she meets the school eligibility criteria and according to the DOE regulations. Homeless students are not required to demonstrate a travel or other hardship before transferring to and enrolling in another school.

The choice about whether or not a student should remain in the school of origin or change schools shall be available each time a student moves to a different temporary housing arrangement.

In selecting a school, homeless students should be encouraged to remain in their school of origin to the extent feasible, unless the parent elects not to, or in the case of an unaccompanied youth, the student elects not to.

Regular attendance of homeless children is of paramount importance, and the school must make every effort to ensure regular attendance. If a student has sporadic attendance, the school must contact the parent and the Family Assistant and/or STH liaison to identify services that may be needed or whether alternative schooling arrangements should be arranged.

Students who do not transfer into a school of current location are to be provided with assistance to maintain continuity of education at their school of origin. Transportation must also be arranged by Family Assistants or the STH Liaison.

Enrollment Assistance:

Family Assistants shall assist parents in enrolling students in school in coordination with and in accordance with the procedures of the Office of Student Enrollment. Homeless students, including students with disabilities, may be referred to the Borough Enrollment Office for school enrollment or transfer purposes.

Enrollment in school may not be delayed or denied due to the lack of any documentation normally required for enrollment, including: proof of residency; transcripts/ school records; immunization or other health records; birth certificates. Family assistants and school staffs are required to assist parents or unaccompanied youth in obtaining such documents. If immunization records cannot be obtained, the parent, in consultation with the STH liaison, should be referred to a walk-in immunization clinic for assistance.

Children must be admitted to school while proof of birth, immunization, and other school records are being located and/or verified.

Pre-Kindergarten Children must be placed in pre-kindergarten classes if these services are available to permanently housed children in the district and if there space, in accordance with the same procedures followed for permanently housed children in the district and if there is space, in accordance with the same procedures followed for permanently housed children. If there are no pre-kindergarten classes in the district, every effort should be made to find appropriate placement for the children whose parents request pre-kindergarten classes. Pre-kindergarten students in temporary housing are entitled to transportation.

In following Chancellor's Regulation A-810, students residing in temporary are eligible to receive free school meals.

Transportation:

All homeless students, including students receiving special education services, in grades Pre-K-12 who have been placed in temporary housing are exempt from age and distance requirements are eligible for free transportation as long as they are homeless students.

For homeless students in shelters, the Family Assistants and/or STH Liaison will coordinate with the Office of Pupil Transportation to determine if a yellow bus route is available for a student who does not need specialized transportation to travel to/from school. If yellow bus transportation has not been arranged for a homeless student, school staff should consult with the Family Assistant and/or STH Liaison for assistance.

Yellow Contract Bus Service will be provided to homeless students, grades K-6, whenever an appropriate route exists to provide such service. If yellow bus transportation is not available or appropriate, homeless students are eligible for a full-fare metro-card without regard to their age or the distance from their temporary housing accommodations to school.

Pre-Kindergarten students are also entitled to transportation and will receive Metro-card only.

Parents of homeless students in grades Pre-K-6 who receive a Metro-card to travel to/from school are eligible for 14-day Metro-cards in order to accompany their children to/from school. Family Assistants and STH Liaison will provide 14-day Metro-cards to parents upon request as warranted.

If the student is registering in a new school and the IEP recommends special transportation, the Special Education Placement Officer will contact OPT for transportation arrangements. If the student changes his/her address and remains in the same school, the school is responsible for updating the students' new residence in ATS. Once the change is in ATS, OPT will arrange the new bus route within 5 business days. The STH liaison will coordinate with OPT for the arrangements of the new bus route.

Services for Families as they move into permanent housing: family assistants will also meet families residing in a Department of Homeless Services shelters, prior to their moving into permanent housing, to ensure a smooth transition. Temporarily housed families not residing in DHS shelters that need assistance as they move permanent housing, should contact the STH liaison in their borough. Parents will be informed that their children have the right to stay in their current schools through the terminal grade. In regard to transportation, when homeless students become permanently housed, they are subject to the same eligibility rules as non-homeless student as set forth in Chancellor's Regulation A-801.

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. 021 Philip H. Sheridan					
District:	11	DBN:	11X021	School		321100010021

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		90.2	91.7	91.6
Kindergarten	108	129	148				
Grade 1	165	167	138	Student Stability - % of Enrollment:			
Grade 2	145	185	153	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	150	138	178		85.4	88.3	91.4
Grade 4	156	154	130	Poverty Rate - % of Enrollment:			
Grade 5	131	151	151	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		78.0	87.4	87.4
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		24	39	46
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	1	2
Ungraded	1	4	3				
Total	856	928	901				

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	68	78	66	Principal Suspensions	35	90	93
# in Collaborative Team Teaching (CTT) Classes	11	12	14	Superintendent Suspensions	17	12	15
Number all others	51	47	49				

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

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	32	43	TBD	Number of Teachers	58	62	61
# ELLs with IEPs	4	15	TBD	Number of Administrators and Other Professionals	12	14	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	5	12

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	74.1	75.8	78.7
				% more than 5 years teaching anywhere	63.8	62.9	65.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	89.0	90.2
American Indian or Alaska Native	0.8	0.9	0.7	% core classes taught by "highly qualified" teachers	92.9	99.2	100.0
Black or African American	73.8	71.6	72.3				
Hispanic or Latino	23.4	24.5	26.0				
Asian or Native Hawaiian/Other Pacific	1.2	1.2	0.8				
White	0.8	0.8	0.2				
Male	51.4	50.5	50.6				
Female	48.6	49.5	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	40.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.5		

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



Public School 21

A caring and committed community of learners

THE PHILIP H. SHERIDAN SCHOOL

715 East 225 Street, Bronx, NY 10466

Voice (718.652.3903) FAX (718.231.2556)

Joyce B. Coleman, Principal

Rosa Leoncini, Assistant Principal

Robert German, Assistant Principal

SCHOOL-PARENT COMPACT

P.S. 21 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 21 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Our teacher's will be involved in teacher team work. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, incorporating the Common Core State Standards.*
 - *Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of*

proximal development.” Academic intervention will be provided to support the struggling students.

- *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**

- *On November 9th, 2010 and March 15th, 2011*

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

- *Official report cards will be distributed in November (All students), March (Elementary students), and June (All students).*
- *Kindergarten students will receive progress reports in November, and official report cards in March and June.*
- *Parents will be provided access to ARIS as a means of monitoring their child’s performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
- *The Principal and Assistant Principals have an open door policy.*

- **Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows:**

- *Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the month of September.*
- *Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings, Kindergarten Parent Workshop in February and Middle School Parent Workshop in January.*

Parent Responsibilities

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

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Personal Best, Act Responsibly, Work and Play Safely, and Show Respect;**
- **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 discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities;*
- *Be honest and respect the rights of others;*

- *Follow the school's/class' rules of conduct;*
- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and complete assignments;*
- *Read every day outside of school time;*
- *Read at home (with our parents, if appropriate);*
- *Get adequate rest every night;*
- *Use the library to get information and to find books that we enjoy reading;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

Other Responsibilities

P.S. 21:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 Deborah Maldonado	District 11	School Number 21	SchoolName The Philip Sheridan
Principal Joyce B. Coleman		Assistant Principal Ms R. Leoncini	
Coach Ms C. Genovese		Coach type here	
Teacher/Subject Area Mr. M. Chaston		Guidance Counselor Ms R. Mckenna	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Ms N. Salgado	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	891	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	4.84%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- Upon first arrival at P.S.21 a team of administrators and teachers conduct an initial informal interview to determine whether the student has a home language other than English. The team consists of the school secretary (Ms Duggan), the school nurse (Ms Jones), the early childhood literacy teacher (Ms Sheehan) and the parent teacher coordinator (Ms Salgado). The parent teacher coordinator is fluent in Spanish and the school secretary has basic Spanish and Italian. The art teacher (Ms De La Cruz) and E.S.L. teacher are able to assist and converse in basic French. Parents then complete the Home Language Identification Survey; should they need guidance a team member will assist them. If the HLIS indicates that the child speaks a language other than English the student is then eligible to be administered the LAB-r. This takes place within ten days of initial enrollment and is conducted by a fully certified E.S.L teacher (Mr. Chaston). Spanish dominant students are also administered the Spanish LAB by Mr. German, the assistant principal, in order to better differentiate between language disabilities and learning disabilities. According to the students score, they are either deemed proficient and are not therefore eligible to receive services or are entitled services according to their level (beginner, intermediate, or advanced). Once a child is determined to be eligible to receive the services they are then administered the NYSESLAT in the spring to determine their progress and signal their exit from the program. The NYSESLAT is administered by the E.S.L teacher and assisted by Ms Burkoff, the testing coordinator, and Ms Leoncini, the Assistant principal.
 - The parents of children who are administered the LAB –r are invited to an orientation meeting in the school auditorium, within the first three weeks of school, where they watch a video presentation in their home language outlining the various choices of program available to them. (Transitional bilingual, Dual Language, E.S.L.) Following the presentation parents are asked to list their preference in order of desirability (program selection form). They are then notified of the available program in the school.
 - Entitlement letters are distributed according to the students' results on the LAB-r and the NYSESLAT, as indicated by ATS. To ensure that program selection forms and parent surveys are returned the E.S.L. teacher endeavors to meet parents after school at dismissal time and enlists the parent teacher coordinator to make further phone calls, as is necessary.
 - At the time of the orientation parents requesting programs other than that which is offered at the school are notified of schools offering such programs. The parent teacher coordinator assists in contacting the school to better facilitate the transition. Ms Salgado is able to conduct these communications in Spanish.
 - The trend in recent years has been overwhelmingly in favor of freestanding E.S.L. In the cases of the two requests for bilingual services children have been directed to nearby P.S.103, or have been assigned a bilingual para professional.
 - The program choices of the past recent years confirm an alignment with the existing available model.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
 Check all that apply

<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

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														0

(60%:40% → 50%:50% →75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	0	5	9		4	1		1	44
Total	34	0	5	9	0	4	1	0	1	44

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	8	8	2	6								33
Chinese	1		1											2
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French	1		1	2										4
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other		2	1	1										4
TOTAL	7	7	11	11	2	6	0	44						

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.

- P.S. 21 offers a Pull-Out freestanding E.S.L program. Classes typically consist of students of heterogeneous proficiency levels. Students work in small groups of up to eight ,in a separate locations and are picked up and returned to their class rooms.
- As per CR part 154: Advanced level students receive 180 minutes of E.S.L instruction per week and beginning and intermediate students receive a minimum of 360 minutes of E.S.L instruction per week. Advanced students receive a minimum of 180 minutes of ELA instruction per week.
- Content area instruction is delivered in the classroom and the E.S.L. classroom with an emphasis on context rich instruction. Students are encouraged to make cultural and linguistic connections to their own background knowledge. Many parents, teachers, and other school staff are speakers of other languages (Spanish, French, Italian, Creole, Ibo, Wolof), and are encouraged to use them in order to make content comprehensible and enrich language development. All classrooms contain a smart board and these are used to add a visual reference as well as access to the internet.
- Our newcomers are welcomed into a low stress environment, allowing for a silent period when necessary. They are teamed up with more proficient students who speak the same language; when possible they are given extended time beyond the 360 minutes allotted for beginning and intermediate ELL's. We also make use of bilingual websites and CD-ROMs for reading, math, science and geography. The IEP teacher liaises with the E.S.L. teacher to ensure that students with special needs are served in accordance with their IEPs.
- The E.S.L. teacher analyses the testing results of long term ELLs in order to identify specific weaknesses and develop strategies to address this need, and works with the classroom teacher to help implement them in the classroom. This entails the sharing of materials and strategies, including software, and peer assistance.
- All ELLs in the testing grades are offered early morning test preparation through the Mosholu Montefiore Community Center, from Monday to Friday.

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?

- Low scoring and struggling ELLs in ELA and math receive small group instruction in a separate location, a minimum of twice a week. Programs include Reading Recovery Strategies, Writing Rewards and Intervention Works. The Saturday Academy and Morning Academy in ELA, Math and Science also offer students enrichment opportunities prior to the state tests. The classroom teachers in conjunction with the guidance counselors also implements peer assistance interventions.
- ELLs who have reached proficiency on the NYSESLAT are afforded normal LEP accommodations on all state tests. The ESL teacher works with the classroom teachers and students who are deemed to be struggling with the transition to being mainstream students can still continue to join ESL classes. The classroom teacher identifies when and which concepts need to be scaffolded. Former ELLs are also offered before- and after-school enrichment in the form of a film club, which nurtures their academic as well as interpersonal communication skills. The program teaches children to write, edit, and perform in their own short films.
- This year we are implementing an adult ESL class. Miss Hazen, a former second grade teacher with a recently acquired TESOL license will be teaching adult ESL twice a week in the school library for parents of ELLs.
- No programs or services for ELLs will be discontinued this year.
- To ensure that ELLs receive equal access to all programs, all flyers, invitations and information packets are translated into Spanish. ELLs are also encouraged to join the highly sought after and successful track and field program at PS21. (The ESL teacher is also the track coach.)
- ELLs use the programs Into English, On Our Way to English, and English to a Beat. Students also make use of the SuccessMaker software program on a regular basis, which monitors and adjusts to their learning styles and progress. The program also accommodates Spanish speakers with its mathematics program in Spanish.
- The use of native language as a scaffold is encouraged within our ESL program. The importance of cognates and the validity of students' prior knowledge is emphasized as a strategy for learning. In turn, parents are also encouraged to continue speaking and reading of their children in their native language. The ESL classroom contains a bilingual library.
- Students in the lower grades receive Great Leaps, Early Childhood Literacy, and Reading Recovery Strategies, whereby a teacher pushes in daily to work in small groups of up to six students. Upper grades receive writing recovery and intervention works. All grades use the SuccessMaker software program which tailors instruction to specific performance levels.
- In order to empower families in their native language, we are considering introducing an evening Spanish class prior to the beginning of the school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

- ELL personnel are encouraged to participate in professional development offered by the Office of English Language Learners as well as the Bronx BETAC. This year the ESL teacher will be participating in the RTI series, and will be turnkeying the information to other ELL personnel in the school. This series is aimed at redressing the imbalance in the number of ELLs referred to Special Ed.
- The ESL works with the guidance counselor, Ms. McKenna, to ensure that ELLs transition to middle school runs smoothly, by indicating their cultural and linguistic backgrounds as well as their future educational needs.
- The school CCSS team will deliver professional Development: How Do Core Standards impact ELL Students

E. Parental Involvement

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

- In recent years we have initiated trips specifically for ELLs and their parents to the Big Apple Circus, Rockefeller Ice Skating Rink, and Jones Beach. This has greatly improved parental involvement. In addition, this year we have had a great response from parents with regard to starting a new adult ESL class. The class will take place on Tuesdays and Thursdays at 8:30 a.m. allowing parents to drop off their children before coming to class themselves. The school also has various other community building activities such as the father/daughter dance, Saturday movie matinee and Bring-a-Dish day. Last year the school had its inaugural PBIS fair with a select group of parents volunteering to help. This year we plan to continue and expand on this successful endeavor.
- The needs of parents are assessed mainly during parent/teacher conferences and community activities instigated by the parent/teacher coordinator and the PTA.
- Parents have expressed the need to learn English skills and this is being addressed by our new adult ESL program.

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)	5	4	5	9	1	1								25
Intermediate(I)	2	1	3	1	0	3								10
Advanced (A)	0	2	2	2	1	2								9
Total	7	7	10	12	2	6	0	0	0	0	0	0	0	44

NYSESLATModality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate													
LISTENING/SPEAKING	B	0	0	0	1	0	0						
	I	2	2	3	1	0	0						
	A	1	5	5	2	2	3						
	P	2	5	3	2	5	5						
READING/WRITING	B	5	3	7	2	0	0						
	I	1	3	1	2	3	2						
	A	0	3	2	1	4	4						
	P	0	2	0	1	0	2						

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4	3		3		1				7
5	1		5		2				8
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	2		3						5
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	2		3		3				8
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

- The early literacy skills of ELLs are assessed through DRA, Fountas and Pinell to find their appropriate instructional level. The Hundred Book Challenge assesses the child's independent reading level.
- The data pattern across proficiency levels on the NYSESLAT indicate a general shift toward proficiency as children reach the fifth grade, with most students making a gain of at least one proficiency level per year. Last year six students tested out of the program.
- As in past years, the reading and writing modalities haven't to be the biggest challenges for our ELLs. Even our absolute newcomers have progressed significantly in the listening and speaking modalities. Instruction in reading and writing is therefore emphasized. Instruction is scaffolded, through the use of the native language, realia, visual representations. In particular the early morning/after school film academy for ELLs is geared to improving writing skills. Children learn how to sequence, draft, and edit a narrative. The hundred Book Challenge allows ELLs to find their correct reading level so that reading becomes fun and easy. Newcomers are allowed to add books from the bilingual library to their book selections.
- The success of the ELL program is measured both quantitatively and qualitatively. This ranges from the formal assessments administered by the State to parent discourse that is passed on through the Parent teacher Association. Owing to the relatively small number of ELLs compared to mainstream students(4.8%), ELLs are highly dispersed across the school. A pull-out program allows newcomers, in particular, the chance to practice new skills in a low stress and sheltered environment.

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		