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THE MOHEGAN SCHOOL/C.S. 67

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 12X067
ADDRESS: 2024 MOHEGAN AVENUE, BRONX, NEW YORK 10460
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: C.S. 67 **SCHOOL NAME:** The Mohegan School

SCHOOL ADDRESS: 2024 Mohegan Avenue

SCHOOL TELEPHONE: 718 589-8090 **FAX:** 718 589-7399

SCHOOL CONTACT PERSON: Emily Grimball **EMAIL ADDRESS:** egrimba@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Lorraine Brown

PRINCIPAL: Mrs. Emily Grimball

UFT CHAPTER LEADER: Mrs. Maria Alba

PARENTS' ASSOCIATION PRESIDENT: Mrs. Crystal Pena/ Ms. Jovanna Russell

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 407

NETWORK LEADER: Varleton McDonald

SUPERINTENDENT: Myrna Rodriguez

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
Emily Grimball	*Principal or Designee	
Maria Alba	*UFT Chapter Chairperson or Designee	
Crystal Pena/Jovanna Russell	*PA/PTA President or Designated Co-President	
Terrence Walker	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorraine Brown	Member/Chairperson/ Grade 4 &5	
Adrienne Jackson	Member/Secretary	
Stephanie Matuza	Member/Grade 2 & 3	
Dorne Peters	Member/ Grade PreK, 1, 2	
Georgia Taft Shivers	Member/ Special Education	
Skeeter Alphonso Lewis	Member/Parent	
Nancy Cordero	Member/Parent (PA Secretary)	
Sonia Arcinieгна	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.

School Vision

We shall be a school community of educators, students, and parents promoting academic excellence and high expectations in a safe and nurturing environment.

School Mission

The shared mission of the Mohegan School is to provide all our children with an education which will enable them to develop as life-long learners and contributing members of their community. We are a collaborative school community dedicated to achieving high standards of academic excellence for all students. Through standards driven instruction, a nurturing environment and the development of civic and social skills, we shall reach our goal. The true measure of our success will be how well we have taught our children to care about learning and about each other. *"Kids First, High Expectations, No Excuses."*

Community School 67 X, is located in the East Tremont section of the Bronx. Our school is organized heterogeneously and serves an ethnically diverse population. Our current enrollment of 718 students (Pre-K – 5) consists of general education and special education students. CS 67 administrators, highly qualified teachers, support staff, and parents all dedicated to maintaining a safe, nurturing and respectful educational environment.

The instructional programs for students are collaboratively planned/created by teachers utilizing curriculum maps in all content areas, and in addition, are aligned with New York City and State Standards. We will transition to using Common Core Standards in conjunction with New York State Standards. Students are periodically assessed by administrators and teachers to determine: students' strengths and weaknesses in specific skill areas; process monitoring of instruction, learning and materials; and appropriate curricular accommodations needed to support student's needs. Teachers create standard based rubrics and students' self assess to determine their progress as well. Children in kindergarten are assessed yearly using the ECLAS-2 tools of assessment, while grades 1st and 2nd are assessed twice yearly. The NYC Core Curriculum Math Program, Every Day Math, evaluates student's progress using unit tests based on New York State Mathematics Standards. Additionally, primary teachers use New York State Standards in Science and Social Studies to develop unit completion assessments in these areas. All data is analyzed and discussed each month at Common Planning meeting with administrators, teachers and coaches.

Administrators, staff, teachers and paraprofessional use formative and summative data to monitor student progression and to inform instructional practices. In focusing on individual student needs, the school has devised a system using work folders that gives an in-depth overall understanding of each student's needs. All service providers have access to the data and are able to determine next steps for differentiated instruction. Additionally, data examples in the assessment binders are running records, reading and writing conference notes, unit exams, and student work samples. Thus, school staff use this information to drive next steps/instruction. Furthermore, the staff uses their knowledge

about student achievement to track progress over time to provide well targeted support amongst and between grades. Benchmarks are utilized across the grades to assess & maintain students' progress.

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:	The Mohegan School			
District:	12	DBN #:	12X067	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	52	50	53		90.3	90.9	91.0		
Kindergarten	77	96	111						
Grade 1	109	109	130	Student Stability: % of Enrollment					
Grade 2	98	114	145	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	102	93	119		92.3	89.86	83.3		
Grade 4	105	94	97						
Grade 5	86	105	87	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					89.4	89.4	95		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					36	46	16		
Grade 12									
Ungraded	75	68	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	652	679	691		10	10	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	69	64	76						
No. in Collaborative Team Teaching (CTT) Classes	6	4	4	Principal Suspensions	1	6	20		
Number all others	27	42	53	Superintendent Suspensions	4	13	4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	36	23	17	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	98	92	79	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	4	39	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	58	57
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	19	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	8
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.1	0.1	0	Percent more than two years teaching in this school	70	75.9	100
Black or African American	22.9	22.8	22.2	Percent more than five years teaching anywhere	68.3	74.1	95
Hispanic or Latino	76.4	76	77				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.3	Percent Masters Degree or higher	78	81	92.8
White	0.1	0.3	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98	95.2	100
Multi-racial	0	0	0				
Male	49.3	47.5	49.5				
Female	50.7	52.5	50.5				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student groups making AYP in each subject	6	6	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	45.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	12	Quality Statement 5: Monitor and Revise	√
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

CS 67 has developed a clear understanding of the performance of students across the school by ensuring data is effectively analyzed and utilized. Principal, assistant principals, coaches, lead teachers, the inquiry team and staff now uses data effectively to set meaningful achievable goals for the students and monitor progress towards these goals. As a result, teachers use assessment data to improve the progress of all students and drive instruction.

Support systems are also in place to ensure staff meets their goals. The school staff devises plans with clear measurable time frames and shares them with all constituency groups. In conjunction with plans, all staff has a statement of personal goals (S.M.A.R.T goals) that are monitored by administrators. School leaders continually track the achievement outcomes of the students. Through analysis and evaluation of periodic assessment data our school-designed interim assessment guides strategic decision making. To ensure data informs planning, grade leaders and administration meet weekly and collect students' work samples bi-monthly to monitor the effectiveness of instruction and supported intervention. When interim data shows room for improvement in students' progress there is regular revision and updating of curriculum maps and teachers' plans. The school self-evaluation process is an ongoing working document, which accurately identifies the success of the school and future improvements. The robust nature of the monitoring ensures swift action that occurs when data identifies a decline in student progress.

The school has a very good knowledge and understanding of student progress based on data derived from ECLAS, Acuity and standardized tests. We use the interim and predictive data effectively to identify the needs and performance of particular groups. When looking at class progress within a grade, the staff collects data to show trends over time in the performance of all students. We closely monitor the results of students with disabilities and ELL students. The inquiry team analyzes data to diagnose conceptual gaps in students' understanding in math and reading. The school recognizes that it needs to tailor its assessment procedures to make accurate identification of the performance of its transient groups. In order to reach our AYP for all subgroups we will consistently monitor the progress of our ELLs & students with disabilities. All staff have assessment binders, which are regularly updated with current data. This information is used effectively to set challenging goals to improve instruction and student performance.

The trends in the data have shown that we have consistently surpassed the expectations for proficiency in ELA and Mathematics from 2006 to 2009. This includes our general education populations, as well as our subgroups including limited English proficient and students with disabilities. From 2008 to 2010, our overall population continued to show a median proficiency rating

in both subjects better than or close to a level 3 proficiency rating. In 2010, the ELA and Math proficiency percentages did show a decline that was consistent with the realigned scale conversion scores. In 2006, the ELA scores for general education was a 48.2 % proficiency level and steadily rose to 68% in 2009. The ELL population proficiency percentage rose from 9.8% in 2006 to 48% in 2009. Students with disabilities proficiency rate rose from 10.0 in 2006; to 11.3 in 2007; 22.2 in 2008 and 46% in 2009. In 2006, the mathematics scores for general education was a 51.3% proficiency level and increased to 86% in 2009. The ELL population proficiency percentage rose from 39.5 % to 73% in 2009. Students with disabilities proficiency rate rose from 18.7% in 2006; to 24.4% in 2007: 40.4% in 2008 and 79% in 2009. Regarding the median proficiency ratings for the total testing population in grades 3 -5; the trend shows that we consistently remained at or above or close to a level. For example, in 2008 the ELA median proficiency rate was 3.00; 3.13 in 2009; and 2.63 in 2010. Mathematics was similar, for example in 2008 the median proficiency rate was at 3.28; 3.51 in 2009 and 2.87 in 2010.

The most significant aids for continuous improvement are developing a comprehensive system of learning support. Our frame work consists of direct facilitation of learning, managing our resources and creating positive behavioral systems. We feel that our plan will help our students to become engaged in classroom instruction and enable classroom learning. Our learning supports are the resources, strategies, and practices that provide physical, social-emotional, intellectual supports that are intended to address barriers to learning and teaching in ways that will enable all of our students to have an equal opportunity for success at school. The major barriers of learning in our school are the environmental factors, student attendance patterns and the engagement of parents with the curriculum. Additionally, space for small groups is limited due to the impact of another school in the building. Although the barriers may be challenging we will continue to address the needs of our community to improve instruction and student progress.

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.

Annual Goal:	Short Description
<p>Goal #1 : ELA By June, 2011, the number of students scoring on levels 3 & 4 on the New York State ELA exam for grades 3 – 5 will increase by 5 %; an increase of 5% in the number of students in grades K-2 will master all areas of the ECLAS 2 assessment.</p> <p>By June 2011, we will increase performance of Special Education & ELL students as indicated on the results of the NYS ELA Assessment by 5%.</p>	<ol style="list-style-type: none"> 1. We will continue to implement the 120 minutes of literacy instruction using the balanced literacy workshop model. 2. We will provide students in grades K-2 with differentiated instruction; intervention services and enrichment opportunities to reinforce proficiency levels based on the results of the ECLAS II. 3. By June 2011, we will provide students

<p>(Level 1's to Level 2's & Level 2' to 3's & 4's)</p>	<p>who scored below the mastery on the ECLAS the opportunity to expand their knowledge through higher level activities. Focus: Kindergarten – Segmenting, decoding and listening comprehension Focus: Grade 1 – Reading Rate Focus Grade 2 - Spelling</p> <ol style="list-style-type: none"> 4. We will continue to provide intervention services daily to students with learning disabilities and ELLs’. 5. We will continue to use standard based rubrics to asses our students’ needs. 6. We will tailor our assessment procedures to make accurate identification of the performance of its transient groups. 7. We will continue to provide professional development to teachers in English Language Arts to maximize student learning.
<p>Goal # 2 - Mathematics</p> <p>By June, 2011, the number of students scoring on levels 3 & 4 on the New York State Math exam for grades 3 – 5 will increase by 5%; the number of students will increase performance in mathematics in grades K, 1 & 2 as evident by the Everyday Math Unit assessment tests.</p> <p>By June 2011, we will increase performance of Special Education & ELL students as indicated on the results of the NYS Mathematics Assessment by 5%. (Level 1's to Level 2's & Level 2' to 3's & 4's)</p>	<ol style="list-style-type: none"> 1. We will continue to implement the 90 minutes math block using Everyday Mathematics from 3-5 2. We will continue to provide intervention services daily to students with disabilities, ELL students and all populations with particular needs. 3. We will continue to implement the 60 minutes math block daily in grades K, 1, 2 using Everyday Mathematics. 4. We will continue to use standard based rubrics to assess our students’ needs. 5. We will tailor our assessment procedures to make accurate identification of the performance of its transient groups 6. We will continue to provide professional development to teachers in mathematics to maximize student learning.

<p>Goal # 3 - Parent Involvement</p> <p>By June 2011, we will have a 10% increase in parental involvement as measured by attendance records from Parent Association meetings, workshops and school-wide programs.</p> <p>By June 2011, student attendance will increase from 90% to 93%.</p>	<ol style="list-style-type: none"> 1. We will provide parent opportunities to attend workshops/ classes where they can receive ESL instruction. 2. We will organize workshops for parents to learn about school/academic programs. 3. We will create a parent resource center allowing parents to share their parental experience and to work with teachers on school concerns. 4. We will provide parents with opportunities to volunteer as tutors/ aides who can provide additional assistance to students. 5. School Calendar will be back backed on a monthly basis. 6. Our Parent Coordinator will send updates on school-wide initiatives to parents monthly. 7. We will celebrate students' increase attendance monthly via assembly programs. 8. Students with an increase in attendance rate will receive special incentives. 9. Network Attendance teacher will conduct home visits regularly.
<p>Goal # 4 - School Learning Environment</p> <p>By June 2011, our NYC Progress Report will show a 6% increase in the overall satisfaction rate with our school environment.</p>	<ol style="list-style-type: none"> 1. We will improve the school climate for staff by celebrating positive teacher behaviors. 2. We will provide staff members multiple opportunities to collaborate with peers across grade levels vertically and horizontally. 3. We will provide our staff with consultants to help address their needs and concerns. 4. We will provide professional development to all staff members in the areas of PBIS (Positive Behavior Intervention Support Program), RTI (Response to Intervention) STOPP (Strategies, Techniques Option, Prior to Placement) and the NYC Chancellor's Regulation on discipline. 5. Our Literacy & Math coaches will publish monthly newsletter updates announcing & rewarding success.
<p>Goal # 5 Communication & Engagement</p> <p>By June 2011 we will increase and improve the results of our NYC School Survey in the areas of communication and engagement by 5 % (from 76% to 81%) as measured by teacher responses</p>	<ol style="list-style-type: none"> 1. We will provide and support positive relationships and opportunities for teachers to collaborate with peers and administrators in order to promote school engagement. 2. We will engage teachers in school wide

to questions about communication and engagement.

decision making to build a strong relationship between staff and administrators.

3. We will develop a culture of collaboration within the school community to promote an active partnership to promote student learning.
4. We will continue to develop in building capacity to lead and learn.
5. We will provide teachers with information about the schools educational goals and offer appropriate feedback on students' learning outcomes.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students scoring on levels 3 & 4 on the New York State ELA exam for grades 3 – 5 will increase by 5 %; an increase of 5% in the number of students in grades K-2 will master all areas of the ECLAS 2 assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will...</p> <ul style="list-style-type: none"> • maintain our Balanced Literacy Program on a daily basis. Students will receive 90 -120 minutes of a comprehensive balanced literacy program which includes the following components: Shared Reading, Guided Reading, and Independent Reading & Writing. • implement Wilson, Reading Reform & Great Leaps strategies for at-risk students. • differentiate instruction based on students' needs. • use curriculum mapping for continuity of instruction across the grades. • implement the Achieve 3000 computer program in grades 2, 3 & 5. • implement Uptown Education computer program in grade 4. • students with disabilities will utilize NEO 2's during the literacy period. • utilize <i>My Sidewalks</i> for grades 1 as an intervention strategy for students who did not achieve mastery on the ECLAS. • provide intensive intervention to lowest performing students during the Professional period based on the results of the New York State ELA/ECLAS 2/ Initial assessments/Acuity. • provide intervention strategies to ELL students and populations with particular needs. • provide intense intervention to lowest 1/3 during the 50 minute program twice a week based on the results of the New York State ELA/ECLAS 2/ Initial Assessments/Acuity. • provide students in grades K-2 with additional instruction in English Language Arts to increase mastery in ECLAS 2 Levels.

	<ul style="list-style-type: none"> • Students with disabilities who did not meet proficient levels in literacy will receive: 50 minutes extended time: Receive targeted areas of instruction Specific & intensive reading interventions will be provided using technology. Align instruction with all I.E.P goal Mainstreamed in areas where they are proficient • provide teachers with professional development in the implementation of the Common Core Standards in English Language Arts.
<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>Tax Levy Title I</p> <p>Classroom teachers, Literacy Coach, ESL teacher, SETSS teacher, clusters, Speech teachers, Paraprofessionals, Related Service Providers</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>ECLAS 2 Kindergarten – once a year Grade 1 & 2 twice a year</p> <p>ITA/Predictive Assessments – 4 x a year NYS ELA Assessment - May, 2011 Written & Oral Presentations - Weekly Teacher Made Assessments - Weekly Periodic Benchmarks - 4 x a year (November, January, March, June)</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the number of students scoring on levels 3 & 4 on the New York State Mathematics Assessment for grades 3 – 5 will increase by 5 %.</p> <p>By June 2011, we will increase performance of Special Education & ELL students as indicated on the results of the NYS Math Assessment by 5%. (Level 1’s to Level 2’s & Level 2’ to 3’s & 4’s).</p> <p>By June 2011, we will increase performance by 5 % of students in K, 1 & 2 as evident by the Everyday Math Unit assessment tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will...</p> <ul style="list-style-type: none"> • continue to implement the Everyday Math program in grades K-2 for 60 minutes daily; 90 minutes daily instruction in grades 3, 4 & 5. • utilize supplemental materials with Math Steps for homework; Use of manipulatives and exploration to develop a sense of numbers, operations, and mathematics concepts. • continue to use Buckle Down; Elements of Mathematics & Bridging the Skills during the 50 minute program and extended day. • implement Uptown Education computer program in grade 4. • provide students with disabilities NEO 2’s during the math period. • schedule Math Coaches to utilize a push in/pull out model. • provide intensive intervention to lowest performing students during the Professional period based on the results of the NYS Mathematics / Initial Assessments/Acuity. • provide intense intervention to lowest 1/3 during the 50 minute program twice a week

	<p>based on the results of the NYS Mathematics/ Initial Assessments/Acuity.</p> <ul style="list-style-type: none"> • differentiate instruction based on students' needs. • distribute pacing charts for continuity of instruction across the grades. • provide students with disabilities who did not meet proficient levels in mathematics an opportunity to receive 50 minutes extended time. • provide teachers with Smart Boards. • mainstream students in self-contained special education in areas where they are proficient. • provide teachers with professional development in the implementation of the Common Core Standards in mathematics.
<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>Tax Levy Title I</p> <p>Classroom teachers Math Coach ESL teacher, SETTS teacher, Clusters Speech Teachers, Paraprofessionals Related Service providers</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>New York State Math Assessment Everyday Math Unit Tests & Benchmarks ITA's & Predictive Math Results Teacher made –tests Initial, Mid-term & Final exams</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal # 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 3 - Parent Involvement</p> <p>By June 2011, we will have a 10% increase in parental involvement as measured by attendance records from Parent Association meetings, workshops and school-wide programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will...</p> <ul style="list-style-type: none"> • create an ESL program for parents whose first language is Spanish. School community members will volunteer to provide bi-monthly ESL instruction furnishing parents with a basic grasp of the English language. • plan for coaches to meet weekly to organize monthly workshops where parents will learn the components of, and teaching strategies used in our reading and math programs making it possible for parents to better understand what is expected of students. • utilize the Parent Association/Parent Coordinator to provide information for the Learning Leaders program, allowing parents to be trained as volunteer as aides or tutors. • provide parents with a resource center; where they can come together to discuss issues/experiences related to their role as parents. Flyers (in English and Spanish) will be sent home. Additionally the automated calling system will call homes (in English & Spanish) inviting parents to visit the Parent Association room or Parent Coordinator. • invite parents to attend all special functions. • encourage parents to participate on the School Leadership Team.

<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>Title I funds Tax Levy Parent Association Members School Leadership Members Administrators Parent Coordinator Literacy & Math Coaches Lead teachers K-5</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>Indicators of Success: Number of parents serving as decision-makers (School Leadership) in school policy and practices. Attendance taken at school events/or meetings, for example: Parent-Teacher Conferences, Award Assemblies, Cultural Assemblies, Holiday Assemblies Programs involving parents, for example: Movie Night, Physical Fitness Classes, Parent workshops & Wellness workshops. Results of the Learning Environment Survey.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Learning Environment (Respect & Safety)

<p>Annual Goal # 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, our NYC Progress Report will show a 6% increase in the overall satisfaction rate with our school environment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will...</p> <ul style="list-style-type: none"> • as a staff actively participate in improving the school environment by implementing strategies from the following program: PBIS, STOP, RTI; and implementing best practices for teaching and learning that will assist students in becoming more responsible and respectful. • raise self-esteem by creating a Wall celebrating the Mohegan High 5 in recognition of being respectful, responsible and ready to learn. We will identify and acknowledge positive behavior by rewarding students with Mohegan Bucks. to provide opportunities for staff members to share and acknowledge one another by creating a monthly communication board for <i>Kudos</i> and <i>Thank Yous</i>. • provide professional development in behavioral intervention systems and structures in order to maintain order and discipline throughout the school. • offer professional development using Realize Consultants for all staff members.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Title I Tax Levy SAVE Room Teacher/Internal Coach Related Service Providers S.T.O.P.P. Consultant RTI Specialist- Maverick 407</p>

	Realize Consultants
<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"> • Increased score on the Learning School Environment Survey. • Increase in the number of students receiving “Student of the Month” Award. • An increase of the number of students exhibiting positive behavior in the school environment as indicated on Behavior sheets & student contracts. • An improvement in academic subjects based on the results of formative and summative assessments. • Increase the number of staff members receiving monthly recognition at staff conferences and places names on the monthly communication board.

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): Communication & Engagement

<p>Annual Goal # 5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase and improve the results of our NYC School Survey in the areas of communication and engagement by 5 % (from 76% to 81%) as measured by teacher responses to questions about communication and engagement</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will...</p> <ul style="list-style-type: none"> • continue to engage our teachers through: workshops, emails, recognition letters; grade, conferences; Kudos Wall, weekly newsletters and workshops. • implement workshops based on the new initiatives. • recognize staff members for perfect attendance. • provide curriculum and Human resources for teachers • celebrate staff birthdays monthly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy Title I</p> <p>Administrators Consultants CFN 407 Network Staff Coaches & Grade Leaders Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly staff conferences An increase in the number of staff members (teachers and paraprofessionals) attending monthly “Lunch & Learns.” An increase number of attendance of non School Leadership members (staff and parents) attending School Leadership Meetings. Grade Conferences – 1 X monthly</p>

	Grade Leaders Meetings – 1 X monthly
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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	12	12	N/A	N/A	0	0	2	8
1	64	20	N/A	N/A	0	0	0	3
2	61	30	N/A	N/A	0	0	1	3
3	65	32	N/A	N/A	0	0	2	4
4	51	45	9	0	0	0	9	4
5	48	19	9	0	0	0	11	2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Children identified receiving AIS services through discreet AIS periods, at risk SETSS, push in and pull out services, and reading interventions. We have bridged phonics and literacy with Foundations and Wilson Reading Systems (1-5).
Mathematics:	Children identified in need of intervention with mathematics skills, computation, and/or problem solving are supported with strategies, materials, and manipulatives. Children receive AIS services through discreet AIS periods, at-risk SETSS, push in and pull out services to concentrate on key math strands-mathematical reasoning, operations, measurement, patterns, computations, etc. through the use of multiple choice and extended responses.
Science:	Children identified in need of intervention with scientific knowledge and reasoning were given small group intervention during the science periods.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given both individually and in small group settings.
At-risk Health-related Services:	Students with medical conditions that require school nurse services are given mini-instruction of how to use equipment/medication.

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) Kindergarten – 5 Number of Students to be Served: 100 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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: C.S 67 BEDS Code: 12X067

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	\$15,964.80 \$1,096.41	320 hours of per session for ESL and General Ed teacher to support ELL Students: 320 hours x \$49.89 (current teacher per session rate with fringe) = 15964.80) 21 hours of per session for supervisors @\$52.21 rate with fringe
Purchased services - High quality staff and curriculum development contracts.	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 19.79	Notebooks & pencils
Educational Software (Object Code 199)	\$1,000.00	Rosetta Stone language development software packages for after-school program.
Travel		
Other		
TOTAL	\$18,081.00	

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.

Surveys were distributed regarding language translation and interpretation to parents through their children and parent meetings. Surveys were also distributed to teachers for input regarding parents requiring language translation and interpretation. One interesting finding from our surveys was that illiteracy among non-English speaking and English speaking parents presents more of a problem.

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.

All non-English speaking parents spoke in their first language of Spanish. Currently, C.S. 67 sends all communication home in English and Spanish & other languages when required. Interpreters are available throughout the school during parent teachers' conferences as necessary throughout the school year. These findings were reported to the school community through newsletters updates and parents associations. It is important to note that our PA president and all members of the PA executive board speak & write both languages fluently.

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.

Written translation of all school wide communications have always been distributed in two or more languages. Translations are done by school staff and parent volunteers. School staff (Secretaries, Parent Association and Parent Coordinator will provide language assistance services. We will provide literacy for parents.

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.

The school provides parents with interpreters in their native language or translators as needed. Services are provided by telephone via the automated system in both languages.

The in-house school staff provides parents with interpretation and translation in their native language as needed. Services are also provided by telephone via the automated system in both languages. Additionally, the NYC Department of Education provides interpretation services to non-English speaking parents

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

The school provides each non-English speaking parent a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school posts in a conspicuous location, near the primary entrance to school a sign in Spanish indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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:	\$749,092.00	185,534	\$934,626.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,490.00		\$7,490.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,454.00	*	\$37,454.00
4. Enter the anticipated 10% set-aside for Professional Development:	\$74,909.00	*	\$74,909.00

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
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.

Teachers who are not highly qualified are taking UFT and University courses to complete credit deficiencies. In addition they receive all needed requirements as per the NYCDOE guide. Additionally, teachers are mentored by school staff to meet the highly qualified requirements in a timely manner.

* 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

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.

GENERAL EXPECTATIONS

The Mohegan School (C.S. 67) agrees to implement the following statutory requirements;

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the school about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

- The school will adopt the school’s school-parent compact as a component of its School Parental Involvement Policy.

The Mohegan School/C.S. 67 will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing and timely manner under section 118(b) of the ESEA:

1. Volunteering

Objective: to recruit and organize parent help and support.

Parent will be given a learning compact which includes a pledge to volunteer. This can include a “report card” to help parents evaluate their contribution to their child’s success at school. A survey can be done to identify the talents of parents and their availability.

A school or classroom volunteer program can be created to help teachers, administrators, students or other parents. A parent room within the school also encourages volunteering. A volunteer can be designated as a “class parent.” A telephone tree can be set up to provide needed information.

Findings from the US Department of Education’s Prospects Study (1993) reveal that students in schools with pledges or learning compacts in place perform better than students in similar schools without them because of greater reinforcement of learning at home. Furthermore, effects of the pledge on student learning were stronger from other school-home interactions.

2. Parenting

Objective: to help families establish home environments to support children as students.

The school will provide suggestions for home conditions that support learning at each grade level. Workshops, videotapes and phone messages can help. The school will provide parent education courses which will include the following topics: literacy, help with student homework, parenting skills, health and nutrition. This will give parents a feeling of support from the school and it will help the school understand the family culture, background, concerns, goals, needs and view of their children.

3. Communicating

Objective: to design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and about their children’s progress.

The best practices would include:

- conferences with parents at least twice a year
- translators where needed as per Chancellor's mandate
- weekly or monthly work folders sent home with space for parental comments
- report cards with conferences on improving grades
- regular schedule about choosing programs and activities
- clear information about all school policy and changes.

This information would give parents an understanding of school programs and policies to help parents monitor their own child's progress and help them solve any problem as they arise:

4. Learning at Home

Objective: to provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions and planning.

The best practice would include:

- providing parents with information about skills required for students in all subjects at each grade
- providing parents with information about homework policies and how to monitor and discuss schoolwork at home.
- providing information about how to assist students to improve skills on various class and school assignments.
- providing parents with a weekly homework schedule so they are aware of the assignments.

5. Decision Making

Objective: to include parents in school decisions and develop parent leaders and representatives.

We will encourage parents to become part of the Parent Association and/or School Leadership Team. This will give parents input into policies that affect their children's education and increases their feelings of ownership. Further, it will give them a connection with other families that are involved and an awareness of the school, city and state policies.

6. Collaboration with Community

Objective: to identify and integrate resources and services from the community to strengthen the school's programs, family practices and student learning development.

This would include being able to give families information about health services in the community, recreational and support services, and even summer programs available for students.

The knowledge and use of these local resources by families can help their child increase his or her skills and talents. The family may also take pride in making a contribution to the community. In addition, the school can be seen more and more as part of the community. For teachers, knowledge of these resources can enrich your curriculum and instruction as well as open the school up to new avenues for partners, mentors, and others to assist students.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in TITLE I, Part A programs.

This policy was adopted by C.S. 67 – The Mohegan School in March 2007 and will be in effect until the spring of 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2011. It will be made available to the local community on or before October 2011.

New York City Elementary School’s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Signature of Authorized Official

Date

School-Parent Compact

Explanation: 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 118(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 standard

Parent Compact Provisions

School Responsibilities

C.S. 67 will...

1. 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.
2. hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the teacher, Parent/Teacher conferences, and in-person/telephone conferences held throughout the year when necessary.
4. provide parents responsible access to staff. Specifically, staff will be available for consultation with parents as follows. Teachers and administrators will set up appointments during preps, in the morning, and after school.
5. provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
6. involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. hold School Leadership Team meetings 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 I programs. The school will convene the meeting at a convenient time to parents. The school will invite to this meeting all parents of children participating in Title I, part A programs (participating students) and will encourage them to attend.
8. provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
9. provide to each parent an individual student progress report about the performance of their school on the State assessment in at least math and literacy.

Parent Responsibilities:

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

- monitoring students
- making sure that homework is completed
- monitoring amount of television children watch
- volunteering in school

- participating, as appropriate, in decisions relating to my children’s education.
- promoting positive use of my child’s extracurricular time.
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding, as appropriate.

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 “*Hands off Policy*”
- ask for help when we don’t understand
- do homework daily and ask for help when we need it
- study for tests and assignments
- read, at least, 30 minutes outside the school setting
- get adequate rest every night
- give out to parents or the adult who is responsible for our welfare, all notices and information we receive at school every day

I have read and received a copy of the C.S. 67 Parent Compact

_____ **Child’s Name**

_____ **Class**

_____ **Parents’ Signature**

_____ **Date**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

CS 67 has developed a clear understanding of the performance of students across the school by ensuring data is effectively analyzed and utilized. Principal, assistant principals, coaches, lead teachers, the inquiry team and staff now uses data effectively to set meaningful achievable goals for the students and monitor progress towards these goals. As a result, teachers use assessment data to improve the progress of all students and drive instruction.

Support systems are also in place to ensure staff meets their goals. The school staff devises plans with clear measurable time frames and shares them with all constituency groups. In conjunction with plans, all staff has a statement of personal goals (S.M.A.R.T goals) that are monitored by administrators. School leaders continually track the achievement outcomes of the students. Through analysis and evaluation of periodic assessment data our school-designed interim assessment guides strategic decision making. To ensure data informs planning, grade leaders and administration meet weekly and collect students' work samples bi-monthly to monitor the effectiveness of instruction and supported intervention. When interim data shows room for improvement in students' progress there is regular revision and updating of curriculum maps and teachers' plans. The school self-evaluation process is an ongoing working document, which accurately identifies the success of the school and future improvements. The robust nature of the monitoring ensures swift action that occurs when data identifies a decline in student progress.

The school has a very good knowledge and understanding of student progress based on data derived from ECLAS, Acuity and standardized tests. We use the interim and predictive data effectively to identify the needs and performance of particular groups. When looking at class progress within a grade, the staff collects data to show trends over time in the performance of all students. We closely monitor the results of students with disabilities and ELL students. The inquiry team analyzes data to diagnose conceptual gaps in students' understanding in math and reading. The school recognizes that it needs to tailor its assessment procedures to make accurate identification of the performance of its transient groups. In order to reach our AYP for all subgroups we will consistently monitor the progress of our ELLs & students with disabilities. All staff have assessment binders, which are regularly updated with current data. This information is used effectively to set challenging goals to improve instruction and student performance.

The trends in the data have shown that we have consistently surpassed the expectations for proficiency in ELA and Mathematics from 2006 to 2009. This includes our general education populations, as well as our subgroups including limited English proficient and students with disabilities. From 2008 to 2010, our overall population continued to show a median proficiency rating in both subjects better than or close to a level 3 proficiency rating. In 2010, the ELA and Math proficiency percentages did show a decline that was consistent with the realigned scale conversion scores. In 2006, the ELA scores for general education was a 48.2 % proficiency level and steadily rose to 68% in 2009. The ELL population proficiency percentage rose from 9.8% in 2006 to 48% in 2009. Students with disabilities proficiency rate rose from 10.0 in 2006; to 11.3 in 2007; 22.2 in 2008 and 46% in 2009. In 2006, the mathematics scores for general education was a 51.3% proficiency level and increased to 86% in 2009. The ELL population proficiency percentage rose from 39.5 % to 73% in 2009. Students with disabilities proficiency rate rose from 18.7% in 2006; to 24.4% in 2007; 40.4% in 2008 and 79% in 2009. Regarding the median proficiency ratings for the total testing population in grades 3 -5; the trend shows that we consistently remained at or above or close to a level. For example, in 2008 the ELA median proficiency rate was 3.00; 3.13 in 2009; and 2.63 in 2010. Mathematics was similar, for example in 2008 the median proficiency rate was at 3.28; 3.51 in 2009 and 2.87 in 2010.

The most significant aids for continuous improvement are developing a comprehensive system of learning support. Our frame work consists of direct facilitation of learning, managing our resources and creating positive behavioral systems. We feel that our plan will help our students to become engaged in classroom instruction and enable classroom learning. Our learning supports are the resources, strategies, and practices that provide physical, social-emotional, intellectual supports that are intended to address barriers to learning and teaching in ways that will enable all of our students to have an equal opportunity for success at school. The major barriers of learning in our school are the environmental factors, student attendance patterns and the engagement of parents with the curriculum. Additionally, space for small groups is limited due to the impact of another school in the building. Although the barriers may be challenging we will continue to address the needs of our community to improve instruction and student progress.

1. Schoolwide reform strategies that:

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

After school Extended Day Program
50 minutes, mandated extended time

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

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Orton-Gillingham, Reading Street Program, Everyday Math, Great Leaps

Help provide an enriched and accelerated curriculum.

- Reading Street, Test taking strategies and skills in math and reading, special education, ESL program
- Differentiated Instruction, Achieve 3000 & Uptown Education.

Meet the educational needs of historically underserved populations.

- After school programs, 50 minutes extended time, SETSS, Great Leaps. Professional period

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.

- Bronx Lebanon, Academic Intervention Services, PBIS (Positive Behavior Intervention and Support), KIPS BAY Program for boys and girls.

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

N/A

2. Instruction by highly qualified staff.

Our schools percentage of highly qualified teachers in core subject areas is 100%. Overall highly qualified staff is 98%. We will reach 100% highly qualified through assigning all teachers appropriately.

3. 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.
We have created professional learning communities (PLC'S) for all teachers and paraprofessionals that meet bi-monthly in order to provide consistent, high quality professional development. These sessions include professional development around using student work and data analysis to drive instruction.
4. Strategies to attract high-quality highly qualified teachers to high-need schools.
We have obtained highly qualified teachers through collaboration with NYC Teaching Fellows, as well as through recommendations by staff members and rigorous interview process.
5. Strategies to increase parental involvement through means such as family literacy services.
We have developed many programs to increase parental involvement including differentiated monthly PA meetings, Learning Leaders and school volunteers. Our Parent Coordinator articulates with parents and provides monthly meetings and workshops.
6. 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.
We have a Parent Coordinator who works closely with parents on how to assist their children with the transitions into our early childhood grades. Workshops are designed and provide hand-outs and activities to help inform parents about the expectations of these grades.
7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Our Data Inquiry Team targets a group of students with common needs and applies specific strategies and skills to help them. The team monitors these students and analyzes their data in order to determine if these skills and strategies would be effective school-wide. The School Leadership Team also meets on a monthly basis to discuss the instituted curricular programs and determines if the needs of our students are being addressed.
8. 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.
Our Level 1 and 2 performing students are targeted to receive small group academic intervention services in reading and math throughout the school day. All students benefit from individual conferences, small instruction and re-teaching as needed.
9. 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, adult education, vocational and technical education, and job training.
See Action Plan – Student /Parent Support Services includes Bronx Lebanon, Counseling and Parent Workshop.

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	✓			\$749,092	✓	33
Title I, Part A (ARRA)	Federal	✓			\$185,534	✓	33
Title II, Part A	Federal	✓			\$137,020	✓	33
Title III, Part A	Federal	✓			\$ 18,081	✓	33
Title IV	Federal		✓				
IDEA ARRA CTT	Federal	✓			\$ 18, 369	✓	15, 16, 17, 18, 20, 22, 24, 26
IDEA IEP Paraprofessionals	Federal	✓			\$257 ,305	✓	
IEP Mandated Counseling	Federal	✓			\$ 21, 958	✓	
IDEA SBST	Federal	✓			\$ 84, 004	✓	

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.

Tax Levy	Local	√			\$21, 733.	√	19, 21, 25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS-NOT APPLICABLE

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: NOT APPLICABLE **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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NOT APPLICABLE

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>

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Part A: FOR TITLE I SCHOOLS

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

Students who enroll at CS 67 and live in temporary housing receive the same academic services as those students who live in the community. In order to better serve these students the pupil accounting secretary gives the names of the students to the social worker, who in turn, provides social and emotional support to these students through counseling. Additionally, she will also provide the families names of outside support agencies. There will also be various activities to assist the students in acclimating to the school's culture. We will develop an educational program that will meet the children's academic, social, and emotional needs. We will utilize student profile records, and ARIS as well as various assessments to assist us in identifying the needs of the STH students. Additionally, if necessary, students will receive basic elementary supplies, Metro Cards and glasses.

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. 067 Mohegan School					
District:	12	DBN:	12X067	School		321200010067

DEMOGRAPHICS

Grades Served:	Pre-K	v	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	50	53	36		90.3	90.9	90.0
Kindergarten	106	111	99				
Grade 1	129	130	115	Student Stability - % of Enrollment:			
Grade 2	140	145	131	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	93	119	132		92.3	89.9	91.0
Grade 4	94	97	120				
Grade 5	117	87	93	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.4	95.0	95.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		36	46	78
Grade 12	0	0	0				
Ungraded	0	2	3	Recent Immigrants - Total Number:			
Total	729	744	729	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	10	8

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	64	76	73	Principal Suspensions	1	6	21
# in Collaborative Team Teaching (CTT) Classes	4	4	5	Superintendent Suspensions	4	13	4
Number all others	42	53	57				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	23	17	TBD	Number of Teachers	60	58	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	11
# receiving ESL services only	92	79	TBD				
# ELLs with IEPs	4	39	TBD	Number of Educational Paraprofessionals	3	3	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	70.0	75.9	91.4
				% more than 5 years teaching anywhere	68.3	74.1	77.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	81.0	87.9
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	98.0	95.2	94.3
Black or African American	22.8	22.2	22.2				
Hispanic or Latino	76.0	77.0	76.4				
Asian or Native Hawaiian/Other Pacific	0.4	0.3	0.5				
White	0.3	0.4	0.5				
Male	47.5	49.5	50.2				
Female	52.5	50.5	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Maverick Education Partnership	District 12	School Number 067	School Name The Mohegan School
Principal Emily Grimball		Assistant Principal Marietta Sanzo	
Coach Yvette Diaz-Lopez		Coach Michael Litt	
Teacher/Subject Area Harriet Otero/ ESL		Guidance Counselor N/A	
Teacher/Subject Area Neuza da Gloria/Pre-K		Parent Jovanna Russell/PA President	
Teacher/Subject Area		Parent Coordinator Migdalia Fontanez	
Related Service Provider Xenia Baires		Other	
Network Leader McDonal Varelon		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	731	Total Number of ELLs	118	ELLs as Share of Total Student Population (%)	16.14%
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Part II: ELL Identification Process

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

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

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

The parents of every child entering the New York City school system for the first time must fill out a Home Language form (HILS) to determine what language is spoken in the home. The Pupil Placement Secretary and other qualified bilingual office assistants conduct an informal oral and formal interview, in the parent language. If English has been checked in both parts of the survey, no other action is taken. If two questions in the first part and one in the second part are not English, than the student is eligible for testing with the LAB-R. The LAB-R is administered by the ESL teacher. Again, if the student is found proficient in English, he or she is no longer eligible for services and receives no further action. If the student does not score the required number of items on the LAB-R, he/she becomes eligible for Bilingual/ESL services and is tested in the native language. This testing must take place within 10 days of admission. At C.S.67 there are no general education Bilingual classes, therefore, the student is eligible for ESL. Special Education has two bilingual classes, and a student can be placed if the grade is available. If a Bilingual Special Education class is not available, students must be provided with flexible scheduling to meet the IEP recommendation. Every year, beginning in April, NYSESLAT testing begins. There are four parts to the test, speaking, listening, reading, and writing. All ELLS must take the test and receive instruction in ESL in how to follow the instructions, fill in the spaces, and practice in all areas.

2. In the beginning of the school year, and whenever necessary during the school year, after the LAB-R has been administered, a parents of new ELLS are invited to attend a Parent Orientation Meeting. Flyers in English and the native language (Spanish) are sent home. At these meetings, a video, in the parent's native language, is presented with a question and answer session afterwards. If a parent is unable to attend, a phone call or a letter is written, also in the native language (Spanish) and the issues of program selection and options are explained. Parents who attend the meeting receive two forms, a Parent Survey form and a Program selection form, in Spanish, and are signed at that time. Parents, who do not attend, are sent home the forms. For other ELLs, who are not new students, continuation letters and program selection letters are sent out and dated to be returned within two days.
3. The ESL teacher keeps track of the forms sent out in a note book. As the forms are returned they are checked off. Two weeks later, a second letter is sent out, again recorded and checked. On Open School Night teachers are given a third letter to give to parents coming in during the day. Two weeks after this the parents are contacted by phone and invited into the school to sign the forms.
4. At the end of the school year, in June, parents are notified of continued eligibility for services until the following September when the new scores determine eligibility. In September, parents of students who are proficient are notified that their child is no longer eligible for services. Continuation and program selection forms are sent to parents of continuing ELLs. All forms going to parents of ELLS are written in both English and Spanish.
5. C.S.67 used to be a bilingual (Spanish) school in all grades. The program trend that parents have requested is English. This year we have two bilingual classes . These are both in Special Education. The main reason for this is the parental trend towards English language classes for their children. The Program Selection forms support this trend where out of 80 forms, 5to 10 request bilingual education ranging across grade levels.
6. At C.S. 67, there is a free-standing ESL program that is aligned with parent requests. The parent is also given the option to locate a bilingual school to enroll the student if that is the request. The Parent selection forms are monitored closely in order to make alignment consistent with Ell's parents' requests. If 15ELLs parents on any specific grade request a bilingual class, the principal would meet with the School Leadership Team to discuss opening a bilingual class. At this time there are no steps underway because of most of the Parent Selection forms are not for bilingual education.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	37
SIFE		ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			23							0
Dual Language										0
ESL	50		14	31						81
Total	50	0	37	31	0	0	0	0	0	81

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				14	9									23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	14	9	0	0	0	0	0	0	0	0	23

**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	7	14	22	20	11	19								93
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	8	14	22	21	11	19	0	95						

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.

1. a.. C.S. 67 supports ELLs needs and instruction through a freestanding pull-out ESL program and a push-in program as well as two self-contained Bilingual Special Education classes.

b. Students are grouped according to their English level of proficiency and grade level. When grouping ELL students, LABR, NYSESLAT, ECLAS(grades 1-2),and the results of Predictive ITAs(grades 3-5) are taken into consideration. Flexible grouping makes it possible to change a student's group depending upon the student's progress. In the Bilingual Special Education classroom ELLs are grouped according to the grade, NYSESLAT score and the recommended services of CSE.

2.

a. In the pull-out ESL instructional program students are grouped by need and grade level. ELLs receive New York State ESL/NLA mandated allotment of instruction time based on proficiency levels. Beginning and Intermediate levels, ELLs receive 360 minutes of ESL per week. Advanced levels receive 180 minutes of ESL instruction weekly.

In the two Special Education Bilingual classrooms language instruction is also based on proficiency levels by NYSESLAT testing. In our school these classes have a 40% English and a 60% Spanish instructional program and receive 360 minutes of ESL per week. This is because the

ELLs are at a Beginning or Intermediate Level.

3. In a pull-out ESL classroom the following strategies and approaches are used: Choral speaking, poetry, reader's theater, and language experience techniques. Reading, writing, and math skills are reinforced focusing on conventions of grammar and usage. Cooperative learning groups, graphic organizers, TPR, and teacher modeling are part of instruction. Scaffolding techniques and differentiation are used to facilitate learning. In the push-in program model the ESL is a co-teacher and follows the classroom teachers lesson. ELLs are monitored formally through ELL Periodic Assessments and informally by observation. Data is collected by classroom teachers and the ESL teacher. The teachers meet at weekly to analyze data and discuss skills to be taught. Other intervention programs provide additional support in the content area such as: Wilson Reading Systems, Sidewalks, Foundations, Reading A-Z and the website Starfall.com.

4.

a. Literacy and Math coaches provide small group sessions to teach basic skills in math, reading. Cooperative learning and peer teaching (A buddy system) in the classroom facilitate comprehension and language development. Extended time ESL classes are offered to learn vocabulary, basic phonic skills, and writing. An ESL newcomer program is available during the school day offers speaking, reading, and writing in English. Also available to all teachers are websites, such as Starfall.Com to provide repetition and practice. The student sets his/her own pace. The ESL teacher uses different strategies, such as TPr (Total Physical Response), role play, language experience charts, music, art, pictures, and real objects to facilitate understanding.

b. ELLs in school less than three years are supported by cooperative learning and peer teaching(buddy system) in the classroom. An ESL Newcomer program is available during the school day to learn vocabulary, basic phonic skills, and emergent reading and writing. They are introduced to the website Starfall. Additionally, websites like Starfall.com are also available to the classroom teacher. In the ESL classroom, different strategies are used. These are TPR, role play, music, art, choral reading and speaking, pictures, and real objects to facilitate learning. Extended day programs will focus on supporting instruction for ELA and math.

c. There are various intervention programs at this school that provide additional support in ESL,, math and other content areas for ELLS receiving services for 4 to 6 years. There is a Wilson Reading System and Reading-Writing-Vocabulary from AtoZ(Three related computer sites). An at risk SETSS program using Sidewalks and Foundations intervention programs.

d. Cooperative learning and peer teaching with mixed groups allows peers to discuss lesson materials. ESL, classroom, reading, and math teachers and coaches meet to create a plan to provide the skills to move on to the next grade. Computer and computer technology provide an electronic text that affords alternative formats for reading materials that can be customized to match the learner's needs and offers students with multiple ways to express and demonstrate what they have learned. A behavior modification program(PBIS) (SAVE) teaches the skills to reduce classroom behavior problems by teaching the listening and speaking skills necessary for social and emotional growth. Extended day programs focus on development of academic skills. Our tutoring programs(Kip's Bay)promote specific academic or social skills. In the classroom, drama, role play, and acting out enhance language acquisition in ELLS. Stories that are acted out also increase comprehension skills while ELLs absorb the rhythm and meaning in the English language. Games can be used in pairs and small groups to reinforce learning materials and allow ELLS to hear and practice language. Differentiated instruction allows ELLS to learn at their own pace and prepare them for the next grade.

e.. ESL students with disabilities whose IEP recommends ESL are integrated into a free standing ESL program or a Special Education Bilingual classroom , if one is available. In the ESL classroom, they are grouped by level with regular education ELL students. Levels are chosen by scores of the last NYSESLAT testing. Thus beginners are grouped together, as are intermediate, and advanced. The Special Education ELL student IEP also provides a starting point for academic evaluation. The ESL program provides active listening skills to focus understanding. Opportunities are provided to hear and speak social and academic language. The ESL teacher's classroom language is modified and simplified to be more accessible to all ELLS in the classroom. The ESL classroom teacher uses visuals, pictures, graphs, and organizers to support scaffolding. Pictures also provide things to talk about and role play helps make abstract ideas concrete. Cooperative learning groups promote social and academic language in the ESL classroom. In pre-teaching activities, the teacher models how to use texts and to activate and provide, if necessary, prior knowledge. The teacher also used story-maps to identify story elements, such as plot, setting, characters, etc. For ELLs having special needs, our plan is to create an inclusive environment where there is no distinction between special needs students and general education ELLs. Particular attention is given to scaffolding techniques, such as and general education ELLs. Particular attention is given to scaffolding techniques, such as modeling, and implementation of differentiated instruction. This includes the use of manipulatives and regalia, as well as hands-on group activities that encourage cooperation among students.

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

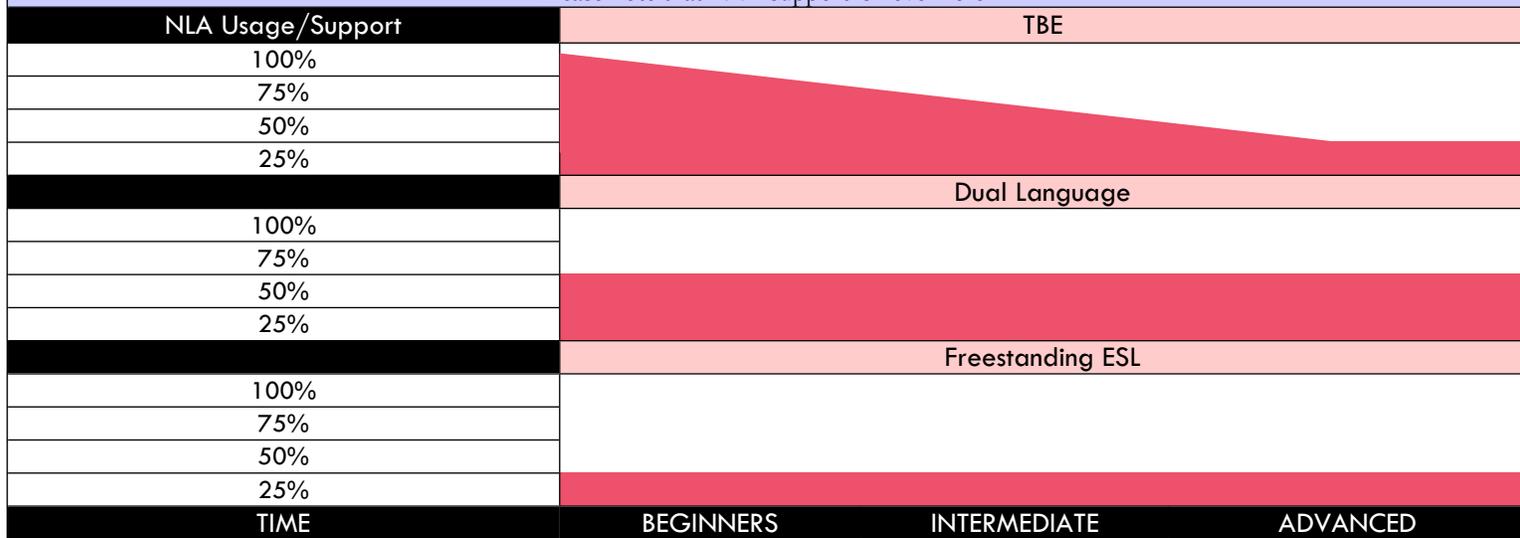
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. There are two Special Education Bilingual classes at this school. The language of instruction in these classes is 40% in English and 60% in Spanish. Therefore, all other classes in this school use English as the language of instruction. The intervention programs at C.S. 67 for ELLs who do not meet the standards in listening, reading and writing are as follows:

A pull out ESL program utilizes the strategies of cooperative learning, peer teaching, reader's theater, along with scaffolding and differentiated techniques, to reinforce reading, writing, and math skills. The teacher also uses TPR, modeling, and uses word and math games to provide vocabulary practice and number sense.

ELLs are given additional support in ELA, math, and the other content areas through intervention programs such as, the Wilson Reading Systems (Grade 1-5), websites Reading AtoZ and Starfall.com, Words their Way.

Reading and Math Coaches provide targeted small group instruction to at-risk and ELL students.

A SETSS program also provides instruction to ELLs and at-risk students using intervention material such as SIDEWALKS and FOUNDATIONS. Further support comes from integrating computer technology. Classroom teachers have access to SMART BOARDS, to assist in all content areas, and this year, Lenovo IDEA pads-electronic mini-books as well.

Extended time classes are available to all students. These small group classes focus academic subjects like reading, writing, and math. In this school there is also literacy through science program for all students including ELLs. This program focuses on writing and science vocabulary. ELLs learn to obtain information, create data, analyze, synthesize, and write conclusions.

6. Students in transition having reached proficiency on the NYSESLAT, receive continued support for their needs in English Language Arts. Their progress continues to be monitored by the classroom teachers and discussed with the ESL teacher. During testing they also receive extended time.

7. Additional SMART BOARDS were purchased this year. This year our school began using electronic text. The Lenovo IDEA Pad-mini books provide alternative formats for reading, listening, writing, and speaking. Reading material can be customized to match individual ELL needs and offer students multiple ways to express and demonstrate what they learn.

8. No programs have been discontinued this year as all intervention programs are being utilized in this school to their fullest for our ELL population.

9. Data is collected from NYSESLAT, ARIS, Periodic Interim Assessments, and other formal and informal measures to discover areas of ELLs need. ELLs have equal access to all intervention programs and regular classroom programs. As stated elsewhere, ELLs are invited to participate in Extended Day Programs. They also participate in the At-risk SETSS program.

The school also has a behavior modification SAVE program (PBIS) open to all students to learn listening, speaking, and social skills.

This school also has a bilingual speech therapist as well as a monolingual speech therapist, bilingual social workers who also provide support services to ELLs in need of these services.

In the classroom teachers use strategies and techniques like scaffolding and differentiation of learning styles, cooperative and peer learning groups to make learning more comprehensible to ELL students.

10. Each classroom has leveled libraries in English to organize teaching around authentic literature. All classroom teachers have access to the website Reading AtoZ to download leveled reading books, lesson plans, and materials. The teachers continue to use the literacy program Reading Streets by Scott Foresman. This program is integrated with the Point of Entry Model (POEM), a balanced literacy approach used at this school.

Everyday Math lessons for K-5 include time for whole group and small group instruction. Additional SMART BOARDS give teachers access to use technology to teach math. The new IDEA Pad mini-books can be used in all content areas as an alternate means of learning.

The materials used in the ESL pull-out program are; Hampton Brown's English with a Beat, Passport Voyagers, A Readers for Writers science program from Attanasio and Associates. There is also NYSESLAT and Beyond from Attanasio and Associates. These books are from K-5 and

introduce, prepare, and support ELLs taking NYSESLAT and ELA testing. The ESL classroom also has word and math games to practice vocabulary, and number sense skills in English.

11. In the two Special Education Bilingual classes are taught 40% in English and 60% in Spanish because the students in these classes have scored at the beginning or intermediate levels of English on the LABR or the NYSESLAT. They also receive 360 minutes of ESL a week. All other classes in this school has English as the language of instruction.

12. The Point of Entry Model (POEM) used in the classroom at C.S.67 consists of three parts; a mini-lesson, independent or small group work, and a share out. This provides a balanced literacy program for all students. In the classroom and other programs differentiated and scaffolded learning and strategies are used to correspond to ELL's ages and grade levels. Cooperative and peer teaching, in some cases one to one lessons and techniques correspond to individual ELL need.

13. At this time there are no activities beyond summer school available before the beginning of the school year for ELLs.

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.

1. During the first week of school, all teachers fill out a "needs survey" in order to understand individual teacher's needs. Teachers attend professional development sessions throughout the school year, and summer academies when offered. These sessions are offered by the Department of Education and Programs and the Office of English Language Learners, Maverick Educational Partnership, BETAC, UFT, and Teachers attend QTEL, which supports inquiry into instruction and assessment, increasing vocabulary skills and workshops on ELL/ESL standards. Intra-school professional development meetings and workshops provide classroom and ESL teachers data retrieval and assessment of LABR, NYSESLAT, and content area exams to enable continued monitoring to provide a more differentiated instruction focusing on language growth, concepts and content skills. The ESL teacher attends meetings and workshops to review and clarify city, state, and federal mandates and regulations.

2. Workshops, both in-house and in other sites, in data driven instruction and other topics of educational interest pertaining to ELLs enable teachers to monitor student progress. At the beginning of the school year, each grade gives a "Tea Party" where the children introduce their parents to their teachers. Teachers are able to meet individual parents, thus lines of communication are established with parents should any need arise.

3. ESL workshops are administered throughout the year for all staff to attend. Further staff development takes place at grade conferences and faculty meetings. These workshops fulfill the 7.5 hours of ELL training for staff members.

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?

1. Monthly workshops are conducted by the Parent Organizatin to provide information to parents to assist their children at home. Orientation meetings with ELL parents of students new to the school are held several times a year to advise them of the options offered in the school and throughout NYC. All school based forms and communications with parents are sent home written in two languages, English and Spanish. The Parent Coordinator is always available to assist parents in need of assistance regarding their child's education, welfare, and where to find additional resources outside the school setting. ELL students are included in performances and assemblies s where all families are invited to attend.
2. Some after school programs are community based. Kip's Bay provides tutoring and the Mary Mitchel program provides tutoring and GED for adults, Bronx Lebenon also offers services for students in school.
3. Parents are part of the School Leadership Team to learn more about the school and community. Here they have a forum to express ideas and concerns. Minutes of the meetings are recorded for future reference and approval.
4. Parental involvement in school activities provides a social and emotional need to the parent, student, and family. Providing a forum for parents to express ideas and concerns gives parents a personal connection to the school. This in turn allows parents to provide and assist children at home. Monthly workshops are conducted to provide information to parents to assist their children at home. Orientation meetings with ELL parents of students new to the school are held several times a year to advise them of the options offered in the school and throughout NYC. All school based forms and communications with parents are sent home written in two languages, English and Spanish. The Parent Coordinator is always available to assist parents in need of assistance regarding their child's education, welfare, and where to find outside resources. ELL students are included in performances and assemblies s where all families are invited to attend.

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)	6	11	14	14	2	2								49
Intermediate(I)	1	2	6	18	11	3								41
Advanced (A)	1	1	2	3	7	14								28
Total	8	14	22	35	20	19	0	0	0	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	2	4	2	1							
	I		5	8	7	13								
	A		5	16	21	6	10							
	P					2	10							
READING/ WRITING	B		10	16	31	7	1							
	I		3	9	3	3	6							
	A		3	1	4	8	12							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	2	0	9
4	15	1	0	0	16
5	2	16	1	0	19
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	3		3		2		1		9
4	13		3		1		0		17
5	1		13		5		0		19
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		8		9		0		19
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	1		2		5		0		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 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

16 ELL students who took the 2009 - 2010 4th grade NYS SCIENCE Exam resulted in the following:

- 8 - Level 3
- 6 - Level 2
- 2 - Level 1

11 ELL students who took the 2009 - 2010 5th grade NYSSOCIAL STUDIES Exam resulted in the following:

- 7 - Level 3
- 2 - Level 2
- 2 - Level 1

These findings reveal that all 3rd, 4th and 5th grade ELLs need more exposure to English Language Arts. As for the school plan, it means a more rigorous application in the ESL classroom, in the regular classroom and all other intervention programs to vocabulary, word attack strategies, phonics and phonemic awareness, comprehension, and other higher order skills.

The math, science, and social studies exams show different results. The school plan must include a deeper more intensive approach is needed in all ELL programming to provide the added push into Level 3 and Level 4. Student interest seems to be greater in these areas and should be utilized to increase understanding and learning.

2. The overall results of the LABR and NYSESLAT show that Beginning and Intermediate Levels increase slowly but at a different pace until the 4th grade. In the 4th grade there is a dramatic increase in the Intermediate Levels. Then in the 5th grade there is a huge increase in the Advanced Levels. In all other grades the Advanced levels moves up at a slower pace than the other levels and with fewer numbers.

ELLs oral and listening skills improve slowly as they move up in grade. This is shown on the NYSESLAT Modality analysis. Beginning level scores go down as ELLs move up to grade 5. Intermediate levels increase to the 5th grade. On the 5th grade in addition to increases in Advanced, 10 ELLs have reached proficiency in listening and speaking.

In the reading and writing modality, ELL students advance much more slowly across grades and

There are greater fluctuations. The number of Beginners increases in the 2nd to the 3rd grade and goes down from the 4th and 5th grades. Intermediate levels go up in the 2nd grade but come down in the 3rd grade. Then continue to rise. Advanced levels are down in 2nd grade and continue to rise in 3rd, 4th, and 5th grades.

School instructional planning for ELLs can address these differences. Listening and speaking skills continue to be addressed. The focus of intensive instruction would be reading and writing in Kindergarten through 3rd grade but, in the 4th and 5th grade change the focus to rigorous writing instruction and then reading instruction.

4.

a. As there are only 2 Bilingual Special Education classes, most ELLs in the school opt to take exams in English, so there is little to compare these tests to.

b. As in other data driven instruction, ELL Periodic Assessments provide information on ELL weaknesses and strengths in the English language. This enables instruction to become more differentiated where lessons can be planned using up to date ELL information.

c. How to provide a meaningful support system for educating ELLs. Since there are so few bilingual classes in this school, the Periodic Assessments provide a concrete and up to date view on how to provide instruction to ELLs to help them accomplish the goal of becoming and independent and confident learner.

6. The success of any ELL program is how successful ELLs are in becoming independent learners who can take charge of their own education and are confident and comfortable in their second language, English. This means an increasing number of ELLs moving up to Levels 3 and Levels 4 in ELA, Math, Social Studies, and Science Exams. Success also means a larger number of ELLs must move from the Advanced levels into proficiency and out of the ESL program and attend the goal of independent learner..Paste response to questions 1-6 here

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		