



PS 78 – THE ANNE HUTCHINSON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X078
ADDRESS: 1400 NEEDHAM AVENUE
BRONX, NEW YORK 10469
TELEPHONE: 718-652-1244
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 78 **SCHOOL NAME:** The Anne Hutchinson School

SCHOOL ADDRESS: 1400 Needham Avenue

SCHOOL TELEPHONE: 718-652-1244 **FAX:** 718-231-2756

SCHOOL CONTACT PERSON: Claudina Skerritt **EMAIL ADDRESS:** cskerri@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tamika Tolliver

PRINCIPAL: Claudina Skerritt

UFT CHAPTER LEADER: Tamika Tolliver

PARENTS' ASSOCIATION PRESIDENT: Michelle Burrus

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** CEI / PEA CFN 534

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Claudina Skerritt	*Principal or Designee	
Tamika Tolliver	*UFT Chapter Chairperson or Designee	
Michelle Burrus	*PA/PTA President or Designated Co-President	
Carlene Johnson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeaneatte Roman	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Cynthia Boateng	Member/	
Jennifer Porcelli	Member/	
Claudette Holder	Member/	
Chanel Shomo	Member/	
William Carter	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 78 is a school that focuses on curriculum, instruction and closing the achievement gap. We firmly believe in the essentials of education and foster an atmosphere of collaboration within the school community. Our school has a strong coherent curriculum. Embedded within the curriculum are varied activities and projects that provide rigorous learning to engage our students. We will ensure that all students have qualified teachers, beautiful facilities and a curriculum in the arts and sciences. Our collaborative atmosphere: Students, Staff and Parents work toward improving student progress and performance.

Public School 78 is a well kept 88 year old building located in an area intermixed with multi-unit private housing and apartment buildings in the Baychester section of the Bronx. Our school houses over 760 students from a wide range of cultures, with a steady increase to our Hispanic population. 77% of our students qualify for free lunch. We are a School in Need of Improvement (SINI-year 2) in the area of English Language Arts for the subgroups All Students, Black/African American and Economically Disadvantaged.

It has been a successful journey with our Collaborative Inquiry Process. This is our 3rd year in the School-wide Inquiry cycle and second year in the Instruction Cycle comprised of teacher teams on each grade (K-5). Based on our Sini Status and Progress 08-09, all teams focused on Literacy. This year we will continue to focus on Literacy based on the Progress Report 09-10. The teams saw the benefit of analyzing and utilizing data to deliver efficient and effective lessons to students. As a result of our work, approximately 85% of the SMART Goals for each team, were accomplished. After reflecting on this year's Inquiry Process we will continue to ruminate on Teacher Teams' results and consider for School-wide change with teachers assuming leadership roles, low inference observations and continuing to set SMART goals.

Reading is more than a set of skills, it is a lifestyle. As this is part of our school vision, we will continue to utilize the 100 Book Challenge, a highly organized independent reading program. The program is designed to motivate our students to read every day and become successful independent readers. This is our 3rd year using the 100 Book Challenge program and it has had a tremendous impact on our students' reading levels. As evidenced by Kid Pace (American Reading Company monitoring system) and 100 Book Challenge Monitoring and Tracking System (school based) 85 percent of our students have improved 2 or more reading levels and some of our at-risk students have improved 2.5 levels over the course of a month. Based on our school goal for 2009/2010 over 62 percent of our students met or exceeded the school goal of 600 steps; and 50 percent of our parents read with their child or monitored their independent reading as evidenced on students' reading log sheets. The highlight of the program is celebrating student success. Students are recognized with prizes, ribbons and certificates that have read 100, 200, 300, 400, 500 and yes even 600 books. Students are thrilled and proud to receive their prizes, bronze, silver and gold medals for their accomplishments. They also

have their photos displayed on the 100 Book Challenge Bulletin Board located near the main office. In addition, this is our second year using the IRLA (Independent Reading Level Assessment) designed to provide instructional emphasis on students' strengths and needs, allowing us to provide more differentiated instruction to our students. As of September, 2010 the revised addition IRLA CCS (Independent Reading Level Assessment Framework for Teaching and Learning Built on Common Core Standards) which is in direct alignment with the Common Core State Standards has been implemented.

Our Units of Study are always revolving to meet the needs of our students and our school goals. The units are developed collaboratively to encourage our teachers to learn from and with each other utilizing the scope and sequence in Social Studies, Science and Literacy Standards. The units are differentiated and modified for cohorts of students. It is standards-based and is organized in support of the following 3 Principles: Clear Expectations, Academic Rigor in a Thinking Curriculum and Accountable talk. Incorporating genre units, Science and Social Studies which are aligned with the Scope and Sequence, grade specific curriculum maps are created. Thus, unit plans and daily planning allow teachers to maintain a clear understanding of concepts or skills to be taught. As a result of the units of study, students will be able to demonstrate understanding of the Literacy, Social Studies and Science Standards through oral, written and hands-on activities. As we continue on this path, we have adopted the Common Core State Standards as part of our culture. We are in the process of developing our curricula aligned to CCSS (Jan. 2011) with a goal of implementing the new state curricular Sept. 2012. PS 78 CCSS team will consistently meet with teachers and gradually rollout the CCSS under the five levers: Curriculum, Pedagogy, Assessment, Collaboration and structure. At the end of each teacher session, an emphasis will be placed on "The Graduate", which is symbolized in our school logo and motto "Working Smarter for Student Success."

As professional learners, self-reflection is an ongoing process to enhance our teaching and student learning. The Rubric of Essential Characteristics of Differentiated Instruction, the Santa Cruz model is our school wide self assessment protocol. The rubric focuses on how teachers assess student learning. The key components of the rubric are establishing and communicating learning goals for all students, involving and guiding all students in assessing their own learning and using the results of assessments to guide instruction. Administrators utilize the rubric to provide regular feedback to staff which allows them to set new goals and move along the continuum: Beginning, Emerging, Applying, Integrating and Innovating. Using this model, teachers set their next steps and how they will achieve them.

As a community of learners we strive for excellence. Our Inquiry Teams' (core and teacher teams) ultimate goal is to design and implement change strategy. As a result we are constantly reflecting and revamping our curriculum and organizational structure to enhance differentiated instruction. As we further journey into to the Common Core State Standards, our students will obtain the skills needed to prepare for college.

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:	PS 78 Anne Hutchinson				
District:	11	DBN #:	11X078	School BEDS Code:	321100010078

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.4	91.2	90.4		
Kindergarten	113	108	121						
Grade 1	130	144	113	Student Stability: % of Enrollment					
Grade 2	151	105	130	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	150	137	117		86.0	86.2	85.8		
Grade 4	150	112	131						
Grade 5	112	149	110	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		73.8	85.7	82.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		38	52	51		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	778	756	725		2	3	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	61	60	70						
No. in Collaborative Team Teaching (CTT) Classes	14	25	21	Principal Suspensions	0	4	16		
Number all others	30	17	17	Superintendent Suspensions	8	15	16		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	1	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	38	27	31	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	3	16	(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	63	64	64
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	19	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	13
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.00	100.0	98.3
American Indian or Alaska Native	1.3	0.8	0.1	Percent more than two years teaching in this school	68.3	71.9	79.7
Black or African American	77.0	74.5	76.8	Percent more than five years teaching anywhere	46.0	51.6	60.9
Hispanic or Latino	19.5	22.2	21.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.8	1.0	Percent Masters Degree or higher	84.0	84.0	89.1
White	1.2	1.2	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.5	97.6	88.2
Multi-racial							
Male	52.3	50.3	54.6				
Female	47.7	49.7	45.4				

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:	Sini 2	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	✓	✓sh				
Ethnicity							
American Indian or Alaska Native	--	--	--				
Black or African American	X	✓	√sh				
Hispanic or Latino	√	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	--	--	--				
Multiracial							
Other Groups							
Students with Disabilities	√	✓					
Limited English Proficient	--	--	--				
Economically Disadvantaged	X	✓	✓sh				
Student groups making AYP in each subject	2	5	3	0	0	0	

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	NR
Overall Score	34.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	1.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	25.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The 2009 – 2010 Progress Report, PS 78 Status Report (2006 - present), Staff and Parent surveys, Learning Environment Survey, our Inquiry Teacher Teams data and our 100 Book Challenge program continue to give us meaningful insights and effective strategies to enhance student progress, performance trends, accomplishments and challenges.

After analyzing the Progress Report, there are specific areas that need to be addressed. We received a C (score 34.6). Progress Report results indicate an overall increase in student performance in levels 1 and 2. As a result of the changes to Scale Scores and tougher academic standards, there was a decrease in levels 3 and 4. In the area of School Environment we remained at a C. Attendance decreased by about 1% (91.2 - 90.4), parent survey response rate increased slightly by 2% (60-62) and teacher surveys, the response rate increased by 12% (83-95). Upon careful analysis of the Learning Environment Survey, there were minimal changes in most areas. However, there was a slight decrease in safety & respect (7.8-7.6).

Analysis of the Learning Environment Survey has indicated a need for greater communication, a focus on Safety and Respect and the arts and extracurricular activities. These factors have an impact on our Progress Report Results which will be addressed through our committees, faculty conferences and professional development. Through our faculty conferences, a staff survey will be utilized to address specific areas of the Learning Environment Survey. The survey will be given three times a year allowing staff to express issues and concerns. Based on results of the surveys, appropriate next steps will be taken.

The status of the P.S. 78 Progress Report (09-10), specifically looking at each area of the Learning Environment Survey (Parent Response) indicates some changes to the responses. Out of the four indicators, parents were most satisfied with Engagement and Academic Expectations. After careful analysis and discussion of the components, it is apparent that there is a need for improvement in the areas of Safety and Respect, Communication and Arts and Extracurricular activities. Through our monthly Parent Association meetings, School Leadership and Parental Involvement Teams, we will communicate and will address the need for Parent Involvement in the areas of communication, extracurricular activities and Safety and Respect (bullying). Thus, initiatives such as the Share Fair, Career Day, Culminating Activities from our day and afterschool programs and Special Assemblies

have resulted in increased parent participation. We will continue these programs along with our Keyboarding classes, the enrichment Cluster Model and the Enrichment component of the BELL program.

In the area of Student Performance, we received an F in 2009 & 2010. Based upon this we have placed a stronger emphasis on classroom instruction. Through the use of our push-in model, AIS and SETTS teachers have aligned their schedules to maximize support for classroom instruction. Supervisors conduct informal visits daily for a minimum of one hour, providing feedback and assistance to classroom teachers. In addition, supervisors, literacy coaches and math coach conduct focused walkthroughs providing feedback to the grade or individual teacher. There was a significant decrease in the percent of levels 3 and 4 in ELA and Math. In the area of Student Progress, we received a B (25.1 out of 60). It is evident that we've made some progress, but not enough in comparison to our peer group and the city horizon. Our Academic Intervention Providers will address the needs of our level 2 students. In alignment with our school motto, in addition to our Enrichment classes on grades 3 through 5, we have added an enrichment class on grade 2 to improve the performance of level 3 and 4 students. In addition to maintaining a data binder, teachers will continue to track individual student progress on an on-line grading/tracking system and School Pace. This year teachers will set long and short term goals for students based on the results of the Independent Reading Level Assessment (IRLA CCS), the focus sheets for small group instruction, student goal folders and the Units of Study. The Reading work period will allow teachers to provide more one on one instruction with students to address individual needs. Based on the results of the conferencing sessions, Strategy Groups will be seen. Regular data conferences will continue to be the norm in the building.

In addition to these concerns, we have identified other barriers affecting the overall quality of student performance. As of 2009-2010 we have been identified as a school in Need of Improvement (SINI) Year 2 in the area of English Language Arts with three subgroups– All Students, Black/African American and Economically Disadvantaged. Upon careful analysis of Students with Disabilities, we earned extra credits for our Self Contained classes in ELA and Math. The Inquiry Team worked successfully last year in identifying areas where focused interventions were created and utilized. We will continue to mirror last year's Inquiry Team Best Practices and structure. The Core Inquiry Team will continue to focus on ELA. Teachers will identify a target population based on the result of the Item Analysis and the Beginning of the Year Assessments. As a school we will be making a concerted effort to provide targeted instruction for our identified sub-groups including our ELL and Students with Disabilities. Based on the data and through State funding, our ELL/Special Education staff will receive professional development opportunities in the areas of Imagine Learning English, Foundations, Wilson Reading program, NYSESLAT, ARIS, Differentiation, Scaffolding Language and Scaffolding Learning, Data Driven Instruction, SMART Goals and Professional Resources. Efforts will continue to be made to group students in all sub-groups for intensive support using Imagine Learning, a Research based program to strengthen students reading ability. As a professional learning community, we will continue to analyze the various forms of data to provide the necessary support for all of our students.

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.

Goals	Description
<p>Goal 1 By June 2011, there will be an 8-10% increase (28 – 36%) in students performing at Level 3 or above on the NYS English Language Arts Exam.</p>	<p>ELA results for 2009-2010 indicate a dramatic decrease in student performance (58% to 28%) and a decrease in median student proficiency (3.03 to 2.48).</p>
<p>Goal 2 By June 2011, there will be an 8-10% increase (37-45%) in students performing at Level 3 or above on the NYS Mathematics Exam.</p>	<p>Math results for 2009-2010 indicate a dramatic decrease in student performance (77% to 37%) and a decrease in median student proficiency (3.40 to 2.68).</p>
<p>Goal 3 By June 2011, there will be a 5% increase (85-90%) in teacher teams meeting their SMART. goal.</p>	<p>Results of monitoring and tracking forms submitted from each team, indicate that 80% worked effectively towards meeting SMART goal.</p>
<p>Goal 4 By October 2011, school will receive a B or higher in School Environment specifically focused on communication on the Progress Report.</p>	<p>In the area of School Environment we remained at letter grade C (4.9). Analysis of the Learning Environment Survey indicates a need for greater communication.</p>
<p>Goal 5 By June 2011, the number of parents attending meetings, workshops and school events will increase by 3% as measured by the Parent Activity Log.</p>	<p>Although the Learning Environment Survey indicates improvement in both communication and engagement, the Parent Activity Log indicates a slight increase in parent participation.</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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase from 28 - 36% of students performing at level 3 or above on the NYS English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through the Literacy Workshop, the following actions and strategies service all K-5 students (including identified sub-groups and Students with Disabilities and English Language Learners) and began the week of September 9, 2009. Except where noted Classroom Teachers implement these actions 5 days a week (150 minutes daily).</p> <ul style="list-style-type: none"> ➤ Continue standards based, balanced literacy program which includes curriculum maps and six units of study in reading and writing scaffolded across the grades. ➤ Use data from teacher observations, Status of the Class and the IRLA to provide instructional emphasis on students’ strengths and needs, in order to form Strategy Groups and differentiated instruction. ➤ Use the school created Monitoring and Tracking System in all core areas, running records, small group Focus Sheets, Units of Study and student goal folders to set long and short term goals. ➤ Continue to use the reading and writing focus sheets to differentiate and monitor progress. ➤ Continue to focus on clear expectations through the use of the America’s Choice, <u>First 30 Days Lessons</u> ➤ Continue the 100 Book Challenge Program - which includes rotation libraries, incentives for independent reading, Individual Reading Level Assessment (IRLA) and reading conference binder. ➤ Reading/Writing standards are posted on genre boards; Genre Inquiry charts allow students to identify author’s craft in reading and writing ➤ SMART Goals will be created in Writing for targeted students focusing on Organization

	<ul style="list-style-type: none"> ➤ <u>Use Rubrics to Improve Student Writing</u> to enhance clear expectations, academic rigor and allow for student self-evaluation. ➤ Continue provision of intensive Academic Intervention Services (AIS) to level 3 and PIP students. These provisions include the Intervention Block (AIS and Classroom teachers), E.L.T. (Extended Learning Time) after-school program, S.E.S (Supplemental Educational Services) and Saturday instruction. ➤ Continue push in and pull out services for IEP and ELL students provided by the appropriate staff ➤ <u>Professional Development</u> provided by Literacy Coaches and Supervisory Staff will focus on teacher and student needs and may include the following: <ul style="list-style-type: none"> ~ The components of the Balanced Literacy block ~ Understanding and implementation of the NYS standards as aligned to the curriculum map and unit plans ~ Analyzing data to drive differentiated instruction related to the <u>Rubric of Essential Characteristics of Differentiated Instruction</u> (Santa Cruz) model and NYS Item Analysis. ~ <u>Using Rubrics to Improve Student Writing</u> to create standards based student friendly rubrics using the text ~ Reading/Writing conferences and teacher feedback ~ Inter-visitations to lab-site classrooms ~ Setting long and short term goals for students ~ On-going training sessions on the 100 Book Challenge provided by 100 Book Challenge Consultant to monitor independent reading ~ On-going training sessions on Imagine Learning and Academic Workout ~ Continued study of genre inquiry and genre boards ~ Challenging Levels 3 and 4 students through project based learning.
<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><u>Funding Source:</u> Tax Levy, Title 1 SWP, C4e & SINI Tax Levy will fund identified teacher positions, 100 Book Challenge and Imagine Learning Programs. Title 1 SWP will fund Coaches and portions of AIS positions SINI will fund professional development activities, classroom libraries and technology expansion.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Students on grade level or above will make a minimum of one year's progress on Fountas and Pinnell Reading levels, to be measured in 6-8 week cycles, beginning Oct.'10 to June '11. Growth will be imputed on School Based Monitoring and Tracking System ➤ Students below grade level will make a minimum of one and a half years progress based on Fountas and Pinnell Independent Reading Levels to be measured in 6 – 8 week cycles, beginning Oct.'10- June '11. Growth will be imputed on School Based Monitoring and Tracking System ➤ The 100 Book Challenge will be utilized school-wide beginning Sept. '09.

	<ul style="list-style-type: none"> ➤ By June 2011, 85% of all students will have successfully met the minimum goal of 800 steps (students are required to achieve 16-17 steps weekly). Charts of steps will track individual, class and school wide progress on a weekly basis. ➤ Students in Grades K – 5 show evidence of growth in reading as measured by the IRLA, monthly running records, ECLAS 2 and Periodic Assessments. ➤ Evidence of growth in writing will be measured by DWA Assessments (quarterly) as well as student standard - meeting pieces in a variety of genres beginning Oct. '09. ➤ Students will reach individual goal benchmarks in January and June based on the results from the IRLA and monthly running records. <p>All teachers will have a deeper understanding of their students and articulate specific strengths and needs. Lessons will reflect use of the <u>Rubric of Essential Characteristics of Differentiated Instruction</u>. Evidence of growth will be measured monthly through informal / formal classroom visits, meetings and data conferences.</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase from 37 – 45% of students performing at level 3 or above on the NYS Math Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through Math Workshop, the following actions and strategies service all K-5 students (including identified sub-groups and Students with Disabilities and English Language Learners) and began the week of September 9, 2009. Except where noted Classroom Teachers implement these actions 5 days a week (100 minutes daily).</p> <ul style="list-style-type: none"> ➤ Continue standards based balanced Everyday Math Program which includes the pacing guide and modified edition to provide greater opportunities for differentiation. ➤ Monitor data from Periodic Assessments, school created tests and unit check-lists for secure skills to drive instruction. ➤ Use the school created Monitoring and Tracking System in all core areas, and the small-group focus sheet to set long and short term goals. ➤ State suggested math vocabulary used for interactive Math word walls. ➤ Give greater emphasis to extended response questions. ➤ Continue use of math libraries and listening centers to improve comprehension/writing for Math

	<p>skills</p> <ul style="list-style-type: none"> ➤ Continue use of student friendly rubrics to enhance clear expectations and academic rigor. ➤ Increase use of Math software in classrooms and computer lab. ➤ Continue provision of intensive Academic Intervention Services (AIS) to level 3 and PIP students. These provisions include the 50 minute period, ELT (Extended Learning Time) after-school program and Saturday instruction. ➤ Continue push in and pull out services for IEP and ELL students provided by the appropriate staff ➤ Increase the opportunities of IEP students to be mainstreamed for Math. ➤ Continue to implement Math Steps (K-2), Everyday Math Games and activities. ➤ 100th Day of School projects will encourage interdisciplinary connection. ➤ Continue to implement Math Task/Word Problems on grade K-5 ➤ Continue to implement Problem Solving Strategies (2-5) ➤ <u>Professional Development</u>, provided by Math Staff Developer and Supervisory Staff will focus on teacher and student needs and may include the following: <ul style="list-style-type: none"> ~ The components of a 100 minute math block ~Constructed Response in Math ~ Enriching High Level Students ~ Understanding and integration of the NYS standards into the Everyday Math Program ~ Analyzing data to drive differentiated instruction related to the <u>Rubric of Essential Characteristics of Differentiated Instruction</u> (Santa Cruz) model and the NYS Math Item Analysis. ~ Creating standard based student friendly rubrics <p>~Small group differentiated instruction</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources:</u> Title 1 SWP, C4e Title 1 SWP will fund Coaches and portions of AIS positions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Students will score 85% or higher on Everyday Math Program unit assessments measured in 4 – 6 week cycles. ➤ By June 2010, at least 85% of our students in grades K-5 will be able to apply appropriate strategies when solving math problems related to real life situations, through periodic assessments, unit assessments and monthly math tasks. ➤ Students in Grades K – 5 show evidence of growth in mathematics as measured by unit checklist, on-going teacher assessment, mid and end of year assessments from the EDM program, Periodic Assessments and school created tests. ➤ Based on data from R.S.A (Recognizing Student Achievement Checklist) small groups and

	<p>conferencing students will reach individual goals.</p> <ul style="list-style-type: none"> ➤ All teachers will have a deeper understanding of their students; articulate specific strengths, needs and goals as they relate to the standards. Lessons will reflect the use of <u>EDM Differentiation and Assessment handbooks</u> and <u>Rubric of Essential Characteristics of Differentiated Instruction</u>. Evidence of growth will be measured monthly through informal / formal class visits, meetings and data conferences.
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Subject/Area (where relevant): Teacher Teams / Inquiry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 5% increase (85-90%) in teacher teams meeting their SMART Goal.</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>Teacher teams will implement the following actions and strategies to service targeted students (including identified sub-groups and Students with Disabilities and English Language Learners) to meet their SMART Goal</p> <ul style="list-style-type: none"> ➤ Meet monthly with the Data Specialist and Core Group ➤ Meet bi-weekly with their Teacher Team Members ➤ Continuously analyze data ➤ Set Goals ➤ Share Strategies ➤ Define Target Population (skill, sub-skill, students) ➤ Define a long term goal ➤ Define learning targets and short term goals ➤ Provide instruction to target group a minimum of 3 times a week ➤ Develop teacher made assessments ➤ Monitor and track student's progress ➤ <u>Professional Development</u> will include <p>~ Workshops focused on ARIS, Item Analysis, Periodic Assessments, and new initiatives</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p><u>Funding Sources: Tax Levy</u> Tax Levy will fund inquiry work.</p>

<i>described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> ➤ Targeted students in Grades K – 5 show evidence of growth measured by on-going teacher assessment, mid and end of year assessments, Periodic Assessments, ECLAS and school created tests.

Subject/Area (where relevant): School Environment

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By October 2011, school will receive a B or higher in the area of School Environment on the Progress Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	All actions, strategies and or activities began September 2010 as specified. <ul style="list-style-type: none"> ➤ On-going conversations around the Learning Environment Survey (Staff, Parent Meetings, SLT, School Tone and Consultative Committees). ➤ All committees will have classroom teacher representation; all minutes distributed directly to the staff. ➤ The Attendance Committee has identified cohorts of students with attendance issues on each grade. Staff is assigned to each grade to monitor cohort improvement based on new systems put in place. Students have their own chart to track daily attendance in addition to the class chart kept by the teacher. Incentives for reaching set targets will include banners, class trips and pizza parties. ➤ Attendance is tracked daily, weekly and monthly by student, class and school. Results are displayed and analyzed monthly. (see Attendance Chart) ➤ By October 2010, 100% of teaching Staff is utilizing the Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz Model) to encourage positive student interactions ➤ By February 2010, the School Wide Planning Committee will have created and reviewed school surveys tracking school progress on new initiatives regarding School Environment

	<p>(Communication, Safety & Respect).</p> <p>The School Tone Committee, based upon the principles of Positive Behavior Intervention and Support (PBIS) will continue to monitor and strengthen the universal and secondary tiers; they will also begin to pilot the tertiary level of support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds will be used to support attendance incentive efforts and initiatives towards positive school tone.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ <u>By February 2011</u>, School survey results will show improvement in the areas of communication, safety and respect. ➤ By June 2011, 80-90% of staff will complete the Learning Environment Survey. ➤ By June 2011, the yearly attendance average will increase from 91 to 93% (monitored daily, weekly and monthly). ➤ By March 2011, all classrooms will show evidence of project – based activities in core subject areas and the arts. <p>The number of office disciplinary referrals will decrease by 5% during the 2010-2011 (referrals will be monitored monthly).</p>

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of parents attending meetings, workshops and school events will increase by 3% as measured by Parent Activity Log.</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>Through our Parental Involvement and School Leadership Team parent participation will be expanded as follows:</p> <ul style="list-style-type: none"> ➤ Open House in September ➤ Continued display boards, charts, notices, Phone Messenger and Parent Calendars with information of school related meetings, events, testing schedules, etc. ➤ Learner Leaders workshop will continue to train perspective parent volunteers ➤ Parents will provide additional support for students who are below in their steps for the 100 Book Challenge Program ➤ 100 Book Challenge Parent Celebrations held in classrooms ➤ Book of the Month Initiative/Home School Connection ➤ Monthly parent workshops to encourage parental involvement in school activities ➤ Day/Evening Seasonal Performances and Assembly Programs ➤ Culminating Activities performed by our after school program -ELT/BELL ➤ Parent Read Aloud Days/Poem In Your Pocket/Career Day/ Share Fair ➤ Parent Workshops on the New York State Exams- Social Studies, Science, English Language Arts and Mathematics
<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><u>Funding Sources:</u> Tax levy, Title 1 SWP Tax Levy will fund School Messenger and Book of the Month Initiatives Title 1 SWP will fund parent activities and events.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ➤ Improved attendance at school events and Monthly P.A. meetings ➤ Increase the number of parent volunteers ➤ Increased participation in Parent Read Aloud Days/Poem In Your Pocket/Career Day/ Share Fair ➤ Increased participation Parent Workshops on the New York State Exams- Social Studies, Science, English Language Arts and Mathematics

➤ Attendance at events will be monitored through attendance sheets

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	48	NA	N/A	N/A	14	0	0	0
1	93	NA	N/A	N/A	35	0	0	0
2	66	41	N/A	N/A	14	0	0	0
3	65	40	N/A	N/A	24	0	0	0
4	56	30			31	0	0	0
5	51	34			47	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>See attached for program descriptions. Small group instruction for preventative tutoring during the school day. Paraprofessional support in Grades K-2 and Special Education classes; Push- In/Pull –Out support Grades K-5.</p>
<p>Mathematics:</p>	<p>Achieve It! Grades 3-5: Math intervention program that provides targeted intervention throughout a complete alternative program to core math textbooks that helps students learn and retain new concepts and skills with extensive practice.</p>
<p>Science:</p>	<p>Children are grouped by need within the classroom setting. Groupings are flexible.</p>
<p>Social Studies:</p>	<p>Children are grouped by need within the classroom setting. Groupings are flexible.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and Small group counseling during the school day as needed and at scheduled times.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist is available 2X per week in the school and provides individual counseling during the school day as needed. She provides parent outreach and refers students to outside agencies.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The Social Worker is available 2X per week in the school and provides individual counseling during the school day as needed. She provides parent outreach and refers students to outside agencies.</p>
<p>At-risk Health-related Services:</p>	<p>No need at present time.</p>

Attachment Program Descriptions:

Wilson Reading System – Grades 3+ Special Education: The Wilson Reading System is designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound word, and syllable cards are used throughout the Wilson reading process.

Fundations – Grades K- 3: Lessons focus on carefully sequenced skills that include print knowledge alphabet awareness, phonological awareness, decoding, vocabulary, fluency, and spelling. Critical thinking and listening skills are practiced during story time activities. Students read and spell approximately 200 cvc words. Multi-Kit is a combination of K, 1 & 2 kit used by an AIS teacher. An early intervention for students in grades K-3 for the lowest 30th percentile in a small group instruction setting. Students in Grades K-2, receive additional (Double Dose Fundations) lessons 3 to 5 times a week.

Leap Frog - Grade K: An interactive research based curriculum, with multi-sensory technology, that captures students attention and advances students achievement, making them full participants while exploring the life of learning by seeing, touching and hearing.

Great Leaps – A one to one reading intervention program which builds phonics and word/phrase reading skills so students can be successfully reading age appropriate stories.

New Heights – Grades 2 & 3: A six level, audio assisted intervention program for struggling readers and English Language Learners. Audiotapes provide natural, fluent models for students to emulate. Program is recommended for 5 days a week / twenty to thirty minutes a day.

Soar to Success - Grades 3 – 5: It is a small group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to accelerate reading growth.

Imagine Learning – K – 5: A computer-based instructional program that strengthens students reading ability and develops their literacy skills. Students receive individualized instruction 5 days a week for 20 minutes per day. Students are provided instruction through a variety of engaging activities specifically designed to meet their individual needs.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be Served:** 38 **LEP** **Non-LEP**
Number of Teachers 1 **Other Staff (Specify)** 3 AIS Teachers Gr 2-5; 6 Classroom Teachers in Designated Free Standing ESL Programs

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.

P.S. 78 has a Free-Standing ESL program which provides services to 38 LEP students in grades K-5 who are in general education and special education classes. Students are at beginning, intermediate and advanced levels as indicated on either the LAB-R or NYSESLAT assessments. We currently have 6 kindergarten students and 8 Grade 1 students (2 in special education classes). There are 3 students in Grade 2, and Grade 3 has 4 students (1 in a special education class). In Grade 4 there are 8 students (2 with IEP's) and Grade 5 has 9 students (1 with an IEP). We have 5 students in special education classes, which require an alternate bilingual, paraprofessional. Spanish is the home language of 34 students. We also have 1 Arabic speaking student, 1 Haitian Creole speaking student, and 2 students with other languages from Africa (as identified on the Home Language Survey).

Our ESL teacher uses a Push In/ Pull Out model bridging grades K & 1, 2 & 3, and 4 & 5. There are 5 groups of students who receive ESL instruction for 1 period or more daily, 3 – 7 times a week. Kindergarten students receive 360 minutes of mandated instruction using the push in / pull out model during the literacy blocks. All other students receive the mandated 360 minutes of instruction if they are at beginning or intermediate levels as identified on appropriate assessments (LAB-R or NYSESLAT). Students who have achieved an advanced level on the NYSESLAT receive the 180 mandated minutes per week using the push-in model. We have designated ELL classes on each grade to facilitate student engagement and programming opportunities. Instructional materials incorporate effective ESL strategies and are sensitive to the language and culture of these students. ELL students have the opportunity to participate in our Extended Learning Program (ELT), as well as our Supplemental Educational Services (SES). ELL students participate in ELA and Mathematics assessments along with our Test Preparation Program.

The ESL teacher provides instruction using multi-cultural libraries, ELL Intervention Kits, Rigby Leveled Readers, test preparation materials, as well as listening center materials. These materials were selected as they align with our Balanced Literacy Program. The ESL teacher and classroom teachers confer regularly in order to maintain a seamless instructional plan for students.

Last year we incorporated the *100 Book Challenge Reading Program*, which allows students to select books on their independent reading level. This program is designed to foster a love of reading while increasing stamina and comprehension. Our 100 Book Challenge Program continues to be an integral part of our literacy program. This year we have implemented the computer based program, *Imagine Learning English Program*. Our ELL population will have access to this program, daily for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. Students can also access the web site program *One More Story* to enrich their reading experience. Beginning February, 2011, ELL students will have the opportunity to attend After School Support services, 3 times per week for 9 weeks, for 1 1/2 hours. Here they can participate in language development activities, test preparation activities, and other specific areas of need for ELLs. In addition the ESL teacher will provide test preparation instruction to our ELL students in grades 3, 4, and 5 during the Saturday Test Prep Program, running for 9 weeks (February through March, 3 hour sessions).

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.

Our Professional Development opportunities will include:

- An overview of the *Imagine Learning English* web program. In addition the teachers will to analyze and interpret student data provided by the program to drive their instruction.
- A study group focused on planning and instruction for ELL students. Utilizing the article from *Teacher Education Quarterly*, Spring, 2005, “Preparing Mainstream Teachers for English-Language Learners: Is Being a Good Teacher Good Enough?” we will discuss how the importance of cultural backgrounds and diverse linguistics require specific instructional practices for ELL students.
- Parent Workshops will be conducted by the Parent Coordinator. Topics to be covered are: *7 Keys to Comprehension*, ARIS training, Homework Help, Available SES programs, and an Orientation for Incoming Students.

Additionally, classroom teachers receive site-based, in-class staff development throughout the course of the year in the core curricula from school-based coaches, support staff and consultants. Opportunities are available during weekly planning periods and monthly grade meetings to discuss student work and review assessment data. Staff will also be exposed to research in second language learning acquisition and techniques to improve communication between home and school.

Section III. Title III Budget

School: PS 78 BEDS Code: 321100010078

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries - Per session	\$3982.50	88.5 hours of per session for ESL and General Ed teacher to support ELL Students: hours 88.5 x \$45 (current teacher per session rate) = \$3982.50 1 teacher – three day after school program (9 weeks) 1 teacher – Saturday Test Prep program (9weeks)
Purchased services - Professional Development	\$1800.00	40 hours of per session for General Education teachers to attend professional development on how to address ELLs needs in their classrooms: 40 x 45 (current teacher per session rate) = \$1800
Supplies and materials -	\$7327.50	15 licenses for Imagine Learning English Computers for Imagine Learning English Instructional materials for test preparation for NYSESLAT and NYS exams in ELA and Math
Parental Involvement	NA (workshops will be provided at no cost to Title 3 program)	<i>7 Keys to Comprehension,</i> ARIS training Homework Help SES programs Orientation for Incoming Students
Travel	NA	
Other	NA	
TOTAL	\$15,000.00	

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.

Our needs assessment was determined by using the Home Language Survey and or an oral interview at the time of registration.

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.

The languages spoken by our ELL population parents are as listed: Spanish, Spanish and English, Arabic and English, Haitian Creole and English and Fulani and English. Interpretation is needed for several of the Spanish speaking parents. These findings will be distributed to the staff via a memorandum.

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 school notices will be translated into Spanish by school staff and will be attached to English notices.

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.

In house school staff will provide Spanish translations. Translations will be completed before notices are distributed to 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>.

When the need arises as per Chancellor's Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents. These findings will be distributed to school staff via a memorandum.

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:	\$658,318.00	\$223,593.00	\$881,911.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,583.00	\$2,235.00	\$8,819.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,916.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$65,832.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%

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.

Currently our Art and Music teachers are working under a common branch license. The following strategies have been implemented for support:

- Participation in Workshops provided through the Leadership LSO
- Professional Development provided by the Assistant Principal

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

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

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

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

P. S. 78 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. P.S. 78 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Continue display boards, charts, notices and School Leadership Team Newsletter to provide parents with information of school related meetings, events, testing schedules, etc...
 - Continue to train perspective parent volunteers in the Learning Leaders Workshops
 - Continue Monthly Parent Workshops with the Parent Coordinator
 - Continue bi-weekly School Leadership Team Meetings

2. P.S. 78 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parent Surveys
 - Parent Workshops
 - School Leadership Team Meetings
 - Monthly PA Meetings

3. P.S. 78 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Open House in September
 - Parent Workshops focused on ELA and Math Test
 - Afternoon / Evening Parent/Teacher Conferences
 - School Leadership Team Newsletter
 - Read Aloud / Poem in Your Pocket Day / Career Day / Share Fair

4. P.S. 78 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by using the Great Leaps Program.

5. P.S. 78 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Parent Surveys will be conducted by the Parent Coordinator and identified parent volunteers in the fall.

6. P.S. 78 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- Provide a Parent Handbook describing school expectations and state requirements (September)
- Parent Workshops will include:
 1. The criteria used for creating standard setting work in Reading, Math and Science
 2. 100 Book Challenge Home-Reading Component
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Summer Packages will be given to students in Grades K – 2
 - Parent training on use of summer packets will be provided
 - Mentoring and monitoring the 100 Book Challenge- Home Reading components.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Positive Behavioral Intervention and Support Program will be implemented in September
 - 100 Book Challenge- Home Reading component
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Monthly chat and chews with the Parent Coordinator
 - Positive Behavioral Intervention and Support Program will be implemented in September
 - Kindergarten Orientation

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Weekly Reminders (English & Spanish)
- Monthly Calendars (English & Spanish)
- Display Board listing important dates and activities
- School Leadership Team Newsletter

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the enclosed document. This policy was adopted by the P.S. 78 on 05/31/08 and will be in effect for the period of September 2009 – June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

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.

School- Parent Compact

P.S.78 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

The Anne Hutchinson School 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 as follows: Use of the Point of Entry Model based on strengths and needs.
2. Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January and May.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during preparation periods and scheduled times.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through Learning Leaders Training and Parents as Arts Partners Grant.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. 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.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed
- Making sure my child reads for a minimum of 30 minutes every night
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- 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 or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Continued emphasis will be placed on instruction and professional development. Identified students will be provided with Academic Intervention Services through Title I Push In/Pull Out instruction in reading and math instruction during the school day. Students will also receive differentiated instruction in small groups based on ongoing assessment by the classroom teacher and the push-in teacher. Extended day instruction will be provided for students in grades 1 – 5 through the Extended Learning Time Grant and SES. In addition, SETTS will use a Push in model during the reading block to support identified students. The Foundations Program will be used with small groups of Level 1 students in grades K-3. The Wilson Reading Program will be used for Students with Disabilities small group instruction and identified students in need of phonemic awareness and decoding skills. The Imagine Learning Software Program (individualized reading program – 20 minutes per day 5 days a week) will be used for Students with Disabilities, ELL students, Level 1 General Ed students and At Risk Students in grades K-3. Professional development by the Literacy Coach will facilitate teacher implementation of the whole-small-whole model classroom instruction and effective strategies and practices for improved student achievement. Professional development will focus on standards based instruction, the Principles of Learning (especially Clear Expectations, Accountable Talk, and Academic Rigor), and studying student work for more effective, differentiated reading and writing instruction, use of data, rubrics, teacher feedback, and student commentary. Teachers will also use common planning time, grade meetings to analyze data from ongoing assessment (Monthly Running Records, DWA, unit tests, standardized tests, ECLAS, etc.) and plan accordingly in meeting the needs of students. Supervisors will conduct data conferences to assist staff in analyzing informal and formal data. A school wide policy in reading and writing will be implemented to support clear expectation and standards based instruction. Our Inquiry Team will analyze Periodic and Diagnostic assessments and provide a lens for teachers to look at student work; areas of strength, areas of challenge and areas of critical need, followed by strategies to address needs as well as actions plans.

3. Instruction by highly qualified staff.

In order to insure instruction by highly qualified teachers, the following will be implemented prior to hiring:

- a. Region screening before interviews at hiring fairs
- b. Demonstration lessons as a part of the interviewing process
- c. Recommendations from other educators

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

- Opportunities to attend professional development which supports effective strategies and practices, school initiatives during faculty, grade meetings, and extended day. This includes professional development with the 100 Book Challenge.
- Working with and utilizing ongoing support from coaches and consultants.
- Opportunities for inter and intra visitations including school based lab sites and demo sites

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

- Attendance at city wide and/or Region job fairs

- Opportunities to attend professional development opportunities during the summer
 - Assign teachers to a grade that they have had experience teaching
6. Strategies to increase parental involvement through means such as family literacy services.
- Continued monthly workshops for parents facilitated by the Parent Coordinator
 - School celebrations encouraging parent participation, such as, Career Day, Read Aloud Days, Poem In Your Pocket Day and musical performance by students held during the evening
 - Encouraging parent volunteers during the day to assist kindergarten students during lunch and other activities and participating in the Learning Leaders program
 - Seek grant opportunities to involve parents in the arts.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- Orientation meeting for kindergarten arrivals in June
 - Articulation with neighboring pre-kindergarten programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Provide professional development in the use of assessment data to inform instruction and support from literacy and math coaches and consultants
 - Provide opportunities to access data using the school's computer lab
 - Support effective teacher use of assessment to inform instruction through data conferences with administration and use of the Santa Cruz Rubric on Differentiated Instruction.
 - Bi-weekly meetings of the Pupil Action Committee (PAC) combined with the Academic Intervention Services Committee and the Pupil Personnel Team, which includes teacher input for identified students, to review data and recommend appropriate interventions.
 - Monthly meetings of Inquiry Team focusing on needs of Grade 2, 4 and 5 students extending to Grade 3; analyzing student performance and proficiency ratings.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Ongoing assessments will be utilized to differentiate instruction in classrooms
- Student participation in extended day instruction to meet individual needs
- Achievable goals with related benchmarks will be set for all students.

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

- Use of school committees including the School Leadership team, Pupil Action Committee, Positive Behavior, to disseminate information and implement initiatives that address student and school wide needs in order to improve student achievement

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used 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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$552,987.00	✓	
Title I, Part A (ARRA)	Federal	✓			\$221,357.00	✓	
Title II, Part A	Federal	✓			\$133,367.00	✓	
Title III, Part A	Federal	✓					
Title IV	Federal			✓			
IDEA	Federal	✓			\$ 38,060.00	✓	
Tax Levy	Local	✓			\$3,046,156.00	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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.

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: Sini Year 2 **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.

As of 2008-2009 we have been identified as a School in Need of Improvement (SINI) Year 2 in the area of English Language Arts with three subgroups – All Students, Black/African American and Economically Disadvantaged. Results indicate a high percentage of students remaining in Levels 1 and 2 for all subgroups. In addition upon careful analysis of Students with Disabilities, there has been a steady decrease of Level 1 – 47% (2007) to 31% (2009) and a slight increase in Level 3 and 4 – 17% (2007) to 21% (2009). Hispanic population shows a high percentage Level 2 (44%) in comparison to Level 1 (16%).

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.

The following actions/strategies will be implemented for All Students, Black/African American and Economically Disadvantaged including Students with Disabilities and ELL during the Literacy Workshop, and throughout the school day:

- Continue standards based balanced literacy program which includes curriculum maps and six units of study in reading and writing scaffold across grades
- Use data from teacher observations, Status of the Class and the IRLA to provide instructional emphasis on students' strengths and needs, in order to form Strategy Groups and differentiate instruction.

School Under Registration Review (SURR)

- Use of the Monitoring and Tracking System on Google. Docs in all core areas, running records, small group Focus Sheet, Units of Study and student goal folder to set long and short term goals.
- Continue to use the reading and writing focus sheet to differentiate and monitor progress
- Continue the 100 Book Challenge Program – which includes rotation of libraries, incentives for independent reading and Individual Reading Level for Assessment and reading conference binder; use of the monitoring and tracking system school pace to track students’ independent reading level, progress and independent reading
- Reading/Writing standards are posted on genre boards; Genre Inquiry charts allow students to identify author’s craft in reading and writing
- SMART Goals will be created in Writing to target students focusing on Organization
- Imagine Learning Program – individualized intervention program 20 minutes per day, 5 days a week
- School wide Intervention Block – 30 minutes per day, 5 days a week
- All teachers will have a deeper understanding of their students and articulate specific strengths and needs. Lessons will reflect use of the Santa Cruz Rubric of Essential Characteristics of Differentiated Instruction. Evidence of growth will be measured monthly through informal/formal class visits, meetings and data conferences

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.

As a school we will be making a concerted effort to provide ongoing professional development for our staff. Professional development sessions will include:

- Providing assistance in coordination the 100 Book challenge initiatives
- Coordinating and assisting teachers with pre and post testing procedures
- Monitoring ongoing assessment and interpretation of data for specified grades
- Providing staff training, and demonstration lessons

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

The supervisors will carry out regular formal and informal observations, in order to improve teacher feedback on the varied programs in place. The Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz National Teaching Standards) will be used along with

the Professional Development Notebook. This will provide a better format for self-evaluation and self-reflection of teaching practices. Additionally:

- Coaches and Tier 3 will continue to plan with and provide professional development to the grade and individual teachers
 - Focused Inter –visitations will continue; new and more experienced teachers are able to observe best in focused classrooms.
 - Mentoring Program – Supports new teachers. We will continue monthly meetings with supervisors and coaches as an additional support
 - Teachers will be given the opportunity to participate in Leadership Learning Support Organization Workshops
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.
- The Principal will notify parents in writing of the school's status to include the subject areas and identified groups and or subgroups. Utilizing the Department of Education Translation Unit, the letter will be sent home to parents in English and home language of identified students.
 - The Principal will conduct two information sessions for parents. These will be conducted in the morning and evening respectively.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of October, '10, there are 24 students on register that living in Temporary Housing.

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

Students in temporary Housing will be provided with the following services:

- Supplemental Educational Services (SES)
- Push in / Pull Out academic intervention during school hours
- Guidance Intervention Services
- Students will be monitored and tracked monthly by the Pupil Accounting Secretary; follow-up by Guidance Counselor and or Parent Coordinator
- Basic Emergency Supplies will be provided by the Parent Coordinator

Parents or Guardians of students in temporary housing will be provided the following services:

- Monthly Parent Workshops focused on Reading, Writing, Math, Social Studies and Science
- Monthly chats with the Parent Coordinator
- Parent Teacher Open House

- Participate in school wide initiatives – Share Fair, Career Day, Grade Level Culminating Activities and Special Assemblies
- Referrals for outside counseling and related services

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. 078 Anne Hutchinson					
District:	11	DBN:	11X078	School		321100010078

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.4	91.2	90.4
Kindergarten	113	108	121				
Grade 1	130	144	113	Student Stability - % of Enrollment:			
Grade 2	151	105	130	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	122	137	117		86.0	86.2	85.8
Grade 4	150	112	131				
Grade 5	112	149	110	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		73.8	85.7	82.0
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		38	52	51
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	778	756	725	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	1

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	61	60	70	Principal Suspensions	0	4	16
# in Collaborative Team Teaching (CTT) Classes	14	25	21	Superintendent Suspensions	8	15	16
Number all others	30	17	25				

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	1	0	TBD	Number of Teachers	63	64	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	9
# receiving ESL services only	27	31	TBD				
# ELLs with IEPs	3	16	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	4	13

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	98.3
				% more than 2 years teaching in this school	68.3	71.9	79.7
				% more than 5 years teaching anywhere	46.0	51.6	60.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	89.1
American Indian or Alaska Native	1.3	0.8	0.1	% core classes taught by "highly qualified" teachers	91.5	97.6	88.2
Black or African American	77.0	74.5	76.8				
Hispanic or Latino	19.5	22.2	21.5				
Asian or Native Hawaiian/Other Pacific	0.8	0.8	1.0				
White	1.2	1.2	0.3				
Male	52.3	50.3	54.6				
Female	47.7	49.7	45.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	34.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	4.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	1.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	25.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA CFN 534	District 11	School Number 078	School Name The Anne Hutchinson
Principal Claudina Skerritt		Assistant Principal Geraldine Mastropolo	
Coach Tamika Tolliver		Coach Kerry Ann Roberts	
Teacher/Subject Area Aida Hernandez, ESL		Guidance Counselor Digna Rozon, Bilingual	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Melissa Perez	
Related Service Provider		Other Ann Zeliger, IEP Teacher	
Network Leader Ben Waxman		Other Geraldine Buckle	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	737	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	6.78%
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Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

1. Initially, the Home Information Language Survey (HILS) is administered by the ESL teacher, who is bilingual or by the IEP Teacher. This process also includes an informal oral interview by the ESL teacher to clarify the parent's responses. After reviewing the HILS for home language experience other than English, the ESL teacher administers the LAB-R in English and Spanish (when indicated), to determine ELL eligibility. If these results indicate ELL status, these students are evaluated annually using the NYSESLAT.

2. A parent orientation is held to explain all three types of programs available to ELLs. Parents are invited via written orientation to attend the orientation where they view a video before making their selections. This parent orientation is generally held by the end of September. Parent outreach is completed by the ESL teacher and parent coordinator through telephone contact and mail.

3. The program entitlement letters are sent home with entitled students at the beginning of the school year. The invitation to the parent orientation is sent home with the parent survey and program selection forms. The forms are collected at the orientation meeting. Follow up is conducted by telephone. The copies are maintained on file, by the ESL teacher.

4. Children are placed according to parent choice with the Free Standing ESL program offered at P.S. 78. Additionally, parents are informed which schools offer the bilingual program if they so choose.

5. The patterns observed at P.S. 78 are parent preferences to have their child remain in the Free Standing ESL program.

6. Yes, the Free Standing ESL program is offered to our ELLs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

Contained														
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)		30	Special Education	23
SIFE		ELLs receiving service 4-6 years		15	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34			15			1			50
Total	34	0	0	15	0	0	1	0	0	50

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	6	6	9	4	8	9								42
Chinese														0
Russian														0
Bengali	1	1												2
Urdu														0
Arabic														0
Haitian					1									1
French					2									2
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other	1	1				1								3
TOTAL	8	8	9	4	11	10	0	50						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. ELL instruction is delivered primarily by the school's ESL teacher, with support from identified ELL teachers on each grade. The organizational models used at P.S. 78 are push-in (PI) and pull-out (PO) delivery of services. The school is implementing a combination of heterogeneous grouping (mixed proficiency levels) during the PI model. The PO model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group.

2. Students with proficiency levels of beginning and intermediate levels on the NYSESLAT or the LAB-R for new admits, receive 360 mandated minutes per week, while advanced students receive 180 mandated minutes per week. The advanced students are seen in a PO model during the skills block where writing skills are strengthened. Beginning and intermediate level students receive both PI and PO support. PI takes place during the intervention block while PO occurs throughout the school day.

3. The methodology used in the PO model includes explicit content areas instruction according to the specific grade standards and instruction. In order to make content comprehensible and to enrich language development in a variety of scaffolding strategies are used, e.g., explicit teaching of content vocabulary, use of glossaries and artifacts.

4. We have no SIFE students.

Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as working cooperatively with peers. All ELLs are afforded the opportunity to participate in Supplemental Education Services (SES), as well as extended learning opportunities (ELO). These activities are scheduled after the school day. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our 100 Book Challenge Reading

Program. This program fosters the love of reading and increases reading stamina while students individually read books at their independent levels. In addition, ELL students in grades 3, 4, and 5 will have the opportunity to participate in our school's Saturday Test Preparation Program, beginning January and culminating in April.

This year we will continue to offer to our ELL students the computer based program, IMAGINE LEARNING ENGLISH PROGRAM. Our ELL population will access this program daily for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension.

In addition, ELL students can access the web based computer program ONE MORE STORY. Here students can listen to and read along a story they have selected. Words are highlighted as they read.

ELL special needs students are integrated with the general education ELL population during mandated minutes. The ESL teacher will have a copy of the IEP for each child, to help understand the learning needs of these students. In addition, ELL, special needs students who continue to have significant difficulty in area of encoding and decoding, will participate in small group instruction using the Wilson Reading Program.

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

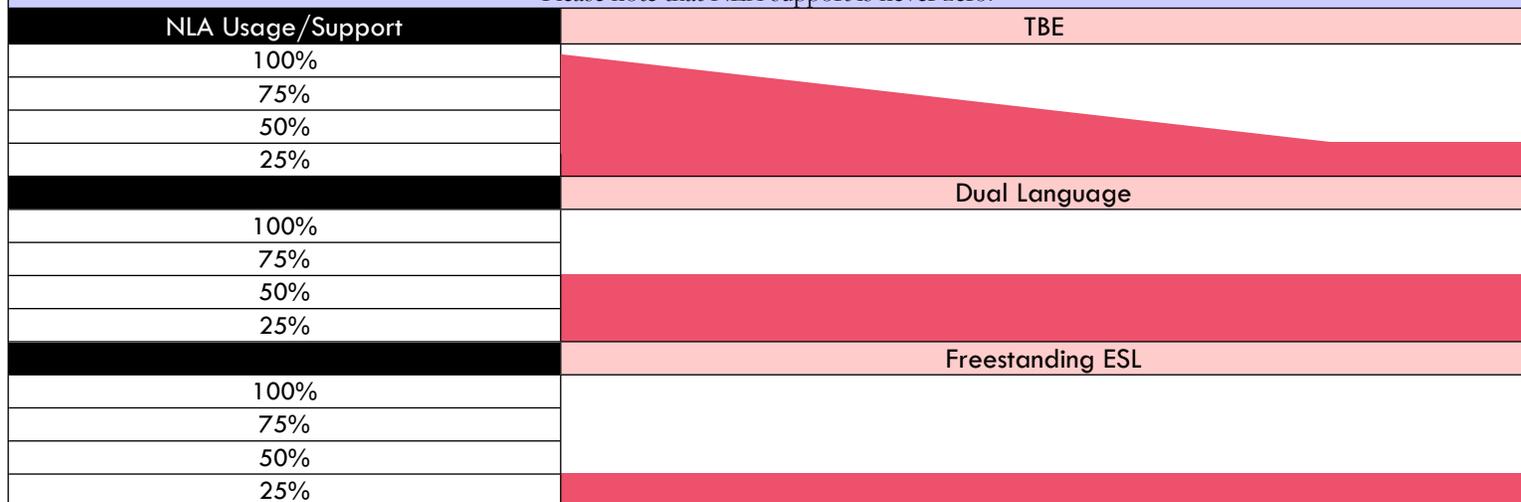
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. At P.S. 78 our classes have additional support in the both the reading workshop and the math block. This is implemented by the reading coaches, the math coach, special education teachers, and AIS staff in a PI model. In addition at-risk support is provided to students who are functioning at a level one, as part of our RTI.

6. ELL students who scored at proficient levels on the NYSESLAT are provided with continued support by the ESL teacher. They are grouped with the current advanced ELL students.

7. This year, one of our goals is to "Raise the Bar". We expect that students will be able to verbalize their academic goals and have a clearer understanding of the their strengths and weaknesses.

8. We do not expect to discontinue any sevices for ELLs this school year.

9. All ELLs are provided with the same opportunities to participate in after school and SES services. Our current SES providers in the "Bell Program", "Failure Free Reading Program". The "Failure Free Reading Program" uses a prescribed reading program in the areas of decoding and comprehension and uses ratio is 8:1 Students receive direct instruction from teachers as well as a computer based program. In addition, our school is part of the "Project Read Program" for kindergarten and first graders. The program provides 1:1 tutoring. Under supervision, high school students read with children, provide homework assistance and use a prescribed phonics program.

10. ELL students will be utilizing the web based computer program, "Imagine Learning English". In addition, the ESL teacher has access to,

but not limited to, the Rigby Reading Program, ELL Intervention Kits, "Preparing for the NYSESLAT and Beyond".

11. Our ELL classrooms have multi cultural libraries.
12. Our students receive instruction based upon age appropriate developmental materials and grade appropriate materials.
13. We currently do not have activities to assist newly enrolled students before the beginning of the school year , as they are usually registered once the school has begun.
14. Our school does not provide language elective to our current population as we are an elementary school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Teachers who service our ELL population have various opportunities to participate in professional development. Resources include BETAC, CEI-PEA CFN 534 support organization, as well as the NYC DOE Regional Special Education Technical Assistance Support Center. Classroom teachers receive site-based, in-class staff development through the course of the year in core curricula from school-based coaches, support staff and consultants. Opportunities are available during grade meetings and common planning sessions to discuss student work and review assessment data. Staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students, and techniques to improve communication between home and school.

2. The ELL population has equal opportunities as non-ELLs to help make the transition to middle school. They visit their feeder schools to help ease the adjustment.

3. All staff receive training during professional development days, as well as during faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy.

E. Parental Involvement

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

Paste response to questions 1-4

1. It is our school's goal to increase parental involvement. Parents of ELLs are invited to attend all activities provided by the Parent-Teacher Association. In addition, they are invited to attend school performances and class literacy celebration which are held every six to eight weeks. Parents are encouraged to attend parent teacher conferences.

2. We currently do not partner with other agencies or community based organizations to provide workshops or services to ELL parents.

3. The needs of our ELL parents are determined through parent surveys.

4. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole, and is able to translate for parents as needed.

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)	9	7	4	4	4	3								31
Intermediate(I)	2	1	1	4	4	4								16
Advanced (A)	5	2	2	3	4	2								18
Total	16	10	7	11	12	9	0	0	0	0	0	0	0	65

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1	1	1	9
4	6	2	1		9
5	8	3	1		12
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		4		2				9
4	3		6						9
5	8		3		4				15
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		2		5				9
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	8		3		3				14
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?

levels: 31 at beginning proficiency, 16 at intermediate proficiency, and 18 at advanced levels. Grades K through 2 show most students are at beginning levels, while the majority of students in the third, fourth, and fifth graders are at intermediate and advanced levels.

3. According to the results of NYSESLAT, modality data indicateds that our ELL students typically perform higher in terms of their English language proficiency in Listening/Speaking. They also tend to perform lowest in terms of their writing proficiency, a finding which staff confirms being consistent with prior years. This information helps us to focus on differentiated instruction and continued use of explicit ESL strategies. This strength in Listening and Speaking provides our instructional program a valuable resource upon which to build by using the strengths in these modalities to help develop students' reading and writing skills. For example, oral language work such as "Read Alouds" Listening Centers, and multi-media programs such as "One More Story" and "Imagine Learning English Program", are used to help scaffold student's understanding of English, which then helps them write in response to what they hear.

4. The ELL Periodic Assessment is administered to grades three, four and five. Based upon the analysis of 2010 results, more focused instruction is required. Materials that meet the need are incorporated into instruction. Data has indicated that they are progressing along the continuum from Beginning to Intermediate to Advanced to Proficiency.

5. We do not have a dual language program at P.S. 78

6. Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of the English language acquisition (e.g., NYSESLAT) or through the New York State Testing Program for students in grades 4, and 5 who are testing in English for more than one year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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