



**PS 79
THE CRESTON SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: TEN/ BRONX/ 10X079

ADDRESS: 125 EAST 181ST STREET BRONX, NY 10453

TELEPHONE: 718-584-4810

FAX: 718-584-7481

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 079 **SCHOOL NAME:** The Creston School

SCHOOL ADDRESS: 125 East 181st Street Bronx, NY 10453

SCHOOL TELEPHONE: 718-584-4810 **FAX:** 718-584-7481

SCHOOL CONTACT PERSON: Nicole A. Tiné **EMAIL ADDRESS:** Ntine@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Camacho

PRINCIPAL: Nicole A. Tiné

UFT CHAPTER LEADER: Nancy Camacho

PARENTS' ASSOCIATION PRESIDENT: Abigail Sotomayor

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: TEN **SSO NAME:** Children's First Network 109

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Nicole A. Tiné	*Principal or Designee	
Nancy Camacho	*UFT Chapter Chairperson or Designee	
Abigail Sotomayor	*PA/PTA President or Designated Co-President	
Carmen Hernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lourdes Marrero	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Doris Crichlow	Member/UFT	
Tarynann Barry	Member/UFT	
Angie Alvarado	Member/Parent	
Althea Michelle Hutchinson	Member/Parent	
	Member/Parent	
	Member/	
	Member/	
	Member/	

* 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.

Public School 79 is an elementary school located in the Fordham - Tremont section of the Bronx. Fordham - Tremont is a diverse community whose constituents are predominantly Hispanic and African - American. The neighborhood surrounding P.S. 79 reflects continual changes due to the fact that this area of the southwest Bronx has been a magnet for immigration during the last decade. Many apartment buildings have undergone renovation allowing new people to move into, or return to our neighborhood. Many families board with extended family member or friends. We also have many scattered site shelters in the community. These students enroll in Public School 79 and sometimes move within the school year.

During the 2007 - 2008 school year many changes occurred at P.S. 79. Due to lack of progress on the Department of Education's first progress report the school will be phased out in June of 2011. Two new schools are now housed at Public School 79. The schools are P.S. 382- Math, Science and Technology, and P.S. 386- The School of Environmental Citizenship. This year P.S. 79 is in the final year of the phase out and only has grade five. Moreover, there is a new addition that opened in September 2010 which is home to MS 447- The Creston Academy for Responsibility and Excellence that serves many of our former students. All four schools are now part of the Creston Campus. To accommodate the changes there have been many new physical changes to the school environment including new classrooms and new offices. Most notably for PS 79, our main office and the principal's office have been moved from the second to the fifth floor.

P.S. 79 has 152 students. There are approximately thirty five (35) LEP eligible students and seven (7) SETTS students. We provide General Education, Special Education, and English as a Second Language instruction in a push-in model. There are eight (8) fifth grade classes, three (3) of which are special education classes. This year we have six (6) out-of-classroom teachers, including our new literacy and math coaches, providing academic intervention services for our at-risk students on a weekly basis during the school day.

As a "School in Need of Improvement" (SINI) school all of our students are invited to participate in our Supplemental Education Support Program (SES) provided afterschool Tuesday – Thursday by SCAN as well as a menu of other SES programs that provide at-home tutoring. SES program X also provides a wrap-around program whereby the SES program provides academic services for our students during the Good Shepherd free camp program time twice a week on Tuesdays and Thursdays.

On a rotating basis all of our classes participate in a science enrichment program during the school day and over two-thirds attend our afterschool sports and arts enrichment program Tuesdays - Fridays which offers students programs such as visual arts, book club, Glee club, sports, games, crafts, and musical theatre. Additionally, last year the school received grant funding through an Armani Arts Grant. Along with supplemental funding from the school this grant has allowed us to provide all of our classes with an artist working in a 10-15 week residency program. Our artists have worked with our students not only to increase their appreciation and participation in the arts but have focused on helping students gain confidence, work collaboratively, and communicate more effectively.

In an effort to provide more time for collaboration and planning a Core Instructional Team (which includes both administration and teachers) meets one Saturday a month and for five days over the summer break to develop pacing calendars, revise and implement policies, as well as support teachers with professional development to better implement their lessons. This year 90% of the teachers participate on the Core Instructional Team lead by our new Literacy and Math coaches with support from our Aussie consultants.

The parents of PS 79 have always been extremely supportive of our efforts. We have parent volunteers that work throughout the day helping us with student entry, dismissal and lunch as well as attending trips. Collaboratively we hold monthly meetings with our Parent Association and offer a monthly parent workshop focusing on critical academic needs such as test preparation and expectations, homework support, and 5th grade matriculation to middle school.

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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 079 Creston								
District:	10	DBN:	10X079	School BED\$ Code:	321000010079				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7				11
	K		4		8				12
	1		5		9				Ungraded
	2		6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
Pre-K	53	0	0			91.5	93.6	TBD	
Kindergarten	174	0	0						
Grade 1	186	0	0		Student Stability - % of Enrollment:				
Grade 2	174	0	0		(As of June 30)	2007-08	2008-09	2009-10	
Grade 3	154	158	0			92.2	92.5	TBD	
Grade 4	154	130	156		Poverty Rate - % of Enrollment:				
Grade 5	149	139	122		(As of October 31)	2007-08	2008-09	2009-10	
Grade 6	0	0	0			86.4	90.5	97.4	
Grade 7	0	0	0		Students In Temporary Housing - Total Number:				
Grade 8	0	0	0		(As of June 30)	2007-08	2008-09	2009-10	
Grade 9	0	0	0			9	59	TBD	
Grade 10	0	0	0		Recent Immigrants - Total Number:				
Grade 11	0	0	0		(As of October 31)	2007-08	2008-09	2009-10	
Grade 12	0	0	0			13	3	2	
Ungraded	2	1	0		Special Education Enrollment:				
Total	1046	428	278		(As of October 31)	2007-08	2008-09	2009-10	
						13	3	2	
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
# In Self-Contained Classes	76	43	39		Principal Suspensions	1	4	TBD	
# In Collaborative Team Teaching (CTT) Classes	0	0	0		Superintendent Suspensions	12	2	TBD	
Number all others	54	45	25		Special High School Programs - Total Number:				
These students are included in the enrollment information above.					(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10		Number of Staff - Includes all full-time staff:				
# In Transitional Bilingual Classes	0	0	0		(As of October 31)	2007-08	2008-09	2009-10	
# In Dual Lang. Programs	0	0	0		Number of Teachers	69	32	TBD	
# receiving ESL services only	209	85	67						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	12	5	19	Number of Administrators and Other Professionals	20	11	TBD			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD			
Overage Students (# entering students overage for grade)				Teacher Qualifications:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD			
				% more than 2 years teaching in this school	53.6	78.1	TBD			
				% more than 5 years teaching anywhere	49.3	65.6	TBD			
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher						
(As of October 31)	2007-08	2008-09	2009-10		81.0	94.0	TBD			
American Indian or Alaska Native	0.4	0.5	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED)						
Black or African American	28.0	25.0	23.7		95.4	100.0	TBD			
Hispanic or Latino	69.8	72.0	72.7							
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.5	0.0							
White	1.4	0.9	1.4							
Male	51.0	53.0	51.8							
Female	49.0	47.0	48.2							
2009-10 TITLE I STATUS										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10			
				√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School (Yes/No)	If yes, area(s) of SURR identification:									
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:										
	Phase				Category					
	In Good Standing (IGS)				Basic	Focused	Comprehensive			
	Improvement Year 1									
	Improvement Year 2				√					
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		X		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities							
Students with Disabilities	X	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:	NR			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	NR			Quality Statement 2: Plan and Set Goals			
(Comprises 16% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	NR			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 26% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	NR						
(Comprises 60% of the Overall Score)							
Additional Credit:	NR						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 79 is a school in need of improvement, year 3, Basic as per the NYS Annual Report Card. We have made adequate progress for all students in each sub-group except our Special Education students. The changes to the way in which the State exams were scored are clearly indicated in our testing data from 2009-2010. In ELA, 68% of our students have made at least one year of progress in comparison to 71.4% in 2008-2009. Additionally, 32% of our students performed at Levels 3 and 4 in ELA as compared to 55.4% in 2008-2009. In Math 39% of our students made at least one year of progress in comparison to 65.3% in 2008-2009 and 26% of our students performing on levels 3 and 4 in Math as compared to 82.5% in 2008-2009.

In Science 72% of our 4th graders scored at Levels 3 and 4 on the Science Performance Test as compared to 79% in 2008-2009. In Social Studies 65% of our 5th grade students scored at Levels 3 and 4, in comparison to 58% in 2008-2009.

Our ELL students taking the NYSESLAT have shown steady progress. Last year, 67% of our ELLs scored either Proficient or Advanced as compared to 68% in 2008-2009. Additionally, our attendance is still above the Chancellor's standard at 92.3% for 2009-2010.

Our biggest barrier is most notably our status as a phase out school which has decreased our student population and our staff. Many of our most integral members of our community have already taken new positions in other schools forcing us to replace key positions with new and less experienced staff. Additionally, two of our three assistant principals are currently in excess and are actively seeking new positions. The phase out has of course greatly decreased our budget and therefore our ability to provide for our staff and students. Due to our truncation to only the 5th grade we also now share the building with two other elementary schools and a new addition which houses a middle school that brings about the constant struggle to share resources and space.

In order to provide support and guidance to our teachers we have implemented weekly common grade planning sessions for all 5th grade classes facilitated by an Assistant Principal and/or Coaches. There are additional weekly common planning sessions for all out-of-classroom and cluster teachers as well as meetings for all special education and teachers with high number of English Language Learners in their classrooms. Teachers and administrators also participate in monthly Saturday planning sessions that are supported by Aussie consultants. These targeted meetings help all of our staff communicate more effectively and collaborate to meet the needs of our students. Furthermore, an email policy has been established to provide teachers with greater access to information and improve our overall communication across the school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Description
<p>1. By June 2011, all students with By June 2011, all students with disabilities will demonstrate progress towards achieving state standards in English Language Arts as evidenced by a 3 level growth in their Fountas & Pinnell reading assessment.</p>	<p>Having met our AYP for all sub-groups except for students with disabilities it was decided to focus our annual goals on their data and needs. After conducting an item analysis of our ELA data from 2009-2010 Periodic Assessments it was noted that our students with disabilities were significantly behind grade-level in their reading. Therefore, it was determined that by improving their reading level it would have a significant overall impact to our students’ performance on the English Language Arts exam.</p>
<p>2. By June 2011, all students performing in the lowest 1/3 will demonstrate progress towards achieving state standards in Mathematics as evidenced by a 10% improvement in their ability to represent data by using tables, bar graphs and pictographs.</p>	<p>Based on our Progress Report data it was determined that we should focus on our lowest 1/3 of students particularly in the area of Math. After conducting an item analysis of our Math data from 2009-2010 Periodic Assessments it was noted that our students had wide-gaps in their understanding of several foundational skills such as representing data by using tables, bar graphs and pictographs. Therefore, it was determined that improving this particular sub-skill would have a significant overall impact to our students’ performance.</p>
<p>3. By June 2011, we will maintain our high rate of attendance by reaching an attendance rate at or above 93.5%.</p>	<p>Maintaining our high rate of attendance will help us continue to see improvements in overall student performance.</p>

<p>4. By June 2011, we will improve our rate of parent participation in school events by 10% such as Parent Teacher Conferences, Curriculum Night, Parent Workshops and Student Performances and Celebrations.</p>	<p>With the phase-out of our school is it particularly important to work with parents to ensure the smooth transition of our students. Therefore, it was determined that by working to improve parent participation in school-wide events we would solidify our community bonds and help us continue to see improvements in overall student performance, student discipline, and school tone.</p>
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all students with disabilities will demonstrate progress towards achieving state standards in English Language Arts as evidenced by a 3 level growth in their Fountas & Pinnell reading assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Baseline and Fountas & Pinnell assessments to focus on individual needs of students. • Include all special education teachers in common grade planning sessions to collaborate with general education teachers on the same grade. • Include all special education teachers on a Special Education Inquiry Team where they can focus on improving specific skills in both ELA and Mathematics through the inquiry process. • Skill of the week- focus on targeted skills by each class as indicated by their ELA item analysis. • Classroom inter-visitations scheduled for all special education teachers to observe model lessons using targeted skills. • AIS push-in instruction focused on identifying main idea and supporting details as well as drawing conclusions that summarize the main idea of a text.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds will be allocated for the purchase of supplemental instructional materials needed. • Funds will be provided for the AUSSIE professional development consultants. • Schedules for teachers will provide one grade level common planning period weekly and one for all teachers of special education to participate in Inquiry work. • Time will be created for teacher inter-visitations within and across the grades. • Funds will support two AIS teachers who will also act as part-time coaches in both literacy and mathematics. Additional out-of-classroom teachers will be scheduled to provide AIS services throughout the week.
<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"> • Interim assessment data to monitor progress • Practice exams • End-Unit assessments • Final Fountas & Pinnell assessments to measure a 3 level growth • Student work as evidence to measure progress • Acuity reports to summarize and analyze student progress

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students performing in the lowest 1/3 will demonstrate progress towards achieving state standards in Mathematics as evidenced by a 10% improvement in their ability to represent data by using tables, bar graphs and pictographs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Study the gap analysis of the NYS Math to determine the target population • Common planning meetings across the grade • Participation of 100% of teachers on one of our three Inquiry Teams (Special Education, English Language Learners, and General Education). • Time will be created for teacher inter-visitations within the grade. • Two AIS teachers will push-in to all classes on a daily basis to provide additional small group support on skills in both ELA & Math as determined by student need. • Professional development offered to teachers by math coach and Aussie consultant.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Funds will be allocated for the purchase of supplemental instructional materials to bolster the Everyday Mathematics program. • Funds will be provided for the AUSSIE professional development consultant. • Schedules for teachers will provide one grade level common planning period weekly and one for all teachers to participate in Inquiry work. • Time will be created for teacher inter-visitations within and across the grade. • Funds will support two AIS teachers who will also act as part-time coaches in both literacy and mathematics. Additional out-of-classroom teachers will be scheduled to provide AIS services throughout the week.
<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"> • Interim assessments to monitor progress • End of Unit Assessments in Every Day Mathematics to measure 10% growth • Practice exams • Student work as evidence to measure progress • Acuity reports to summarize and analyze student progress

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will maintain our high rate of attendance by reaching an attendance rate at or above 93.5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Daily reminders about the importance of attendance, and punctuality will be made to students by the principal during morning assembly (from 8:00 am - 8:10 am). • Classes with the highest monthly attendance will be given a class popcorn party • Classes will be able to compare attendance rates through a monthly school-wide graph display • Individual students, with perfect attendance, will be recognized monthly at the morning assembly and receive a certificate and their parents will receive a letter congratulating both the student and the parent • Attendance will be included on each Student Report Card, and each monthly Academic Progress Report that goes home to families • Attendance is discussed at the monthly Parent Meetings and the School Leadership Meetings • Family worker will follow up students who miss school by contacting their families by phone and through home visits • Family workers will report regularly to the principal on issues impeding attendance
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • ATS will be used to provide current data • Funds will be allocated for the purchase of rewards and incentives • Funds will be allocated for a Family Worker to support families in getting students to school
<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"> • Monthly graphs will indicate interim progress • ATS attendance report • Family worker’s reports to the principal will indicate progress

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will improve our rate of parent participation in school events by 10% such as Parent Teacher Conferences, Curriculum Night, Parent Workshops and Student Performances and Celebrations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A monthly calendar will be sent home which documents upcoming events. • Parent letters and invitations will be sent home on a weekly basis to announce school-wide events at least 5 days prior to an event. • A reminder note will be sent home regarding school-wide events at least 2 days prior to an event. • All calendars, invitations, letters and reminders to parents will be translated into Spanish. • Parent workshops on various topics of concern to our parents (as determined by a parent survey) have been scheduled throughout the 2010-2011 school year. • Parent workshops and school events will be held both during the school day and after school to accommodate parents with various schedules and commitments. • The Parent Coordinator, Coaches and Assistant Principal along with support and guidance from the principal will be responsible to plan and implement parent workshops and school-wide events. • Each class will select a “Class Parent” to participate on class trips and support the class on a daily basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Funds will be allocated to include food and beverages at parent activities • Funds will be allocated to provide consultants to present workshops as needed • Time will be scheduled for the planning of school-wide events • Rewards will be offered to classes with the highest parent participation rate at all school-wide events
<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"> • Parent Sign-In sheets • Formal and informal parent feedback • Parent Survey data

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	72	73	72	73	22	10	13	32
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>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • 4 out-of-classroom teachers including the literacy coach provide 120 minutes of AIS services to all level 1 and at-risk students • Differentiated instruction during our Literacy Blocks • Small group instruction focused on writing skills improvement during the day
<p>Mathematics:</p>	<p>AIS in MATH is being implemented in several different ways:</p> <ul style="list-style-type: none"> • 3 out-of-classroom teachers including the literacy coach provide 120 minutes of AIS services to all level 1 and at-risk students • Differentiated instruction during our Math Blocks • Small group instruction focused on math skills improvement during the day • Weekly additional math period for students using math games to review content and skills
<p>Science:</p>	<p>AIS in SCIENCE is being implemented in several different ways:</p> <ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction students receive an additional 45 minute period of AIS instruction in science per week. • Students use our science lab on a rotating basis to continue their experiments and investigations • Small group instruction focused on science content and skills improvement is also provided during the day
<p>Social Studies:</p>	<p>AIS in SOCIAL STUDIES is being implemented in several different ways:</p> <ul style="list-style-type: none"> • In addition to the State mandated periods of social studies instruction students receive an additional 45 minute period of AIS instruction in social studies per week. • Small group instruction focused on social studies content and skills improvement is also provided during the day
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Guidance Counselor provides small group counseling to students identified by teachers and administrators. Students are assisted in learning how to deal with personal issues including school, friends, family, and health concerns. She helps them express their feelings and find positive solutions to any issues that arise.

<p>At-risk Services Provided by the School Psychologist:</p>	<ul style="list-style-type: none"> • The school psychologist offers clinical services, agency referrals and education, social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social and neurological factors that impeded on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • The social workers will provide counseling services to at-risk students during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress. Services are available in both English and Spanish to accommodate.
<p>At-risk Health-related Services:</p>	<ul style="list-style-type: none"> • Our Guidance Counselor and Social Worker provides health related at-risk services during the school day, one period a week or as needed to any students identified by teachers or administrators. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, allergies, etc.

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.

PS 79 Language Allocation Policy 2010-2011

Part 1: School ELL Profile

Language Allocation Policy Team Composition

Network Leader: Ms. Maria Quail, Principal: Ms. Nicole A. Tiné, Assistant Principal: Ms. Maribel Castillo

Literacy Coach: Ms. Madelene Roche, Math Coach: Ms. Yessenia Diaz-Paredes, ESL Teacher: Ms. Juanita Negrin-Gonzalez,

5th Gr. Teacher: Ms. Nancy Camacho, 5th Gr. Teacher: Ms. Margarita Otero, Guidance Counselor: Ms. Austria Portes-Chaikin, Parent: Ms. Abigail Sotomayor, Parent Coordinator: Ms. Donna Odiase

Part II: ELL Identification Process

Responses 1-6

Quest. 1 & 4) Upon registration at P.S. 79, parents of newly arrived students fill out the Parent/Guardian Home Language Identification Survey (HLIS). A highly qualified bilingual pedagogue (ESL teacher or Bilingual School Guidance Counselor or Bilingual Assistant Principal) will assist parents and conduct the oral interview(screening) and formal initial assessment. Based on the survey, if another language other than English is indicated, the LAB-R is administered to students within 10 days of registration by our ESL certified teacher. This will determine if student is an ELL, he/she will then be placed by our ESL Certified teacher into the appropriate class with a Common Branch Certified teacher and whenever possible Bilingual Certified/Common Branch licensed teacher and a highly qualified ESL Certified teacher will push in to these classrooms for ESL support. ELL students are also assessed to determine their reading, writing and math skills by their classroom teacher using assessments such as the Fountas & Pinnell Reading level Assessment, Every Math tests and throughout the year with the ELL Periodic Assessment, ELA & Math Predictive are used to support their English skills. The ESL Certified teacher uses these and other teacher-made assessments in collaboration with the classroom teacher to direct and guide instruction to improve overall academic achievement. At the beginning of the year, students that are entitled to continued ESL services are sent an Entitlement Notification (in their native language) informing them of their program placement based on the NYSESLAT proficiency scores. Parents are also notified of the NYSESLAT exam as it approaches in the Spring through letters (in their native language) sent by the ESL teacher or Assistant Principal. Outreach efforts are made to notify parents through a bilingual family worker visit to the home to also encourage ELL students to attend holiday week Academies or Saturday classes that strengthen English language skills in preparation for the NYSESLAT exam.

Quest. 2. & 3) We adhere strictly to the guidelines put forth by NYC Department of Education, Office of English Language Learners in providing parents of newly arrived ELL's with the appropriate information about our ELL programs and services. to ensure that parents understand the program choices, parents are provided at the time of registration with a pamphlet that outlines the programs offered. Soon after, they are invited to an orientation meeting. These orientation meetings are held monthly as needed to insure that all parents are notified of their program choice. At the time of the orientation meeting conducted by the ESL teacher and Bilingual Asst. Principal, parents view the Orientation Video for parents of ELL's created by the NYCDOE, Office of ELLs in the parent's native language. At that time, parents are given another brochure and parent guide that describes each program in depth in their native language. The orientation meeting also includes a discussion on CR Part 154 & Entitlement, NYS mandated tests in all subject areas in Grade 5. Parents then have the opportunity for questions and answers and at this meeting and they complete the Parent Survey /Program Selection forms which are collected at this time. If a parent does not attend our monthly meetings, our bilingual family worker or parent coordinator is responsible to call parents or do a home visit to arrange a one to one meeting with the Bilingual Asst. Principal at their earliest convenience.

Ques. 5 & 6) Our English as a Second Language (ESL) program is aligned with parent choice. Based on the last six years trends, parents have voiced their preference for our ESL services instead of the transitional bilingual program: this is evident from our monthly parent meetings, meetings with the Principal, Curriculum & Parent -teacher conferences.

Part III: ELL Demographics

- A. ELL Programs:** P.S. 79 - Creeston School serves twenty-seven (27) 5th grade ELL students in a Freestanding English as a Second Language Program with a highly qualified certified ESL teacher.

Part IV: ELL Programming

A. Programming and Scheduling Information

Response to questions 1-4

1. a) The Creston School- P.S. 79 provides ESL services to it's twenty one (21) ELL students in a Push-In model in two of our 5th grade block classes and six(6) students within our three(3) Special Education self-contained classrooms with a highly experienced certified ESL teacher.

1.b) Each of the two 5th grade classes travels together as a group and is made up of mixed proficiency levels. Our six (6) students in Special Education are mainstreamed into the two 5th grade classes as much as possible per their IEP for ESL and/or are pulled out for ESL instruction to ensure the mandated number of instructional minutes is provided based on their proficiency level.

2 & 3) The school program hours are in blocks of 60 min. periods per day in which all subject areas Math, Literacy, Social Studies, Science, Physical Education, Health are taught throughout the week. Students receive ESL instruction with our highly qualified certified ESL teacher in accordance to CRPart 154 instructional unit requirements. Students receive small group instruction with the ESL teacher in their classroom as follows: for advanced students -180 min., intermediate and beginning levels- 360 min. using a variety of ESL techniques and methodology such as

scaffolding techniques, content and language integraton, cooperative learning and the use of technology that is interactive and tracks student's individual progress, interactive games, listening and visual aids to support student comprehension, develop English language skill and overall student achievement. The literacy activities focus on a balanced literacy program that includes read alouds, shared and interactive reading, language experiences, small group guided reading, reciprocal teaching and use of a variety of authentic and adapted literature. Special attention is given to the writing process and students are expected to produce complex compositions, demonstrations and exhibits that require multiple steps to complete, while applying academic discourse and language in discussions, group work and problem solving. When needed, especially for beginner students, the ESL teacher will provide native language support in the content areas. Students are also encouraged to use glossaries for vocabulary development and comprehension. All of these activities are done through the readers and writers workshop model.

4a) To differentiate instruction for ELL subgroups: We have no SIFE students identified in our 5th grade.

4b) Our six (6) ELL students with less than 3 years are supported in their self-contained classes by the classroom teacher (one of which has a Bilingual Extension License, the other is Spanish speaking) and the push-in ESL teacher through co-teaching techniques and reciprocal teaching strategies. Instruction takes place in small groups that support literacy and math skill development focused heavily on vocabulary development and building student comprehension in the different content areas while simultaneously developing English language skills. Students also learn to use English/Spanish glossaries as needed for vocabulary development and are able to use these during test administration. The ESL teacher provides language support in the content areas as needed. These students are also encouraged to participate in our after school sports and arts enrichment program to focus on social language development. Week long Learning Academies are held throughout the winter and spring break and these students are strongly recommended to participate to further their academic and linguistic development. These six students are also targeted as part of our Inquiry Team study which focuses on development of writing skills using specific second language acquisition strategies. We strongly recommend that they attend our Saturday ELL Academy (funding permitting) which will help further develop their oral language, reading, writing and math skills as they prepare for the NYSESLAT exam in the Spring.

4c) Our eighteen (18) ELL students with 4-6 years receive additional support through our Academic Intervention (AIS) Program and our Supplemental Education Services (SES) after school program provided by SCAN-NY . Using the data from NYSESLAT, ELA, Fountas & Pinnell reading assessment, Everyday Math unit assessments and teacher anecdotal records, our teachers organize students into small groups and provide instruction that focuses on the particular modalities (listening, speaking, reading and writing) and subskills within each content area needed to improve. Many of these students are also targeted in our ELL Inquiry Team study which focuses on development of writing skills across all content areas and works with specific small group instruction using a variety of second language acquisition techniques and strategies. Students are provided with English/Spanish glossaries to further develop vocabulary. Our students are strongly encouraged to participate in all afterschool activities such as sports and arts enrichment clubs to develop social language skills, our week long Learning Academies during the winter and spring breaks, which focuses on strengthening reading, writing, and math skills. If funding permits, a special Saturday ELL Academy is instituted which help our ELL students to develop oral language, reading and writing skills needed as they prepare specifically for the NYSESLAT exam in the Spring.

4d) We have three (3) long term (over 6 years) ELL's and they have a half-hour academic intervention with an AIS teacher who supplements instruction in literacy and another half-hour academic intervention in math. These students are encouraged to attend the Supplemental Education Services (SES) after school provided by SCAN-NY. They also are invited to participate in our week long Learning Academies held during the Winter and Spring break and our Saturday Academy (funding permitting) to further develop their reading and writing skill as indicated in their NYSESLAT report.

4e) Our six (6) ELL students with Special Education needs also receive additional support through our Academic Intervention (AIS) Program and our Supplemental Education Services (SES) after school program provided by SCAN-NY. Using information from their Individualized Educational Plan (IEP) and the data from the NYSESLAT, ELA, Fountas & Pinnell Reading assessment, Everyday Math unit assessments and teacher anecdotal records, our teachers organize students into small groups for instruction and focus on developing listening, speaking, reading and writing skills and subskills within each content area. Students are encouraged to use English/Spanish glossaries as needed for vocabulary development and are able to use these during test administration. These students are also targeted in our Special Education Inquiry Team study which focuses on reading comprehension strategies particular to their special needs. We strongly encourage our students to participate in our sports and arts enrichment program afterschool to enhance their social language development. We strongly encourage and recommend that our ELL special needs students participate in our week long Learning Academies held during the Winter and Spring break which also focuses on Math and our Saturday Academy(funding permitting) which will help to further develop oral language, reading, writing as they prepare for the NYSESLAT exam in the Spring.

Part B-Programming and Scheduling Information-Continued

Quest. 5-7&9) We provide academic intervention for all ELLs (beginners, intermediate and advanced) newcomers, three or more years, and special needs in the areas of ELA, Math, Social Studies and Science through small group instruction. AIS, classroom teachers for general education ELL students and Special education teachers plan lessons together as teams and with the ESL certified teacher to develop lessons that focus on vocabulary development, comprehension strategies, use of graphic organizers, note-taking, literacy and math strategies to augment content area instruction in English. Native language (Spanish) support is given to newly arrived students as needed by the ESL teacher and or classroom teacher as needed. We use the following intervention materials and programs: Reading comprehension texts -fiction/non-fiction, educational programs through the use of technology that is interactive and tracks students progress, Mayor's library-Social Studies and Science, Words their Way, English/Spanish Glossaries, Triumph Learning-New York State Math Coach & New York State English Language Arts Coach, Rigby- On our Way to English, Continental Press-Finish Line For ELLs, Continental Press- Empire State NYSESLAT Practice, The Continuum of Literacy Learning, Teaching for Comprehending and Fluency - Teachers Reference Guide, and access to Accuity Study Guide and student self assessments.

8) Our READ 180 intervention program will not be continued this school year 2010-2011 due to lack of funding to support another teacher.

10-12) These support services and resources correspond to our 5th grade ELL's needs and focuses highly on language development. Our technology and science teachers co-teach with classroom teachers to further our ELL's reading, math and writing skills. All classrooms are equipped with computers and appropriate level software that is interactive and tracks student's reading progress, listening centers and leveled libraries to extend skill development and reinforces strategies across the content areas. All of our ELL students especially newly arrived ELLs, who scored proficient in the NYSESLAT exam who require two year transitional support are selected to participate in an extra half-hour of academic intervention program in literacy and math. They are encouraged to participate in our afterschool sports, photography, book club, vocal and arts and crafts enrichment clubs (new clubs for 2010-2011). When appropriate and needed, language support is given to students. All materials and resources are culturally relevant, age and grade level appropriate, and further second language acquisition.

13) All 27 students were invited to participate in our Summer Literacy (Reading & Writing) and Mathematics Programs in July 2010. All ELL parents are invited to our Welcome Back Curriculum night in September as an orientation to our school programs, goals and expectations-translation in Spanish is provided at all events and meetings. All parents of P.S 79 are invited to our school assemblies, workshops, cultural and educational trips, and ELL parents are informed of these events in their native language. It is our expectation that all of our ELL students and parents will participate in all the services P.S. 79 offers this year as it phases out 2010-2011.

14) P.S. 79 as an elementary school does not offer language elective courses.

D. Professional Development and Support for School Staff

Quest. 1& 3) Our professional development plan is to provide all of our teachers with the tools to engage our ELL students in high quality, grade level work based on NYC and New York State Standards by developing literacy and math skills that addresses the needs of each student across the content areas. Our literacy and math coaches along with AUSSIE Consultants, help in meeting the needs of all teachers to guide instruction for all students. ELL teachers, attend weekly common planning meeting with their peers, coaches and consultants to focus on curriculum mapping across the content areas. The ELL teachers receive additional support by a highly qualified and ESL/Bilingual Certified specialist/consultant that provides in-house professional development all-day training in ESL strategies and methodology. The ELL teachers also form the ELL Inquiry Team which meets once a week and through the Inquiry Process, work with a target population of ELL students (0-3 years, 4-6 years, the three(3) completed 6 yrs. students and special needs) using a variety of instructional strategies to enhance their writing and reading comprehension skills. This Inquiry Process allows the team to continuously analyze and discuss best practices for all students but especially students of other languages. Teachers are responsible to turn-key information to all cluster and other classroom teachers on the grade. Demonstration lessons, inter-class and inter-school visitations are also scheduled to support teacher development. All of our teachers and educational assistants attend a series of after school professional development workshops including Jose P and Q-Tel lead by our Q-Tel certified Principal and ELL Specialist/Consultant. Throughout this 2010-2011 a series of four (4) Professional Development workshops will be held and opened to the entire staff, and will focus on socio-cultural notions of teaching and learning as well as, scaffolding techniques. All participants including our guidance counselor, Speech teacher, parent coordinator, family worker, secretaries involved in the series of workshops will be given a certificate of participation and completion signed by the Principal and ELL Specialist/Consultant.

2) To support the transition from elementary to middle school, our Guidance Counselor works one-on-one with our ELL's in the fifth grade and their families. The school hosts a series of 5 workshops for parents beginning in October through March, to discuss Middle School Choices, benchmarks for students, Standards based learning, Specialized Middle School requirements, and completion of all necessary applications, interviews and auditions as needed. Fifth (5th) grade students including all ELL students participate in a two-day mock Middle School experience where they transition from one class to the other based on their individualized schedule and are instructed in grade 6 content area curriculum .

E. Parental Involvement

1-4) Our monthly parent workshops are well attended, and a majority of our ELL parents are represented. P.S. 79 conducts monthly workshops on a variety of topics such as school goals and Standard based curriculum, understanding student assessments and data, assisting your child with school work, attendance and punctuality-home and school connection, preparing for State Exams and other assessments,socio-emotional topics, arts in the classroom, health concerns such as-diabetes and asthma, behavioral issues, agency referrals, transitioning to middle school. These workshops are presented by a variety of staff such as Guidance Counselor, Principal, Parent Coordinator, Family Worker, classroom teachers, literacy and math coaches, ESL teacher, translation for ELL parents is always provided. Parents are given the opportunity to voice their concerns around any issues affecting their child, and are encouraged to provide suggestions and/or topics (verbally or written) for future workshops during the workshops. ELL parents are represented and are an integral part of our School Leadership Team and Parents Association, here they become informed of issues that affect the child, classroom and the school as a whole, parents receive translated services in writing and orally as needed. They are invited to visit classrooms throughout the year and participate in our class trips, assemblies and end of year Olympics. This year, parents will continue to participate in our Artist-in-Residency program where an Artist from a Community Based Organization will demonstrate how the arts help children learn in the classroom and how this learning can extend at home; translators are available for all ELL parents. These workshops and individualized meetings help parents keep informed, and allows key school personnel such as Parent Coordinator, Guidance Counselor, Assistant Principals and Principal to hear, discuss and evaluate any issue/need a parent may have on an on-going basis throughout the year (translators are provided).

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

Quest. 1) Our students are assessed periodically through formative assessments such as ELA & Math Predictive, ELL Periodic Assessment, Fountas & Pinnell Reading, EveryDay Mathematics and teacher-made exams. The data from these formative assessments and State ELA, Math, social Studies & Science exams help guide and drive instruction, it helps us design differentiated lessons needed to reach all students in order to close the achievement gap. It assists in monitoring and tracking overall student academic learning and progress. Using the ELL Periodic Assessment, helps us address specific language development of ELL students in all four modalities, listening, speaking, reading and writing. Combined assessments inform the classroom and ESL teacher on how to group and target instruction to meet particular needs of their students. During our grade and ELL Inquiry Team meetings and professional development sessions, teachers study the data to see patterns of all our ELL subgroups in a more comprehensive manner and share best practices for teaching and learning. The data indicates that our push-in model for ESL is successful and we will continue to provide ESL instruction in accordance to CR Part 154 instructional unit requirements. Our Academic

Intervention program includes all ELL students so as to benefit from small group instruction. Our after-school, Saturday and winter & spring break Learning Academies will continue in order to provide further support of language development and content area skills.

Quest. 2) The data patterns from the NYSESLAT for students in grade five reveals that five (5) of our students who scored at a Beginners Level are in two subgroups, 0-3 years and special needs and writing is their weakest modality , seven (7) students scored Intermediate Level and are in two subgroups, 4-6 years and special needs with three(3) struggling in all modalities and four (4) in reading and writing, our 15 Advanced Level students struggle in all four modalities. We do however see that some of our advanced students gained proficiency level in all four modalities.

Quest. 3 & 4a,b,c) Our ELL students in the fifth grade demonstrate slight improvement in the ELL Periodic assessments yet when analyzing the ELA and Math State exams, there were no students who attained a level 4. There is a greater increase from level 1 to level 2 and some increase in level 3, there were 3 students exempt from the ELA for which there is no score. The data indicates that our ELLs in all subgroups continue to struggle in writing. Therefore, this year, the Leadership Team and teachers have met and discussed how best to meet the needs of all students and especially be sure to include all of our ELL students in Academic Intervention Services in literacy and math, in small group instruction (no more than seven (7) students in a group) with two knowledgeable experienced veteran teachers. Parents have been informed and have consented to this intervention in their native language and continue to be informed of their child's progress through monthly meetings/workshops. These students are also targeted by either the ELL Inquiry Team, Special Education Inquiry Team or School Wide Inquiry Team. It is strongly recommended to the after school Supplemental Education Services(SES) SCAN-NY or in particular cases parents are encourage to have tutoring at home provided by another SES provider. In the classroom these ELL students are grouped for small group guided instruction in reading, writing, math and other content areas. These ELL students are strongly encouraged to participate in our sports & arts after school program to enhance their listening skills and extend their English language development. All classrooms are equipped with computers and software that enhances reading, writing, listening and speaking skill development. All teachers of ELL will participate in monthly Saturday Professional Development with Literacy and Math Consultants as well as attend the Q-TEL workshops provided by our QTEL certified Principal and ELL Specialist/Consultant. They will also participate in the in-school whole day workshops provided by the ELL Specialist/Consultant. In comparing how ELLs are faring in tests taken in English, most ELL student with three(3) or more years fare comparable to other students. there are no students taking native language exams across the content area with the exception of one, newly arrived last year student who took the Math State Exam in Spanish and achieved a level 2.

5) Not applicable, not a dual-language school.

6) Through our on-going monthly meetings and additional professional development workshops on Saturdays or after school, teachers are able to discuss and share best teaching practices for all students. During these sessions, teachers evaluate and refine their teaching craft as they analyze student work samples across the content areas. Teachers work collaboratively with the ESL teacher, AIS Intervention teachers, SETTS and related service providers to develop activities and lessons that are rich in academic English language development and skill building. ELL students are evaluated through formative and informal assessments in small groups, individual and whole group. We expect our ELL students to

produce complex compositions, demonstrations and exhibits that require multiple steps to complete, while applying academic discourse and language in discussions, group work and problem solving thereby demonstrating their ability to fare equally or exceed their English counterparts. As an on-going part of evaluation, teachers will continue to maintain a portfolio for each student in the content areas.

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) 5th Number of Students to be Served: 26 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

In order to provide our students with additional support for the NYSESLAT, ELA, and Math exams we will hold a Saturday Enrichment Program on five Saturdays beginning in March 2010 to May 2010 for a total of 20 hours of instruction. All ELL students will be invited to attend and will be broken into groups of a maximum of 12 students per teacher. All teachers in the program will have a bilingual or ESL license and therefore be able to use sound ELL strategies. The instructional program will consist of both literacy and mathematics in 120 minute blocks and provides whole group, small group and individual work tailored to meet students' needs. In addition to intensive language and mathematics instruction students will be involved in project based assignments to enrich both literacy and math across the content areas which will be assessed using a rubric through student presentations (i.e. student created skits).

We will support the teachers and students by purchasing research based quality supplemental materials including NYSELSAT, ELA and mathematics enrichment materials, reader's theatre kits, and books on tape for use in the listening centers. Additional funds will purchase classroom supplies such as notebooks, pencils, chart tablets, markers, etc. to support the Saturday ELL Academy.

As a culminating activity all four ELL classes will then take a trip to a Broadway show to see how a full Broadway production is done and celebrate their hard work and success upon completion of the program.

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.

In addition to our comprehensive professional development program that is already in place for all teachers which includes weekly common planning sessions, monthly Saturday planning sessions, weekly ELL Inquiry meetings, etc. (see page 22). We will work with an ELL consultant, Ed Consortium that will provides our ELL teachers with professional development, coaching and mentoring on a bi-weekly basis. This will include demonstration lessons and hands-on workshops on lesson planning and ELL strategies. There will 5 days of professional developing at a cost of \$5,000.00.

Section III. Title III Budget

School: PS 79 BEDS Code: 10X079

Allocation Amount: 15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$4000.00	Saturday NYSESLAT & Math Prep Program- 20 hours of instruction over 5 Saturdays (March 20, 27, April 17, 24, May 15)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$5000.00	In-house professional development with an ELL Consultant- Ed Consortium to provide demo lessons and hands-on workshops for teachers of ELL students
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3000.00	NYSESLAT preparation materials: “Finish Line for ELLs” & “Empire State NYSESLAT” & “New York State Mathematics” Books on Tape Reader’s Theatre classroom kits Classroom Supplies
Educational Software (Object Code 199)	0	
Travel	\$3000.00	Culminating Class trip to celebrate our success (2 classes)
Other		
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.

Using results from the HLIS we identify the various languages that require document translation. At PS 79 the vast majority of our community are either English and/or Spanish speakers so all communication between the school and home is translated into Spanish and translations are available during parent workshops and teacher conferences as needed. Where there is another language such as Sonique (Gambia) and French, we reach out to the parent volunteers and DOE support for translations.

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.

Our findings based on the HLIS, parent interviews and workshops indicate that the majority of our second language students are Spanish speaking. Using the Home Language Aggregate report and data analysis, we reported to our school community at our Parent Orientation Meeting, early registration and parent workshops.

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.

All translation is done through DOE translation services or in - house staff.

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.

All written communications in English will continue to be translated in Spanish as all English communication is done in a timely manner. These services are done in-house by the bilingual guidance counselor and bilingual supervisor.

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>.

We will continue to ensure that second language parents are provided with opportunities to participate in and have access to all programs and services critical to their child's education. We will continue to do this in a timely fashion either through oral or written communication and offering language assistance and interpreters as required.

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:	295,714	90,390	386,104
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,957	904	3861
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,786	*	14,786
4. Enter the anticipated 10% set-aside for Professional Development:	29,571	*	29,571

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

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

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

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

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

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

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

Title I Parent Involvement Policy 2010 - 2011

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 79, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 79's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 79 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 79's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 79's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 79 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., monthly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions)
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 79 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Night Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a monthly school calendar designed to keep parents informed about school activities.

School-Parent Compact 2010-2011

PS 79, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 79 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal in September 2010.

This Parent Involvement Policy was updated in September 2010.

The final version of this document will be distributed to the school community in October 2010 and will be available on file in the Parent Coordinator's office.

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

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.

Through a Needs Assessment Questionnaire, the Parent and Teacher surveys and conversations with the school community through the School Leadership Team, grade meetings, faculty conferences, Inquiry Team meetings, and Parent Association meetings, we are able to assess the needs of the students in relation to the State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Fountas and Pinnell benchmark assessment and reading levels, collection of writing samples, Everyday Math assessments, observation, conferences, and student work assessed using rubrics designed by our teachers. Each teacher has an Assessment Binder where all student data is compiled and can be easily accessed for collegial and parental discussions.

2. Schoolwide reform strategies that:

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

a. Our daily instructional program consists of all subject areas as well as enrichment programs in sports and arts. Teachers schedules indicate a daily 120 literacy block in addition to a 60-120 min math block. Additionally, AIS services are provided to all level one and many level 2 students in small groups of 6-8 students (pgs 18-20). Furthermore, we have various SES providers that work with our students both in school after regular school hours and provide one-on-one tutoring (pgs 5-6)

- b. In order to increase the amount of quality learning time we provide the following:
- afterschool sports & arts enrichment program where students develop skills in a fun yet structured way
 - afterschool SES program, SCAN, that provides academic support to our struggling students
 - Saturday ELL program (see Title III plan pgs 21-23)
 - Winter & Spring Break Academies- for intensive test sophistication and skill building
 - Summer School for mandated students as well as a non-mandated ELL program

Teachers work hard to plan and prepare for meeting the needs of all of our students aligned with City and State standards (pg10).

3. Instruction by highly qualified staff.

100% of our staff is highly qualified as per the NCLB/SED definition. Administration regularly observes teaching staff both formally and informally and provides feedback and the appropriate assistance through pre and post observation conferences and reflections.

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.

In addition to our Professional Development Plan for ELL Teachers (see pages 21-23) all of our teachers are engaged in on-going professional development. A minimum of 10% of our Title I SWP funding is used for professional development purposes which are aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students' needs.

- Collaborative professional development will occur every week through our grade level common planning sessions facilitated by our literacy and math coaches, as well as the principal.
- Weekly Inquiry meetings for ELL and Special Education teachers also provide us an opportunity to address specific concerns and needs of the teachers serving our most needy students. School-wide Inquiry meetings also provide general education teachers as well as our coaches a forum to discuss best practices and analyze data. These practices and analysis are shared informally in common planning sessions and formally through the distribution of an Inquiry Newsletter.
- Along with administrative concerns a professional article is read and discussed during each monthly faculty conferences. Articles are selected by the administration with input from the staff on topics ranging from behavior management, improving reading comprehension, and innovations in technology for the classrooms.
- More than 80% of the pedagogical staff participates in monthly Saturday planning sessions which are lead by Aussie consultants and our coaches. During these sessions staff collaborates on planning for upcoming units, creating pacing calendars and designing school-wide projects such as Spooky Storytellers Publishing Celebration, the Math Bowl and our Science Fair.

Aussie consultants work with our teachers weekly in both Literacy and Mathematics and additional consultants provide support specifically to our special education and ELL teachers. Our coaches and consultants also provide lunch & learn meetings on topics of interest and need and support new teachers in a mentoring capacity. The math coach attends Aussie math coach days and both the math and literacy coaches attend various off-site DOE sponsored workshops to turnkey information during common planning sessions.

In addition, teachers attend off-site professional development through the DOE professional development offerings and participate in in-house Professional Development days in various content areas. Professional books and materials are purchased for all staff members that align with their teaching area. Literacy and math coaches also work daily with individual teachers to conduct demonstration and co-teaching lessons, provide planning assistance and ongoing feedback.

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

Due to the phase-out of PS 79 over half of the staff was excessed in 2007-2008 and additional excessing occurred at the end of 2008-2009 and 2009-2010. Mostly senior staff remain with the exception of two new teachers, one in special education and one in general education. All new teachers receive mentoring support both in-house and by their individual graduate programs and are invited to attend monthly new teacher luncheons with senior staff, their mentors, and the principal to address individual needs and discuss their successes in the classroom.

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

See pages 27-34.

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.

Due to the phase-out of PS 79 we currently do not service any preschool children.

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.

Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments.

The following structures are in place at PS 79 to support this process:

- Weekly common planning sessions which include data analysis and discussions of student progress and needs
 - Monthly Saturday planning sessions
 - Professional development sessions
 - Goal setting, mid-year reviews and end-of-year meetings with the assistant principals and principal
 - Discussions during formal observation pre and post conferences
 - School-Wide, ELL, and Special Education Inquiry Teams share results and best practices with staff to inform instructional priorities
 - The Data Specialist provides professional development on the use of ARIS and other instructional tools to provide the data needed for instruction and academic interaction
 - Teachers collect and analyze data that is all stored in an Assessment Binder. Data includes but not limited to, observations, conference notes, writing samples, and assessments. Work is assessed using a grade specific and subject specific rubrics developed by teachers during common planning sessions. Assessment binders are collected and reviewed periodically by administration
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.

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified. Teachers are encouraged to modify the materials to assist students through differentiated instruction based on their needs. Teachers are encouraged to teach through a variety of modalities to address the students' learning styles. Teachers discuss student progress during weekly common planning meetings and the team makes recommendations to address the students' needs. The following month, the team follows-up on the student to discuss if the prescribed actions are giving the student the

necessary supports to succeed. At the monthly Academic Intervention meetings, the service providers discuss each student and review the progress. Identified students are then encouraged to participate in our after-school SES program Tuesday-Thursday and/or work with our AIS teachers daily in a small groups addressing their identified weaknesses.

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.

The Principal, Assistant Principals, Guidance Counselor, and Parent Coordinator coordinate all supplementary programs to meet the needs of our community based on needs assessments conducted by the Parent Association and School Leadership Team.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			295,714	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			90,390	<input checked="" type="checkbox"/>	
Title II, Part A	Federal	<input checked="" type="checkbox"/>			0	<input checked="" type="checkbox"/>	
Title III, Part A	Federal	<input checked="" type="checkbox"/>			15,000	<input checked="" type="checkbox"/>	
Title IV	Federal	<input checked="" type="checkbox"/>			0	<input checked="" type="checkbox"/>	
IDEA	Federal	<input checked="" type="checkbox"/>			368,527	<input checked="" type="checkbox"/>	
Tax Levy	Local	<input checked="" type="checkbox"/>			1,907,599	<input checked="" type="checkbox"/>	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

The one area in which our school has not made adequate yearly progress and therefore identified as in need of improvement is the Students with Disabilities subgroup. Having analyzed our data these students are struggling with foundational skills in both literacy and mathematics.

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.

See pages 21 - 24 & 41-45

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.

See page 43

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

There are two new teachers and one second year teacher at PS 79 this school year. All three have been assigned mentors that provide 2 hours of one-on-one articulation in addition to the following:

- Mentors co-teach or demonstrate a lesson for their mentees at least twice a month
 - Mentors plan for at least one interclass visitation for their mentee each month
 - Mentors and mentees in addition to the UFT rep attend a principals new teacher luncheon each month to discuss and celebrate successes and discuss common challenges
 - New teachers are encouraged to participate in Saturday Planning sessions and lunch & learn PD sessions
 - New teachers also receive weekly support from Aussie consultants & coaches
 - Logs are kept by all coaches, mentors, and consultants to document the support extended to new teachers
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.

A letter was prepared, translated into English and Spanish and set to parents in September indicating our SINI status.

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.)

We currently have four (4) Students in Temporary Housing attending PS 79.

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

In addition to our regular services provided to all our students and parents at PS 79 (see pages 11-26 and 37-39) our Guidance Counselor and Parent Coordinator will offer services tailored to meet their specific needs of our families in temporary housing on an ongoing basis.

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. 079 Creston					
District:	10	DBN:	10X079	School		321000010079

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.5	93.6	92.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	158	0	0		92.2	92.5	93.8
Grade 4	130	156	0				
Grade 5	139	122	141	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		86.4	97.4	97.4
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		9	59	26
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	428	278	141	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	3	2

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	43	39	29	Principal Suspensions	1	4	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	12	2	6
Number all others	45	25	12				

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	0	0	TBD	Number of Teachers	69	32	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	11	9
# receiving ESL services only	85	67	TBD				
# ELLs with IEPs	5	19	TBD	Number of Educational Paraprofessionals	2	2	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	53.6	78.1	90.9
				% more than 5 years teaching anywhere	49.3	65.6	90.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	94.0	86.4
American Indian or Alaska Native	0.5	0.7	2.1	% core classes taught by "highly qualified" teachers	95.4	100.0	95.0
Black or African American	25.0	23.7	19.9				
Hispanic or Latino	72.0	72.7	78.0				
Asian or Native Hawaiian/Other Pacific	0.5	0.0	0.0				
White	0.9	1.4	0.0				
Male	53.0	51.8	56.7				
Female	47.0	48.2	43.3				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	X	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 Maria Quail	District 10	School Number 79	School Name Creston School
Principal Ms. Nicole Tine		Assistant Principal Ms. Maribel Castillo	
Coach Ms. Madelene Roche		Coach Ms. Yesenia Diaz-Paredes	
Teacher/Subject Area Ms. Negrin-Gonzales/ ESL		Guidance Counselor Ms. Austria Portes-Chaikin	
Teacher/Subject Area Ms. Nancy Camacho-Gr. 5		Parent Ms. Abigail Sotomayor	
Teacher/Subject Area Ms. Margarita Otero-Gr. 5		Parent Coordinator Ms. Donna Odiase	
Related Service Provider		Other type here	
Network Leader		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	145	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	18.62%
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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.

Responses 1-6

1 & 4. Upon registration at P.S. 79, parents of newly arrived students fill out the Parent/Guardian Home Language Identification Survey (HLIS). A highly qualified bilingual pedagogue, either our ESL teacher or Bilingual School Guidance Counselor or Bilingual Assistant Principal will assist parents and conduct the oral interview(screening) and formal initial assessment. Based on the survey, if another language other than English is indicated, the LAB-R is administered to students within 10 days of registration by our ESL certified teacher. This will determine if student is an ELL, he/she will then be placed by our ESL Certified teacher into the appropriate class with a Common Branch Certified teacher and whenever possible Bilingual Certified/Common Branch licensed teacher. Our highly qualified ESL Certified teacher will push in to these classrooms for ESL support. ELL students are also assessed to determine their reading, writing and math skills by their classroom teacher using assessments such as the Fountas & Pinnell Reading level Assessment, Every Day Math tests and throughout the year with the ELL Periodic Assessment, ELA & Math Predictive are used to support their English skills. The ESL Certified teacher uses these and other teacher-made assessments in collaboration with the classroom teacher to direct and guide instruction to improve overall academic achievement. At the beginning of the year, students that are entitled to continued ESL services are sent an Entitlement Notification (in their native language) informing them of their program placement based on the NYSESLAT proficiency scores. Parents are also notified of the NYSESLAT exam as it approaches in the Spring through letters (in their native language) sent by the ESL teacher and approved by the Bilingual Assistant Principal. Outreach efforts are made to notify parents through a bilingual family worker visit to the home to also encourage ELL students to attend holiday week Academies or Saturday classes that strengthen English language skills in preparation for the NYSESLAT exam.

2. & 3. We adhere strictly to the guidelines put forth by NYC Department of Education, Office of English Language Learners in providing parents of newly arrived ELL's with the appropriate information about our ELL programs and services. to ensure that parents understand the program choices, parents are provided at the time of registration with a pamphlet that outlines the programs offered. Soon after, they are invited to an orientation meeting. These orientation meetings are held monthly as needed to insure that all parents are notified of their program choice. At the time of the orientation meeting conducted by the ESL teacher and Bilingual Asst. Principal, parents view the Orientation Video for parents of ELL's created by the NYCDOE, Office of ELLs in the parent's native language. At that time, parents are given another brochure and parent guide that describes each program in depth in their native language. The orientation meeting also includes a discussion on CR Part 154 & Entitlement, NYS mandated tests in all subject areas in Grade 5. Parents then have the opportunity for questions and answers and at this meeting and they complete the Parent Survey /Program Selection forms which are collected at this time. If a parent does not attend our monthly meetings, our bilingual family worker or parent coordinator is responsible to call parents or do a home visit to arrange a one to one meeting with the Bilingual Asst. Principal at their earliest convenience.

5 & 6. Our English as a Second Language (ESL) program is aligned with parent choice. Based on the last six years trends, parents have voiced their preference for our ESL services instead of the transitional bilingual program: this is evident from our monthly parent meetings, meetings with the Principal, Curriculum & Parent -teacher conferences.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	3

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	6	0	2	18	0	4	3	0	0		27
Total	6	0	2	18	0	4	3	0	0		27

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						25								25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	0	0	0	0	0	27	0	27						

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.

Response to questions 1-4

1. a) The Creston School- P.S. 79 provides ESL services to its twenty one (21) ELL students in a Push- In model in two of our 5th grade classes and six(6) students within our three (3) Special Education self contained classes with a highly experienced certified ESL teacher.
- 1.b) Each of the two 5th grade classes travels together as a group and is made up of mixed proficiency levels. Our six (6) students in

Special Education are mainstreamed into the two 5th grade classes as much as possible per their IEP for ESL and/or are pulled out for ESL instruction to ensure the mandated number of instructional minutes is provided based on their proficiency level.

2 & 3) The school program hours are in blocks of 60 min. periods per day in which all subject areas Math, Literacy, Social Studies, Science, Physical Education, Health are taught throughout the week. Students receive ESL instruction with our highly qualified certified ESL teacher in accordance to CRPart 154 instructional unit requirements. Students receive small group instruction with the ESL teacher in their classroom as follows: for advanced students -180 min., intermediate and beginning levels- 360 min. using a variety of ESL techniques and methodology such as scaffolding techniques, content and language integraton, cooperative learning and the use of technology that is interactive and tracks student's individual progress, interactive games, listening and visual aids to support student comprehension, develop English language skill and overall student achievement. The literacy activities focus on a balanced literacy program that includes read alouds, shared and interactive reading, language experiences, small group guided reading, reciprocal teaching and use of a variety of authentic and adapted literature. Special attention is given to the writing process and students are expected to produce complex compositions, demonstrations and exhibits that require multiple steps to complete while applying academic discourse and language in discussions, group work and problem solving. When needed, especially for beginner students, the ESL teacher will provide native language support in all the content areas. Students are also encouraged to use glossaries for vocabulary development and comprehension. All of these activities are done through the readers and writers workshop model.

4a) To differentiate instruction for ELL subgroups: We have no SIFE students identified in our 5th grade.

4b) Our six (6) ELL students with less than 3 years are supported in their self-contained classes by the classroom teacher (one of which has a Bilingual Extension License, the other is Spanish speaking) and the push-in ESL teacher through co-teaching techniques and reciprocal teaching strategies. Instruction takes place in small groups that support literacy and math skill development focused heavily on vocabulary development and building student comprhension in the different content areas while simultaneously developing English language skills. Students also learn to use English/Spanish glossaries as needed for vocabulary development and are able to use these during test administration. The ESL teacher provides language support in the content areas as needed. these students are also encouraged to participat in our after school sports and arts enrichment program to focus on social language development. Week long Learning Academies are held throughout the winter and spring break and these students are strongly recommended to participate to further their academic and linguistic development. These six students are also targeted as part of our Inquiry Team study which focuses on development of writing skills using specific second language acquisition strategies. We strongly recommend that they attend our Saturday ELL Academy (funding permitting) which will help further develop their oral language, reading, writing and math skills as they prepare for the NYSESLAT exam in the Spring.

4c) Our eighteen (18) ELL students with 4-6 years receive additional support through our Academic Intervention (AIS) Program and our Supplemental Education Services (SES) after school program provided by SCAN-NY . Using the data from NYSESLAT, ELA, Fountas & Pinnell reading assessment, Everyday Math unit assessments and teacher anecdotal records, our teachers organize students into small groups and provide instruction that focuses on the particular modalities (listening, speaking, reading and writing) and subskills within each content area needed to improve. Many of these students are also targeted in our ELL Inquiry Team study which focuses on development of writing skills across all content areas and works with specific small group instruction using a variety of second language acquisition techniques and strategies. Students are provided with English/Spanish glossaries to further develop vocabulary. Our students are strongly encouraged to participate in all afterschool activities such as sports and arts enrichment clubs to develop social language skills, our week long Learning Academies during the winter and spring breaks, which focuses on strengthening reading, writing, and math skills. If funding permits, a special Saturday ELL Academy is instituted which help our ELL students to develop oral language, reading and writing skills needed as they prepare specifically for the NYSESLAT exam in the Spring.

4d) We have three (3) long term (over 6 years) ELL's and they have a half-hour academic intervention with an AIS teacher who supplements instruction in literacy and another half-hour academic intervention in math These students are encouraged to attend the Supplemental Education Services (SES) after school provided by SCAN-NY. They also are invited to participate in our week long Learning Academies held during the Winter and Spring break and our Saturday Academy (funding permitting) to further develop their reading and writing skill as indicated in their NYSESLAT report.

4e) Our six (6) ELL students with Special Education needs also receive additional support through our Academic Intervention (AIS) Program and our Supplemental Education Services (SES) after school program provided by SCAN-NY. Using information from their Individualized Educational Plan (IEP) and the data from the NYSESLAT, ELA, Fountas & Pinnell Reading assessment, Everyday Math unit assessments and teacher anecdotal records, our teachers organize students into small groups for instruction and focus on developing listening, speaking, reading and writing skills and subskills within each content area. Students are encouraged to use English/Spanish glossaries as needed for vocabulary development and are able to use these during test administration. These students are also targeted in our Special Education Inquiry Team study which focuses on reading comprhension strategies particular to their special needs. We strongly encourage our students to participate in the our sports and arts enrichment program afterschool to enhance their social language

development. We strongly encourage and recommend that our ELL special needs students participate in our week long Learning Academies held during the Winter and Spring break which also focuses on Math and our Saturday Academy(funding permitting) which will help to further develop oral language, reading, writing as they prepare for the NYSESLAT exam in the Spring.

B. Programming and Scheduling Information--Continued

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

5-7 & 9) We provide academic intervention for all ELLs(beginners, intermediate and advanced) newcomers, three or more years, and special needs in the areas of ELA, Math, Social Studies and Science through small group instruction. AIS, classroom teachers for general education ELL students and Special education teachers plan lessons together as teams and with the ESL certified teacher to develop lessons that focus on vocabulary development, comprehension strategies, use of graphic organizers, note-taking, literacy and math strategies to augment content area instruction in English. Native language (Spanish) support is given to newly arrived students as needed by the ESL teacher and or classroom teacher as needed. We use the following intervention materials and programs: Reading comprehension texts - fiction/non-fiction, educational programs through the use of technology that is interactive and tracks student's progress, Mayor's library-Social Studies and Science, Words their Way, Eng [redacted] Triumph Learning-New York State Math Coach & New York State English Language Arts Coach, Rigby- On ou [redacted] ELA, Continental Press- Empire State NYSESLAT Practice, The Continuum of Literacy Learning, Teaching for Comprehending and Fluency - Teachers Reference Guide, and access to Accuity Study Guide and student self assessments.

8) Our READ 180 intervention program will not be discontinued this school year 2010-2011 due to lack of funding to support another teacher.

10-12) These support services and resources correspond to our 5th grade ELL 's needs and focuses highly on language development Our technology and science teachers co-teach with classroom teachers to further our ELL's reading, math and writing skills. all classrooms are equipped with computers and appropriate level software, listening centers and leveled libraries to extend skill development and reinforce strategies across the content areas. All of our ELL students especially newly arrived ELLs, who scored proficient in the NYSESLAT exam who require two year transitional support are selected to participate in an extra half-hour of academic intervention program in literacy and math. They are encouraged to participate in our afterschool sports, photography, book club, vocal and arts and crafts enrichment clubs (new clubs for 2010-2011). When appropriate and needed, language support is given to students. All materials and resources are culturally relevant, age and grade level appropriate, and further second language acquisition.

13) All 27 students were invited to participate in our Summer Literacy (Reading & Writing) and Mathematics Programs in July 2010. All ELL parents are invited to our Welcome Back Curriculum night in September as an orientation to our school programs, goals and expectations- translation in Spanish is provided at all events and meetings. All parents of P.S 79 are invited to our school assemblies, workshops, cultural and educational trips, and ELL parents are informed of these events in their native language. It is our expectation that all of our ELL students and parents will participate in all the services P.S. 79 offers this year as it phases out 2010-2011.

14) P.S. 79 as an elementary school does not offer language elective courses.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1& 3) Our professional development plan is to provide all of our teachers with the tools to engage our ELL students in high quality, grade level work based on NYC and New York State Standards by developing literacy and math skills that addresses the needs of each student across the content areas. Our literacy and math coaches along with AUSSIE Consultants, help in meeting the needs of all teachers to guide instruction for all students. ELL teachers, attend weekly common planning meeting with their peers, coaches and consultants to focus on curriculum mapping across the content areas. The ELL teachers receive additional support by a highly qualified and ESL/Bilingual Certified specialist/consultant that provides in-house professional development all-day training in ESL strategies and methodology. The ELL teachers also form the ELL Inquiry Team which meets once a week and through the Inquiry Process, work with a target population of ELL students (0-3 years, 4-6 years, the three(3) completed 6 yrs. students and special needs) using a variety of instructional strategies to enhance their writing and reading comprehension skills. This Inquiry Process allows the team to continuously analyze and discuss best practices for all students but especially students of other languages. Teachers are responsible to turn-key information to all cluster and other classroom teachers on the grade. Demonstration lessons, inter-class and inter-school visitations are also scheduled to support teacher development. All of our teachers educational assistants, Guidance Counselor and all other support staff attend a series of after school professional development workshops including Jose P and Q-Tel lead by our Q-Tel certified Principal and ELL Specialist/Consultant. Throughout this 2010-2011 a series of four (4) Professional Development workshops will be held and opened to the entire staff, and will focus on socio-cultural notions of teaching and learning as well as, scaffolding techniques. All participants including our guidance counselor, Speech teacher, parent coordinator, family worker, secretaries involved in the series of workshops will be given a certificate of participation and completion signed by the Principal and ELL Specialist/Consultant. 2) To support the transition from elementary to middle school, our Guidance Counselor works one-on-one with our ELL's in the fifth grade and their families. The school hosts a series of 5 workshops for parents beginning in October through March, to discuss Middle School Choices, benchmarks for students, Standards based learning, Specialized Middle School requirements, and completion of all necessary applications, interviews and auditions as needed. Fifth (5th) grade students including all ELL students participate in a two-day mock Middle School experience where they transition from one class to the other based on their individualized schedule and are instructed in grade 6 content area curriculum .

E. Parental Involvement

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

1-4) Our monthly parent workshops are well attended, and a majority of our ELL parents are represented. P.S. 79 conducts monthly workshops on a variety of topics such as school goals and Standard based curriculum, understanding student assessments and data, assisting your child with school work, attendance and punctuality-home and school connection, preparing for State Exams and other assessments,socio-emotional topics, arts in the classroom, health concerns such as-diabetes and asthma, behavioral issues, agency referrals, transitioning to middle school. These workshops are presented by a variety of staff such as Guidance Counselor, Principal, Parent Coordinator, Family Worker, classroom teachers, literacy and math coaches, ESL teacher, translation for ELL parents is always provided. Parents are given the opportunity to voice their concerns around any issues affecting their child, and are encouraged to provide suggestions

and/or topics (verbally or written) for future workshops during the workshops. ELL parents are represented and are an integral part of our School Leadership Team and Parents Association, here they become informed of issues that affect the child, classroom and the school as a whole, parents receive translated services in writing and orally as needed. They are invited to visit classrooms throughout the year and participate in our class trips, assemblies and end of year Olympics. This year, parents will continue to participate in our Artist-in-Residency program where an Artist from a Community Based Organization will demonstrate how the arts help children learn in the classroom and how this learning can extend at home; translators are available for all ELL parents. These workshops and individualized meetings help parents keep informed, and allows key school personnel such as Parent Coordinator, Guidance Counselor, Assistant Principals and Principal to hear, discuss and evaluate any issue/need a parent may have on an on-going basis throughout the year (translators are provided).

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)	0					5								5
Intermediate(I)						7								7
Advanced (A)						15								15
Total	0	0	0	0	0	27	0	0	0	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						0							
	I						3							
	A						21							
	P						3							
READING/ WRITING	B						5							
	I						7							
	A						12							
	P						3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	8	12	4	0	24
6					0
7					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4	0	14	1	7	0			26
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	5	1	10	0	6	0	26
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

data indicates that our push-in model for ESL is successful and we will continue to provide ESL instruction in accordance to CR Part 154 instructional unit requirements. Our Academic Intervention program includes all ELL students so as to benefit from small group instruction. Our after-school, Saturday and winter & spring break Learning Academies will continue in order to provide further support of language development and content area skills. 2) The data patterns from the NYSESLAT for students in grade five reveals that five (5) of our students who scored at a Beginners Level are in two subgroups, 0-3 years and special needs and writing is their weakest modality , seven (7) students scored Intermediate Level and are in two subgroups, 4-6 years and special needs with three(3) struggling in all modalities and four (4) in reading and writing, our 15 Advanced Level students struggle in all four modalities. We do however see that some of our advanced students gained proficiency level in all four modalities.

3 & 4a,b,c) Our ELL students in the fifth grade demonstrate slight improvement in the ELL Periodic assessments yet when analyzing the ELA and Math State exams, there were no students who attained a level 4. There is a greater increase from level 1 to level 2 and some increase in level 3, there were 3 students exempt from the ELA for which there is no score. The data indicates that our ELLs in all subgroups continue to struggle in writing. Therefore, this year, the Leadership Team and teachers have met and discussed how best to meet the needs of all students and especially be sure to include all of our ELL students in Academic Intervention Services in literacy and math, in small group instruction (no more than seven (7) students in a group) with two knowledgeable experienced veteran teachers. Parents have been informed and have consented to this intervention in their native language and continue to be informed of their child's progress through monthly meetings/workshops. These students are also targeted by either the ELL Inquiry Team, Special Education Inquiry Team or School Wide Inquiry Team. It is strongly recommended to the after school Supplemental Education Services(SES) SCAN-NY or in particular cases parents are encourage to have tutoring at home provided by another SES provider. In the classroom these ELL students are grouped for small group guided instruction in reading, writing, math and other content areas. These ELL students are strongly encouraged to participate in our sports & arts after school program to enhance their listening skills and extend their English language development. All classrooms are equipped with computers and software that enhances reading, writing, listening and speaking skill development. All teachers of ELL will participate in monthly Saturday Professional Development with Literacy and Math Consultants as well as attend the Q-TEL workshops provided by our QTEL certified Principal and ELL Specialist/Consultant. They will also participate in the in-school whole day workshops provided by the ELL Specialist/Consultant. In comparing how ELLs are faring in tests taken in English, most ELL student with three(3) or more years fare comparable to other students. there are no students taking native language exams across the content area with the exception of one, newly arrived last year student who took the Math State Exam in Spanish and achieved a level 2.

5) Not applicable, not a dual-language school.

6) Through our on-going monthly meetings and additional professional development workshops on Saturdays or after school, teachers are able to discuss and share best teaching practices for all students. During these sessions, teachers evaluate and refine their teaching craft as they analyze student work samples across the content areas. Teachers work collaboratively with the ESL teacher, AIS Intervention teachers, SETTS and related service providers to develop activities and lessons that are rich in academic English language development and skill building. ELL students are evaluated through formative and informal assessments in small groups, individual and whole group. We expect our ELL students to produce complex compositions, demonstrations and exhibits that require multiple steps to complete, while applying academic discourse and language in discussions, group work and problem solving thereby demonstrating their ability to fare equally or exceed their English counterparts. As an on-going part of evaluation, teachers will continue to maintain a portfolio for each student in the content areas.

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.

sPaste 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		