



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: ROBERT J CHRISTEN, P.S 81 DISTRICT 10**  
**ADDRESS: ADDRESS: 5550 RIVERDALE AVENUE**  
**TELEPHONE: 718-796-8965**  
**FAX: 718-796-7242**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 81      **SCHOOL NAME:** Robert J. Christen School

**SCHOOL ADDRESS:** 5550 Riverdale Avenue

**SCHOOL TELEPHONE:** 718-796-8965      **FAX:** 718-796-7242

**SCHOOL CONTACT PERSON:** Melodie Mashel      **EMAIL:**  
MMASHEL@SCHOOLS.MYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mary Anne Cebeci

**PRINCIPAL:** Melodie Mashel

**UFT CHAPTER LEADER:** Marisa Maher

**PARENTS' ASSOCIATION PRESIDENT:** Orlando Ojeda

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** Higher Order Thinking (HOT)104

**NETWORK LEADER:** Bob Cohen

**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>).

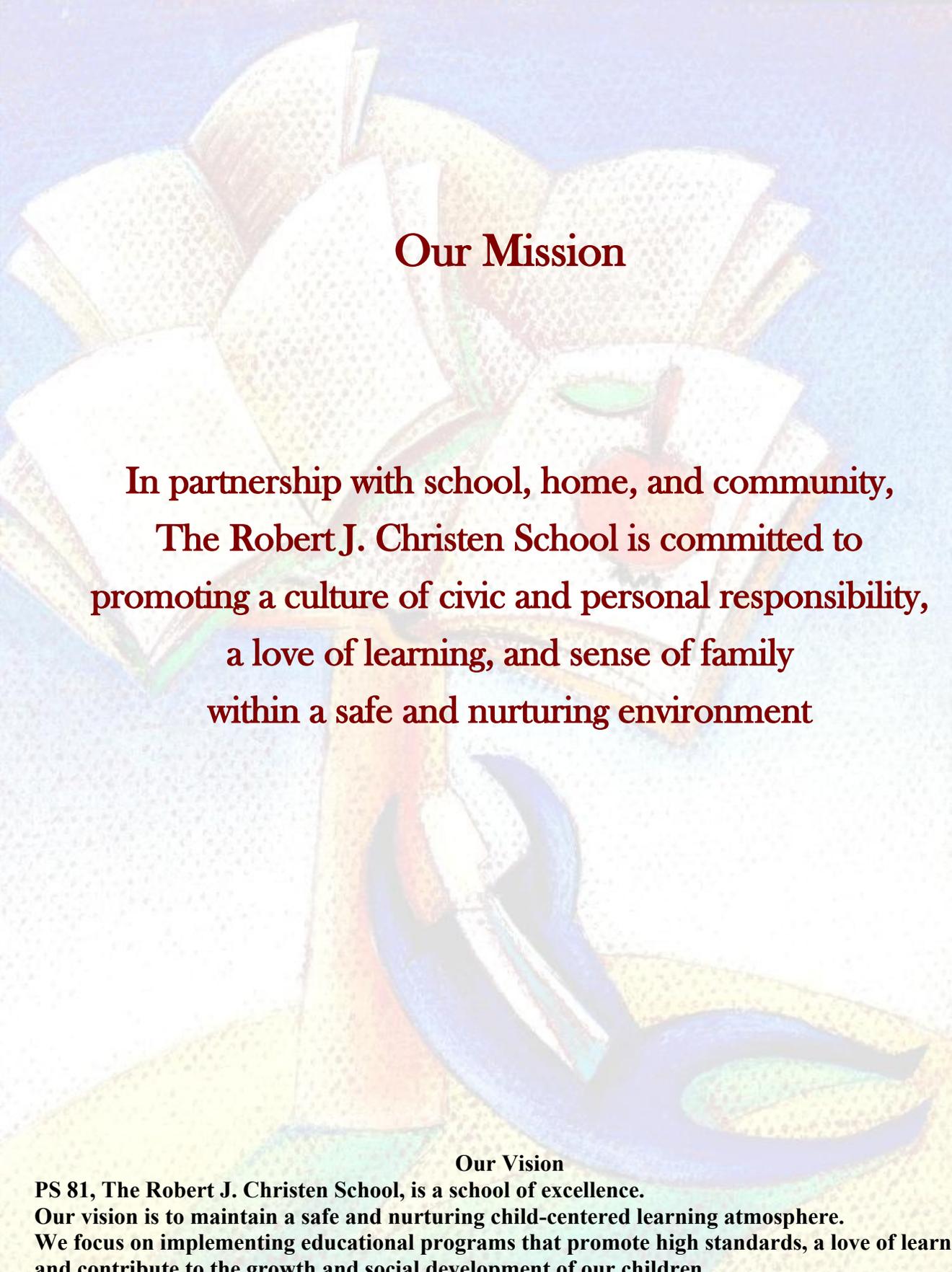
*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Melodie Mashel	*Principal or Designee	
Marisa Maher	*UFT Chapter Chairperson or Designee	
Orlando Ojeda	*PA/PTA President or Designated Co-President	
Rosa Sullivan	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anne Kirrane	Assistant Principal	
Rebecca Aviles-Rodriguez	Assistant Principal	
Phyllis Beinstein	Literacy Coach	
Dorothy Piontek	Secretary	
Leslie DeLello	Teacher	
Jamie Bernstein	Teacher	
Teresa Levine	Teacher	
Debbie Young	Paraprofessional	

Amy Moore	Parent	
Mary Anne Cebeci	Parent	
Jennifer Donato	Parent	
Teresa Hervada	Parent	
Maria Garcia-Underwood	Parent	
Jamie O'Keefe	Parent	

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

\* Core (mandatory) SLT members.



## **Our Mission**

**In partnership with school, home, and community,  
The Robert J. Christen School is committed to  
promoting a culture of civic and personal responsibility,  
a love of learning, and sense of family  
within a safe and nurturing environment**

### **Our Vision**

**PS 81, The Robert J. Christen School, is a school of excellence.  
Our vision is to maintain a safe and nurturing child-centered learning atmosphere.  
We focus on implementing educational programs that promote high standards, a love of learning  
and contribute to the growth and social development of our children.**

**We treat children as individuals and provide every child with a supportive and appropriately challenging learning environment.**

**We celebrate our cultural and ethnic diversity, and strive to create an atmosphere of tolerance that will be the foundation for our children's lives.**

**Our educational program prepares our children to be productive, literate members of their community and our democratic society.**

**Our Educational Program will:**

- **Engage and involve parents in the life of the school**
- **Collaborate with organizations that provide enrichment and cultural opportunities across the subject areas**
- **Foster tolerance, promote respect, and celebrate diversity**
- **Assist students in becoming independent learners and thinkers**
- **Promote positive values that will generate respect, civic pride and a sense of community**
- **Immerse children in reading a variety of genre for the purpose of making connections formulating questions, making interpretations and reading critically**
- **Use the writing process to write freely and creatively, across genre; write for the purpose of research, write to prompts and write in response to literature**
- **Support aesthetic appreciation by ensuring music and art are an integral part of the curriculum**
- **Focus on the development of mathematical concepts, processes and problem solving**
- **Utilize scientific inquiry and research as the basis/method of scientific instruction and use our planetarium to enrich the science curriculum**
- **Focus on the study of neighborhoods, communities, history, geography, government, economics culture and current events as a way to better understand the world in which we live.**
- **Use technology to compliment the curriculum**
- **Provide intervention services to struggling students**
- **Provide enrichment program opportunities to students meeting or exceeding the standards**
- **Encourage health and fitness which is enhanced by the use of our state of the art playground**

### **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.

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**P.S. 81, The Robert J. Christen School, is an elementary school of excellence located in the Northwest area of the Bronx. P.S. 81 has been identified as a Well Developed school and has received an A rating. It is a K-5 school servicing approximately 680 students. The building utilization rate is 148%. All students, with the exception of special education students, live in the community. The student body includes 11.9% English language learners and 15.9% special education students. P.S. 81 became a Title 1 school as a result of the change in the formula for free and reduced lunch. We have adopted the School Wide Program.**

**Our student population is very diverse. The ethnic breakdown of our school is 37.93% Hispanic, 33.43% White, 10.49% African American, and 11.55% Asian. Our educational program prepares our children to be productive, literate members of their communities and our democratic society. Our goal is to maintain a safe and nurturing child-centered learning atmosphere. The administration, together with the staff and parents, promote high standards and a love of learning. Each student is treated as an individual, ensuring that he/she will experience an appropriately challenging learning environment.**

**The school uses a wide range of data to analyze student progress. Teachers continually analyze student work and learning data to identify student needs, improve instruction and assess progress. This process leads to the development of strategic goals for staff and students and promotes an environment for differentiated instruction. Teachers make informed decisions and offer a menu of approaches, choices, and scaffolds for the varying needs, interests, and abilities that arise in their classrooms. Our students are viewed as active and responsible thinkers. Teachers believe that learning should be interesting and engaging. To ensure that we foster critical thinking, we have increased our focus on Project Based learning in social studies, extended our day to include enrichment clubs and implemented a Saturday Enrichment Program.**

**Our children delight in visiting our computer lab and library, reading developmentally appropriate literature, publishing their work in our writer's workshop, experimenting with science, exploring the solar system and outer space in our newly remodeled planetarium, researching projects in social studies and finding practical applications for mathematics. Our reading program exposes children to many genres, strategies, and skills. Our primary goal is to help our children develop a real love of learning that it is integrated into real life experiences. In order to facilitate this goal we have instituted the following: Big Brother, Big Sister Program, Student Government and Good Citizen Program.**

**Our school is dedicated to accelerating continuous improvement of both teaching and learning. Therefore, focused and targeted professional development is one of our top priorities. Best practices are clearly identified and promptly replicated.**

**In partnership with school, home, and community, The Robert J. Christen School is committed to promoting a love of learning and a sense of family. Parental involvement is highly valued and respected. Our administration and staff are dedicated to working together in concert with parents in order to ensure positive learning experiences are made available to all students.**

**We collaborate with Teacher's College, Manhattan College and The College of Mount Saint Vincent. We have partnerships with Lincoln Center, Henry Street Settlement, American Globe Theatre, and Hebrew Home for the Aged, Riverdale Neighborhood House and the Riverdale "Y". The New Horizons sponsors after- school programs for our children in the school.**



CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	6	TBD	Number of Administrators and Other Professionals	9	12	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	10
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	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	73.3	75.6	87.0
				% more than 5 years teaching anywhere	55.6	60.0	78.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)			
American Indian or Alaska Native	0.4	0.4	0.7	98.9	100.0	96.7	
Black or African American	11.9	9.3	9.8				
Hispanic or Latino	38.6	39.1	43.8				
Asian or Native Hawaiian/Other Pacific Isl.	11.1	11.4	12.7				
White	35.8	32.6	31.7				
Male	52.3	51.8	52.1				
Female	47.7	48.2	47.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	if yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	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 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
<b>Students with Disabilities</b>							
Students with Disabilities	√	√	-				
Limited English Proficient	-	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	25.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment	7.9			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	6.3			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 20% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	11.6						
(Comprises 65% of the Overall Score)							
Additional Credit:	1						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/IFA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/IFA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Student Performance Trends: NEEDS Updating**

**The Robert J. Christen School, P. S. 81 is a school of excellence. One hundred percent of our teachers have been identified as being "highly qualified". Our school of approximately seven hundred students is exceptionally diverse with students representing over fifty different ethnic groups and over twenty different language groups. The number of English Language Learners (ELLs) continues to increase, most of whom are recent immigrants from Russia. The majority of students live in the immediate community and we take pleasure in and benefit from a very high level of parental involvement. Our attendance rate is exceptional. It is the philosophy of our community that we focus on ensuring high levels of academic achievement, while continuing to foster our students' love of learning and promoting students independence. An ongoing focus is to ensure that students are engaged. Study groups continue to examine and explore curriculum that will encourage students to be inquisitive. A number of projects require students to integrate different disciplines. Students are provided opportunities to explore scientific research. Students' engagement is maximized in science through the scientific process.**

**For many years, we have substantially exceeded the state's targets in ninety-five of all academic areas in our *Adequately Year Progress*. (AYP). This year we experience a decline in the number of students reaching or exceeding the state standards. This was the result of the aggressive change in calibration of the New York State scale scores.**

- Our Quality Review findings indicated we are a school that is *well developed*.
- We were identified as an “A” school on our Progress Report.
- **Greatest Accomplishments:** The Robert J. Christen School has delighted in numerous accomplishments over the past few years. A portrait of our school’s accomplishments has been identified below.
- Our percentage of students meeting or exceeding the standards on all assessments has remained relatively constant.
- We successfully integrate immigrants and ELLs and NCLB students into the “life” and climate of our school.
- We have created accelerated classes in grades one through five.
- We have created after school enrichment clubs that have been designed to provide “hands on” learning experiences.
- We continue to ensure that “the arts” remain a life line of the school through our collaborations with Lincoln Center, American Globe Theater, Henry Street Settlement, Classical on Tour, etc.
- We create programs that provide both academic interventions services (AIS) and enrichment. We have a strong AIS program in place. We provide a Saturday Enrichment Program for our highest performing students.
- We have implemented a Project Based Learning Program. (PBL) The program focuses on designing “authentic” student projects which are aligned to the social studies curriculum. Projects are designed to ensure students work across Howard Gardner’s Multiple Intelligences, engage students in learning and foster critical thinking.
- Our curriculum follows a vertical design in all academic areas. We modify Columbia Teachers College reading & writing workshop and use the units of study as the instructional focus in ELA.
- We maintain a vertical design of instruction in science and social studies curriculum, and have established benchmarks for each grade.
- We have created a “Science Alive” lab and now have a fully functioning planetarium
- We follow *Everyday Mathematics Curriculum* and complete a gap analysis of the program on an on-going basis.
- In order to build capacity and sustainability, our teachers facilitate study groups in areas they have identified on an as needed basis.
- In order to continue to ensure safe learning environments, we have implemented a successful “Good Citizens” Program. The focus is on creating a set of core values to live by in the school and community. The “Pillars” of the core values as identified by our student government are cooperation, caring, citizenship, fairness, honesty and responsibility.

**AIDES:** Our quality review identified our school as a well developed school with a strong leadership that communicates an extremely clear vision for the entire school community. We were commended for our effective use of a wide range of data to support students’ continual progress. The quality review acknowledged that the administration and staff had a thorough knowledge of the academic, personal and social needs of each individual student. Our high level of collaboration, professional dialogue and strong goal setting processes are the elements that promotes clear development priorities. The quality review identified the following strengths:

- Parental involvement is encouraged and valued
- Student diversity is valued and celebrated
- Rigorous curriculum and assessment that promotes student needs

- **Effective use of finances and other resources to support students academic, social and emotional needs**
- **Differentiated professional development that supports individual and whole school needs**
- **Collaboration with a wide range of partners that enhance the school’s success and student progress.**
- **The Quality Reviewer indicated that our school is exceptional and that we should start documenting our many successes.**

**Future Initiatives:**

**Our needs assessment suggests that our targeted action for the year 2010-2011 will be to provide professional development to implement the new New York State Common Standards. Our learning community will design a vertical curriculum that supports the new strand of the NYS ELA Common Core standard of Language Conventions & vocabulary. In addition, opportunities and support will be provided to implement an inter-disciplinary approach to teaching that is aligned with the Common Standards. The needs assessment concluded that the successes of our inquiry work should be expanded. The year we will begin to increase focus on the subject area of writing, specifically writing non-fiction and in the content areas.**

**Student Performance Trends  
English Language Arts**

**Outlined below are data tables that outline our strengths and areas of concerns:**

<b>THIRD GRADE- ELA 2010</b>					
<b>EIGHTY –EIGHT PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC READING SKILL</b>					
STUDENTS WERE ABLE TO: Summarize main ideas and supporting details from imaginative texts, both orally and in writing	STUDENTS WERE ABLE TO: from stories to describe characters, their actions, and their motivations; relate sequences of events IN grade appropriate stories	<b>STUDENTS WERE ABLE TO:</b> Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic	<b>STUDENTS WERE ABLE TO:</b> <b>Locate information in a text that is needed to solve a problem</b>	<b>STUDENTS WERE ABLE TO:</b> Identify elements of character, plot, and setting to understand the author’s message or intent	

- **Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.**
- **Identify a conclusion that summarizes the main idea**
- **Students will read, write, listen, and speak for information and understanding.**

<b>FOURTH GRADE</b>				
<b>EIGHTY –FIVE PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC READING SKILL</b>				
STUDENTS WERE ABLE TO: Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	STUDENTS WERE ABLE TO: Use knowledge of story structure, story elements, and key vocabulary to interpret stories	<b>STUDENTS WERE ABLE TO:</b> Evaluate the content by identifying important and unimportant details	<b>STUDENTS WERE ABLE TO:</b> <b>Locate information in a text that is needed to solve a problem</b>	<b>STUDENTS WERE ABLE TO:</b> <b>Collect and interpret data, facts, and ideas from unfamiliar texts</b>

**Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.**

- Make predictions, draw conclusions, and make inferences about events and characters
- Identify a main idea and supporting details in informational texts

<b>FIFTH GRADE</b>				
<b>EIGHTY –FIVE PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC READING SKILL</b>				
STUDENTS WERE ABLE TO: Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	STUDENTS WERE ABLE TO: <b>Identify literary elements, such as setting, plot, and character, of different genres</b>	<b>STUDENTS WERE ABLE TO:</b> Recognize organizational formats to assist in comprehension of informational texts	<b>STUDENTS WERE ABLE TO:</b> Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	<b>STUDENTS WERE ABLE TO:</b> <b>Identify information that is implicit rather than stated</b>

**Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.**

- Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations
- **Define characteristics of different genres**

**Student Performance Trends  
MATHEMATICS**

<b>THIRD GRADE</b>				
<b>EIGHTY –FIVE PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
<b>STUDENTS WERE ABLE TO: Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication</b>	<b>STUDENTS WERE ABLE TO: recognize the meaning of numerator and denominator in the symbolic form of a fraction</b>	<b>STUDENTS WERE ABLE TO: identity and identify elements for multiplication</b>	<b>STUDENTS WERE ABLE TO: Use and explain the commutative property of addition and multiplication</b>	<b>STUDENTS WERE ABLE TO: Read and interpret data in bar graphs and pictographs</b>

Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.

- **Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)**
- **Develop strategies for selecting the appropriate computational and operational method in problem solving situations**

**MATHEMATICS**

<b>FOURTH GRADE</b>				
<b>EIGHTY –EIGHT PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>

Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box	Develop and make predictions that are based on data	Read and interpret line graphs
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**Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.**

- Select tools and units appropriate to the mass of the object being measured (grams and kilograms)
- Use a variety of strategies to solve multiplication problems with factors up to 12 x 12

**Student Performance Trends  
MATHEMATICS**

<b>FIFTH GRADE</b>				
<b>EIGHTY –EIGHT PERCENT OF STUDENYS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>
Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)	Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.	Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)	Solve simple one-step equations using basic whole-number facts	Translate simple verbal expressions into algebraic expressions

Concerns:

- Display data in a line graph to show an increase or decrease over time
- Classify angles as acute, obtuse, right, and straight and create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)

## SSECTION 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.

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### **GOAL 1: COMMON STANDARDS**

**To familiarize staff with the new New York State Common Standards**

**Description:**

**While we will examine all of the Common Core State Standards, we will focus for the greater part of the year on the Reading component of the standards. We will ensure that our current units of study in reading are aligned to the CCSS in reading and wherever necessary refine, tailor and change our current units in reading to align with the CCSS in reading. We will be looking for “holes/gaps” which are not addressed in our current units and if necessary design units to ensure there are no gaps.**

### **GOAL 2: Curriculum & Instruction**

**Goal: To continue to “grow” the work of our Inquiry Teams around the subject area of writing, specifically writing non-fiction/ content area.**

**Description:**

**Last year our inquiry teams worked on developing student responses to written prompts by using the six traits of writing with their students. Since the new NYS Common Core Standards call for increased writing by students across content areas. We will continue to expand our work around writing. We will offer increased opportunities for our students to write non-fiction and writing opportunities in the content areas.**

### **GOAL 3:**

#### **Staff/Curriculum & Instruction**

**To begin to design a vertical curriculum that supports the new strand of the NYS ELA Common Core standard of Language Conventions & vocabulary.**

#### **Description:**

**Language conventions and vocabulary is an entirely new strand which has been introduced into the NYS ELA standards. It will be incumbent on schools to design a course of study across all grades that will be aligned to the new strand. We will address a portion of this new strand by focusing on developing and enhancing our students' written vocabulary in the area of reading.**

**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.

**Common Standards**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal: To familiarize staff with the new New York State Common Standards</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p><b>Initially, the NYS Common Core Standards will be introduced to all staff members at a school – wide Professional Development session. During the session staff will be asked to read the introduction to the CCSS and highlight the areas which “jump out” at them. Conversations will be held around identifying the implications the core standards may have for the school’s educational/instructional program as well as examining what we may already have in place which is aligned to the standards. During our afternoon Inquiry Team sessions, (per session) the teacher teams will begin to identify areas of our units which are aligned to the CCSS in reading. The team members will refine our units to align with the CCSS in reading and if necessary, design units for the areas that are addressed in the CCSS in reading that are not present in our current units.</b></p> <p><b>Staffing: Coaches, administration, grade leaders, classroom &amp; cluster teachers.</b> <b>Scheduling: two times per month or grade meetings</b> <b>Funding: TL Per session</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>A percentage of Federal EGR funding for Per Diem hiring to be able to free grade</b></li> <li>• <b>TL Fair Student Funding</b></li> <li>• <b>TL Per session</b></li> </ul> <p><b>Administration and literacy coach</b> <b>Teacher per-session</b> <b>Accountability: Administration, coaches and teachers</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Set the measurable target that will define whether you have met your goal.**

**Evidence:**

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

- Meeting agendas
- Completion of reading Units of study that are aligned to CCSS in reading – “before & after” documents
- Coach logs
- Formal teacher classroom observations

**By June 2011 our units of study in reading for grades K-5 will be aligned to the new NYS Common Core Standards.**

**Set the measurable target that will define whether you have met your goal.**

- By December 2010 our reading units for the months of September, October and November in grades K-5 will be aligned to the CCSS in reading.
- By April 2011 our reading units for the months of December, January and February in grades K-5 will be aligned to the CCSS in reading.
- By June 2011 all of our reading units of study in reading for grades K-5 will be completed and they will be aligned to the new NYS Common Core Standard in reading.

**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): CURRICULUM & INSTRUCTION**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal:</b> To continue to “grow” the work of our Inquiry Teams around the subject area of writing, specifically writing non-fiction and in the content areas.</p> <p>Last year our inquiry teams worked on developing student responses to written prompts by using the six traits of writing with their students. Since the new NYS Common Core Standards call for increased writing by students across content areas. We will continue to expand our work around writing. We will offer increased opportunities for our students to write non-fiction and writing opportunities in the content areas.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The work around writing will be closely aligned to our work around rolling out the NYS Common Core Standards in writing. We will use the early morning session (371/2 minutes) to look closely at student writing. Our literacy coach and administration as well as grade leaders will meet regularly to ensure students have increased opportunities to write non-fiction and apply the knowledge to the content areas of science and social studies. Students will be provided with opportunities to write for the purpose of persuading, informing or explaining. Again, we will infuse the six traits of writing as the lens to use through which to examine student work. We will design checklists and rubrics to help guide students to assess their own work. Working from our findings from our inquiry work over the past three years and using our writing calendar, each grade will be expected to write grade and developmentally appropriate non-fiction pieces.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Staffing:</b> Coaches, administration, grade leaders, classroom &amp; cluster teachers. <b>Scheduling:</b> Four times per month. <b>Funding:</b> TL per session</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Objective Evidence:**

- Meeting agendas
- Student writing portfolios
- Student/teacher/grade writing calendar
- Teacher lesson plans

**Measurable targets:**

- By December 2010 students in grades 1- 5 will produce 2 writing pieces in a content area that will demonstrate the characteristics of writing to inform.
- By February 2011 students in grade 1 – 5 will produce 2 writing pieces in a content area that will demonstrate the characteristics of writing to explain.
- By April 2011 students in grade 1-5 will produce 2 writing pieces in a content area that will demonstrate the characteristics of writing to persuade.
- By June 2011 students in grades 1-5 will compile a portfolio of their non-fiction writing samples.

**Students in Kindergarten and first grade will be able to respond to a question and provide supporting evidence.**

- **By December 50% of 1<sup>st</sup> grade students will be able to respond to a question in ELA, Science, and Social Studies and provide supporting evidence.**
- **By February 2010, 60% of kindergarten will be able to respond to a question in ELA, Science and Social Studies and provide supporting evidence.**
- **By June 100% of kindergarten will be able to respond to a question and provide supporting evidence.**

**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.

**Common Standards**

**Subject/Area (where relevant):**

<p><b>Annual Goal:</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To begin to design a vertical curriculum that supports the new strand of the NYS ELA Common Core standard of Language Conventions &amp; vocabulary.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>A K-5 program will be created that will begin to focus on vocabulary acquisition across all grades. At this time, only a focused vocabulary component of the standards will be addressed. During teacher team meetings, teachers will collaboratively identify/review key literary vocabulary words which have been identified in our reading units of study and which will serve as the core of our student vocabulary development. Teachers will develop literary vocabulary word wall (“Words Worth Collecting”) for each unit of study that will support student accountable talk and student literary responses.</b></p> <p><b>Staffing: Coaches, administration, grade leaders, classroom &amp; cluster teachers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Scheduling: Four times per month &amp; aligned to goal # 2 schedule</b></p> <p><b>Funding: TL</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Objective Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Sample copies of student “Words Worth Collecting” section of their reading notebooks</b></li> <li>• <b>Teacher lesson Plans</b></li> <li>• <b>Copies of student literary responses</b></li> </ul>

**Measurable targets:**

- **By November 2010, students in grades K-5 will begin collecting identified literary words from the units of study in reading in their reading notebooks**
- **By February 2011, students in grades K-5 written literary responses will include the use of the identified vocabulary.**
- **By June 2011, students in grade K-5 will have a collection of literary vocabulary in their reading notebooks.**

## **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	25	25	N/A	N/A				
1	39	37	N/A	N/A	2		5	
2	53	53	N/A	N/A	9		6	
3	46	46	N/A	N/A	6		8	
4	67	63	63	22	16		8	
5	64	68	15	63	12		5	
6	69	66			11		8	
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><b>Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State English Language Arts tests or students who are deemed at risk for not meeting state standards are provided with tier one and tier two intervention. These small groups provide instruction to assist students in order for them to acquire the skills needed to become strategic readers. Students in grades two to five receive academic support in test taking strategies and skills in our extended day programs. Materials include anthologies, skill books and practice test materials that mirrors the New York State tests. Study Island, an online program, is also woven into the ongoing support.</b></p> <p><b>Extended Day Program: Students in grades 1-6 receive academic support in Literacy and test taking strategies during small group instruction in extended day program.</b></p> <p><b>Materials</b>  <b>Include anthologies, skill books and practice test materials are carefully evaluated to ensure that they are relevant to our students’ academic growth as well as a superior source for test taking strategies and skills.</b></p> <p><b>Online programs</b>  <b>Students in Grades K &amp; 1 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 and Teacher’s College Assessments are provided tier one small group instruction and academic intervention during the extended day.</b></p> <p><b>Grade Reduction Teachers reading specialist provide AIS services in a “Pull Out” small group instruction model throughout the day.</b></p> <p><b>Extended day provides small group instruction to students in the lower one third. Grades one to five are targeted for this intervention.</b></p> <p><b>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet students’ needs in Tier 1 settings during the school day.</b></p>

<p><b>Mathematics:</b></p>	<p>Tutorial programs are offered to at risk students in grades 2-5 on as needed basis before and after school.</p> <p>Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year's progress in the New York State Mathematics tests or students who are deemed at risk for not meeting State Standards are provided with tier one and tier two small group interventions. Students in Grades 1 – 2, who are at-risk for not meeting State standards as determined by their performance in baseline assessments and mid-year assessments, are provided small group instruction in Math. Extended day provides small group instruction to students in the lower one third of the grade.</p> <p>Students in grades 1-6 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, use of Smart Board and computer-assisted instruction through Study Island are used to support our students' needs. Teachers continuously assess students and provide instruction driven by data to support the needs of all students.</p>
<p><b>Science:</b></p>	<p>All students receive state mandated periods of science instruction. In addition the Science Specialist facilitates small group instruction and or individual instruction in the science lab. Classroom teachers differentiate goals and projects for students based on a variety of assessments. Grade four receives two periods of science during our second semester.</p>
<p><b>Social Studies:</b></p>	<p>Social Studies instruction emphasizes Project Based Learning. Through this model the classroom teacher is able to differentiate instruction and goals based on students needs. Flexible small group and one to one intervention is provided. Support in Social Studies is provided through content area literacy during the literacy block. . Students learn strategies for reading nonfiction content reading and writing document based Essays.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Our guidance counselor and an "F" status guidance counselor provide mandated services to at risk students. In addition services are provided to all students on an on-going as needed basis. One-one counseling sessions or group counseling meetings are routinely in place during the day.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>Our School Psychologist and related service counselor provides services to students on an on-going as needed basis.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One to one or group counseling with students to promote positive behavior and effective study habits. In addition the social worker works closely with students and their families who are experiencing problems that have impacted the students' education. Both counselors provide small group intervention discussions.</b>
<b>At-risk Health-related Services:</b>	<b>The school nurse provides health related services on an on-going as needed basis. Medication is dispersed as per 504's.</b>

**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.

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**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**

**Information will be updated in September**

Grade Level(s) K-5      Number of Students to be Served:    77 LEP \_\_\_\_\_ Non-LEP

Number of Teachers    2    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.

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**P.S.81 Title III 2010-2011**

**Part A LEP Program**

**Ms. Kim Jacobs - ESL Teacher/Contact**

**Target Population**

The program will service English Language Learners (ELL) students in grades 2-5. In grades 2 and 3, the program will focus on developing and strengthening our ELLs English reading comprehension skills. In grade 4 and 5 the program will focus on building English reading comprehension and reading stamina as well as strengthening the ELLs English written skills. Part of the sessions for fourth and fifth grade will be devoted to test preparation.

**Data Analysis & Assessment**

Results from assessment instruments listed below will be used to identify the target population.

- NYSESLAT data will be reviewed and analyzed.
- ELA standardized test data and ELA item map data. Skills in greatest need will be addressed.
- ELA archived test results. Focus on skills in greatest need.
- Student baseline writing samples within the Writers' Workshop.
- Student writing baselines to prompts as measured by rubric designed around *6+1 Traits of Writing*.

**Program Design** – Three programs will be offered to our ELL population.

**Program I:**

The After School Program will begin October 2010 and end April 2010. It will be offered 1-1/2 hour for two days per week for 29 weeks for fourth and fifth grade ELL students. The focus of this program will be on developing reading comprehension and writing skills in English. NYSESLAT data will be used to identify the target population. The program will include test preparation. materials to be used include Title III assortment of instructional books-fiction and nonfiction, books on CD and additional Proficiency Intervention Kits (Attanasio and Assoc). Those students needing support in these areas will be offered the two day per week program. There will be 15 ELLs in the program and will be served by one ESL/Bilingual teacher(s). 29 weeks x 2 days x 1-1/2 hour x \$49.89 =\$4,341.00

**Program II:**

This After School program will begin February 1, 2011 and end in April, 2011. It will be offered two days per week for 10 weeks for grades 2-5. The focus of this program will be on developing listening and speaking as well as reading comprehension and writing skills in English. NYSESLAT data will be used to identify the target population. The program will include test preparation. There will be a total of 20 ELLs who are in the NYC

school system from 0 to 3 years and will be served by a licensed ESL teacher. Materials to be used include Title III assortment of instructional books-fiction and nonfiction, books on CD, Language Proficiency Intervention Kits (Attanasio and Assoc)

**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.

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**A Bilingual/ESL Study Group** will take place every Monday for a period of 6 weeks after school from 3:15 to 5:15. Four teachers will engage in critical literacy conversations to discuss how best practices for ELLs can be applied in the classroom setting. Teachers of ELLs are invited in writing the curriculum and assessing the Title III Program. The goal is always to provide rigorous instruction coupled with scaffolds necessary to have ELLs achieve at high levels (equal to if not greater than monolingual students). As in prior years, professional development will be needs driven and tailored to aid teachers in improving classroom practice. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English. 6 sessions x 4 teachers x 2 hrs x \$49.89 = \$2,347.00.

**Parent Involvement:**

Parents will be invited to attend four sessions of professional development that will help support their children and improve academic achievement.

Two teachers will provide 1-1/2 hours of parent workshops on the following topics. 2 teachers x 2 hrs x 6 sessions x \$49.89 = \$1,197.00:

- How can parents support their child in the Title III Program
- Support bilingual literacy beyond the school
- Resources for ELLs family in New York City
- Supporting ELLs success on assessments
- Helping your child in the Title III Program

Title III LEP Program  
School Building Budget Summary -

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <b>Per session-Per diem</b>	<b>\$10,627.00</b>	<b>Per session Instructional salaries:</b> <u>Program I:</u> 34 wks x 2 days x 1.5 hours x \$49.89 = <b>\$5,538.00</b> <u>Program II:</u> 10 weeks x 2 days x 1.5 hrs x \$49.89 = <b>\$1,497.00</b> Parent per session – 2 teachers x 2 hrs x 6 sessions x \$49.89 = <b>\$1,197.00</b> Study Group - <b>\$2,395.00</b> (4 teachers x 6 sessions x 2 hours x \$49.89)
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	<b>\$3,221.00</b>	<b>Lending Libraries for ELLs – Book Source - \$1,371. 00</b> <b>NYSESLAT Test Prep Materials \$1,500.00</b> <b>Book Source</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other – Parent Involvement</b>	<b>\$576.00</b> <b>\$576.00</b>	<b>Parent workshops materials, copies, and refreshments</b> <b>Refreshments for parent workshops</b>
<b>TOTAL</b>	<b>\$15,000.00</b>	

### 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**

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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.
  - **Parents interviewed as students are registered in kindergarten and upper grades**
  - **Surveys**
  - **Outreach by parent coordinator**
  - **Information gathered by teachers as well as support staff**
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.
  - **Majority of needs encompass Spanish and Russian translation**
  - **Small percentage of a great variety of other findings reported to staff during faculty meetings, Parent Coordinator**
  - **Information reported to community, at principal liaison meeting, Parent Association meeting and through Parent Association Magazine.**

#### **Part B: Strategies and Activities**

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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.

**Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals and members of the School Leadership Team address these needs. The school administration and parent coordinator identify parents who are newly arrived immigrants and parents who require assistance with translation. These parents are networked with support members from our staff and our Parent Association. Buddy systems are created to support these parents. At parents' meetings, parent volunteers to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed of the availability of translators and of their right to use an adult friend or family member to provide translation.**

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. **Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2010-2011 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. Reading, retelling and storytelling through pictures are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are encouraged. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provide and overview of the program and informs parents of assessment tools that are used in monitoring language development. Parent letters are sent home three times per year. The first provides an explanation as to why their children are in ESL and the following letters provide the parent with progress reports.**
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>.

**Parents are informed about translation services, school personnel translators and their rights to chose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences.**

**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:	\$530,001.00		\$530,001.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,300.00		\$5,300.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 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-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **SCHOOL-PARENT COMPACT**

**2010-2011**

### **Part 1 Required School-Parent Compact Provisions**

The Robert J. Christen School, P.S. 81 and the parents of the students agree to implement the following initiatives to ensure that the participating students will receive high-quality curriculum and instruction in a nurturing and supportive environment. Activities, academic intervention and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) of all participating students will be a shared and a joint responsibility of school and parents. School and parents will develop an effective partnership to ensure that students will meet New York State standards. The School-Parent-Compact will be in effect during the school year 2009-2010.

### **School Responsibilities and General Expectations**

P.S. 81 will provide an enriched and accelerated high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the New York State Standards. The adoption of the School Wide Program model permits the school to utilize funding to provide academic support for all children. The following initiatives are in place to support our students and develop and expand our parents as effective partners:

- **Involve parents in the joint development of the Comprehensive Educational Plan through the School Leadership Team**
- **Implementation of a school wide Balanced Literacy program**
- **Implement Academic Intervention Services to all students who are not meeting State Standards.**
- **Provide a safe and orderly learning environment that promotes and addresses the individual needs of each student to ensure the success of all children**
- **Ensure that all students receive timely and meaningful feedback that identifies their strengths and outlines strategies to address their weaknesses.**
- **Provide funding for professional development in Literacy, Mathematics, Science, Social Studies, Arts and Technology through workshops and coaching to teachers. Teachers will design and implement:**
  1. **Standards-based units of study.**
  2. **Units will outline the focus of the curriculum.**
  3. **Units will include a rationale, standards, mini lessons and identify thought provoking problems and questions**
  4. **Assessments tools will be identified**
  5. **Strong focus on meaningful feedback**
  6. **Guidelines for effective conferring in order monitor and support students' progress and improve students' performance.**
- **Conduct parent teacher conferences two times a year during which this compact will be discussed as it relates to the individual student's progress.**
- **Conferences will be held in November and March. Additional conferences will be held if necessary. Afternoon and evening conferences will be available to support the needs of parents.**
- **Provide a description and explanation of the school's curriculum, the different assessment tools used to measure children's progress, and the proficiency levels students are expected to meet.**
- **Provide parents with reasonable access to staff. Meetings during preparation periods, before school and phone conferences meetings will be available when necessary.**
- **Schedules are adjusted to accommodate the needs of parents when they have concerns. Parents are encouraged to write a note or leave a phone message for the teacher so that a mutually convenient appointment can be arranged.**
- **Opportunities for parents to volunteer and participate in their child's school through the following events:**
  - 1) **Parents will be invited to attend Open School Week**
  - 2) **Writing celebrations, grade specific assemblies**
  - 3) **Project arts culminating activities**
  - 4) **Poetry writing celebration**
  - 5) **Enrichment projects and drama production**

- 6) Chorus celebration
  - 7) Parent coordinator workshops
  - 8) Accompany classes on field trips.
- Conduct annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and their right to be involved in Title I, Part A programs.
  - Conduct meetings at convenient time and facilitate a flexible number of meetings to ensure all parents have the opportunity to attend. These meetings will be communicated through school wide distribution, web site. All communications will be followed by timely reminders. The Parent coordinator and Parent Association will encourage all parents to attend.
  - Provide information to parents in a consistent way. Memos, letters, PA School Web Site and school calendar (Various translated languages available upon request)
  - Address requests to meet the needs of parents with disabilities and language accommodation for Non-English speaking population
  - Provide counseling opportunities for students/families on a as needed basis and identify support resources for parents/guardians
  - Provide to each parent an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics.
  - Provide parents with goal setting information which identifies "next steps" for students in all major academic areas
  - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
  - Provide workshops for parents to explain the assessments their child will be taking and how to prepare them for that assessment.  
For example: Family curriculum night, literacy and math workshops
  - Provide teachers and students with a sufficient amount of books that are strategically chosen to match the interests, reading levels, and instructional goals.
  - Fund replacement of laptop computers and additional smart boards in the classrooms will be added to enrich the learning of all subject areas.
  - Continue to subscribe to Study Island for grades three to five in many subject areas. This online program will be used to reinforce and extend skills and strategies in Reading, Writing, Math, Social Studies and Science.

We the parents agree to work collaboratively with the school and our children's teachers to support and monitor our children's activities in order to:

- Promote positive use of my child's extracurricular time

- **Monitor attendance**
- **Attend to all health issues including proper rest, eyeglasses, dental needs etc.**
- **Provide the school with current/accurate emergency contact information**
- **Stay informed about my child's education**
- **Communicate with the school by promptly reading all notices from the school that are sent home with my child or received by mail and respond to them in a timely manner.**
- **Establish a specific time for homework every night**
- **Provide a quiet uncluttered place for homework free of distractions such as television, phone calls or younger children playing in study area**
- **Keep supplies and reference books available in the study area**
- **Provide the necessary tools for doing the assignments**
- **Be available to assist during homework time**
- **Make sure that homework is completed and that my child is prepared each day with all necessary supplies.**
- **Monitor amount of television my children watch**
- **Volunteer in my child's school**
- **Participate in decisions relating to my child's education**
- **Stay informed about my child's education**
- **Communicate the traits associated with the "Pillars of Character" and model positive values such as Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship**
- **Serve on policy advisory groups, such as - the Title I, Part A parent representative on the School's Improvement Team, the Title I Policy Advisory Committee, the State's Committee of Practitioners and any other teams that will support the school community.**

**Students will assume the responsibility to support their academic achievement.**

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

- **Come to school ready to do our best and be the best**
- **Come to school with all the necessary tools of learning: pens, pencils, books, etc.**
- **Listen and follow directions**
- **Use the library to get information and to find books that we enjoy reading**
- **Participate in class discussions and activities**
- **Respect class and school rules.**
- **Resolve conflicts peacefully and express my feelings using positive words**

- Follow the school’s dress code
- Do our homework every day
- Study for tests and assignments
- Read at home with our parents
- Get adequate rest every night
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day
- Complete homework and project assignments and ask for help when needed.
- Read for at least 30 minutes every day outside of school time.
- Be responsible for school and personal items.
- Be responsible when using the Internet.
- Practice courteous and appropriate school behavior and respect the rights of others
- Prepare for tests and assessments by reviewing all relevant information.
- Ensure that I get adequate rest at night, eat a healthy breakfast and come to school prepared
- Be honest and respect the rights of others
- Know and practice the Pillars of Character that will support my learning and the learning of my classmates

**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.

<b>Principal’s performance review</b>	<b>Progress Report</b>	<b>Standardized Test &amp; Practice Test Scores</b>	
<b>Teacher input</b>	<b>SLT Meetings</b>	<b>Observations</b>	<b>Student work</b>
<b>Learning walks</b>			
<b>Unit Tests</b>			

**Our cabinet assessed our school in order to provide an overall impression of the school’s needs. The goal was to evaluate the findings of the New York State audit that were pertinent to our school’s educational program. The cabinet met and reviewed our CEP and examined our school’s data. One of the cabinet’s primary purposes is to examine our school’s progress and identify gaps in written curriculum, curriculum maps, effective instruction, student progress, and**

**instructional materials. Specific attention is given to ELLs and special education needs. We continue to monitor findings from the New York State audit that has implications for our school. We have discussions on students' progress and continue to implement targeted actions to improve our learning community. Trends are documented to determine the areas that need improvement. Programs are assessed. Findings of this audit were shared with our staff at a faculty meeting, where the data was discussed. A collaborative review of data suggested that the findings were not applicable. In addition, School Leadership Team members provided feedback. We are always striving to accelerate the continuous improvement of teaching and learning, to enable all members of our school community to continue to grow as learners and to support all students to meet and exceed the Standards. We are continually reviewing specific deficit areas and refining our craft to address the needs of our learners. The work is never complete.**

**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.**

**Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year's progress in the New York State English Language Arts tests or students who are deemed at risk for not meeting state standards are provided with tier one and tier two intervention. Students in Grades K – 2 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 and Teacher's College Assessments are provided tier one small group instruction and academic intervention services during the extended day.**

**Grade Reduction Teachers and two "f" status reading specialist provide AIS services in a "Push In" and "Pull Out" small group instruction model throughout the day.**

**Extended day provides small group instruction to students in the lower one third. Grade one to five are targeted for this intervention.**

**Tutorial programs are offered to at risk students in grades 1-5 on as needed basis before and after school.**

**Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year's progress in the New York State Mathematics tests or students who are deemed at risk for not meeting State Standards are provided with**

tier one and tier two interventions. Students in Grades 1 – 2, who are at-risk for not meeting State standards as determined by their performance in baseline assessments and mid-year assessments, are provided services. Differentiated instruction to maximize each student's growth and individual success is a major focus for P.S. 81. Teachers continually strive to personalize the curriculum for their students. Our goal is to meet each student where he or she is and to design instruction that matches their specific needs. Teachers continue to build student stamina in reading and writing using flexible grouping and appropriate strategies as indicated by the New York State Standards in order to match and support a student's specific learning needs. Our school engages in ongoing assessment of learning and encourages students to assess their own learning. We recognize that the most relevant feature for effective instruction is to know students and to capitalize on their strengths and foster their capabilities.

3. Instruction by highly qualified staff. **100% of our staff is highly qualified**
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.

Teachers will engage in collegial and collaborative dialogue to refine their skills and to develop the knowledge and expertise needed to guide students in the learning process. Lab sites, grade meetings and study groups will support teachers in this process. Teachers will collaborate within grades and across grades to share information with one another and utilize each others' experiences and strengths to further enhance and support their knowledge base. These learning groups will be facilitated by our coaches and administration. The major focus for teachers will be to:

- Expand existing curriculum to provide enrichment activities
- Incorporate the LCI initiatives in order to create rigorous tasks and projects.
- Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking processes and ability to apply concepts
- Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving which will result in complex and realistic outcomes
- Focus on the examination of students' work in order to provide a clear picture of their thinking
- Modify instruction to ensure that the needs of all students are met.

The administration and coaches will visit classrooms regularly to support and assess instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7.

We recognize that parents are children's best advocates. Parents can increase children's academic success through their involvement with the school and community. Parental involvement improves student morale, attitudes, and academic achievement across all subject areas. Thus, by getting involved, parents reduce children's risk of academic failure. Children's behavior and social adjustment improves when parents are proactive within the school and neighborhood in order to cultivate an environment that promotes learning. P.S. 81 is proud of the level of parent involvement. Our Parents Association is very active. PA evening meetings are conducted every month. Our parents produce a quarterly newsletter. It contains important information about the school, chronicles significant events and displays children's work. The parents also produce a monthly calendar that informs parents and the school community about important dates throughout the school year. The calendar is displayed outside of our school in order to keep our entire school community informed of monthly events. We keep our parents informed and communicate with them through a principal liaison committee that meets on a monthly basis and the parent coordinator keeps the administration and faculty informed about parents' concerns. Monthly meetings with PA leadership are conducted. Additionally, our school leadership team meets monthly to discuss issues of concern and to develop the CEP. Our teachers meet with parents in September to provide information about the classroom program they plan to conduct during the school year. Parent teacher conferences are conducted twice a year, in November and March. Appointments are scheduled with teachers throughout the year to discuss concerns that parents might have about their child's progress. Frequent meetings are held with parents of ELL children to discuss the English Learners Program. Meetings are held with parents of children who are at risk and /or in danger of being held over. These meetings occur in January and February so that special plans can be formulated to ensure that children are promoted with their classes. At least once per year, teachers conduct programs where parents are invited to see their children perform on the stage. We also conduct celebrations relating to our writing program. Parents are invited to attend Writing Celebrations showcasing the writing their children have published. Our community attends International Celebration, Literary Journal Celebration, Science Exposition, and holiday and special assemblies. A series of curriculum workshops are held in Literacy, Mathematics and Testing. These workshops provide the parents with information about the curriculum and materials that are used at P.S. 81 to help our children meet and exceed the standards. Our parent coordinator also keeps the channels of communication open with our parent community. She conducts monthly workshops with parents. Some of these have involved fun with science, math, homework concerns, stress management, etc.

Our parent coordinator will serve a multifaceted role in continuing to provide outreach and information to our parents and school community by conducting workshops and working with community based organizations to bring resources into our school. Our Parent Coordinator will also make sure that announcements are posted within the school, posted on the school web page and sent home to parents. The parent coordinator will continue to have monthly morning coffees with parents where their concerns will be addressed and information will be disseminated regarding events, workshops, etc. Professional development will be provided to the staff to promote a positive school climate. The school environment will be a place where students, teachers and parents want to be. Relationship, trust and respect will be the key elements in order to build a positive school climate. Parents will experience this atmosphere when they visit the school.

**Opportunities will be provided for open dialogue during staff development which will encourage and promote this objective. Parents are critical stakeholders in the educational process and we seek to encourage and celebrate this partnership.**

8. 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.

**The parent coordinator conducts several school visits for incoming kindergarten parents. Staff members are available to support the registration process. A risk free assessment is conducted for incoming kindergarten students. This assessment provides an initial profile. It serves as a template to ensure that we address the specific needs of each student early in September.**

9. 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 will continue to have opportunities to select, generate, collect, organize and analyze data to support the instructional programs of the school. The flexible scheduling for grade meetings and inter-class visitations will continue to ensure that teachers will have the opportunity to triangulate relevant data to make informed decisions. Schedules are adjusted to allow maximum time to meet, discuss, and reflect upon data. Teachers will have opportunities to work closely with coaches and administration to discuss progress, establish targets and benchmarks to ensure progress for all students. ESL teachers, special education teachers and academic intervention teachers will be provided with opportunities to plan collaboratively with classroom teachers**

10. 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.

### **English Language Arts**

**Students in Grade 2, 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year's progress in the New York State English Language Arts tests or students who are deemed at risk for not meeting state standards are provided with tier one and tier two intervention. Students in Grades K – 2 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 and Teacher's College Assessments are provided tier one small group instruction and academic intervention during the extended day. Students are assessed every six weeks through Running records, Teacher Assessment and archive tests to monitor their progress. Targeted actions are assessed and modified to ensure that students' individual needs are met. Grade Reduction Teachers and two "f" status reading specialist provide**

**AIS services in a “Push In” and “Pull Out” small group instruction model throughout the day. Extended day provides small group instruction to students in the lower one third. Grade K to five are targeted for this intervention.**

### **Mathematics**

**Tutorial programs are offered to at risk students in grades 2-5 on as needed basis before and after school.**

**Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State Mathematics tests or students who are deemed at risk for not meeting State Standards are provided with tier one and tier two interventions. Students in Grades 1 – 2, who are at-risk for not meeting State standards as determined by their performance in baseline assessments and mid-year assessments, are provided tier one intervention services through small group instruction during the math block and during the extended day.**

11. 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.

**We are committed to coordinate and engage all services provided by the Federal, State, and local programs. Our guidance counselors and school support team provide guidance and training in peer mediation and proactive measures to avoid bullying to all students. All students participate in character education. In addition our gym teachers integrate a nutrition-based curriculum into their program. Students are encouraged to implement guidelines for adequate exercise and a balanced diet in their daily lives.**

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X			Yes	
Title I, Part A (ARRA)	Federal	Yes			\$530,001.00	Yes	PP - 42, 37-41
Title II, Part A	Federal	Yes			\$468,693.00	Yes	PP- 46-47
Title III, Part A	Federal	Yes		X			
Title IV	Federal		X				
IDEA	Federal	Yes			\$4,511.00	Yes	PP -32, 33
Tax Levy	Local	Yes			\$3,283.635.00	Yes	PP 44-46; 18-24

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- 
- **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.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
- 
- 4. Coordinate with and support the regular educational program;
  - 5. Provide instruction by highly qualified teachers;
  - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - 7. Provide strategies to increase parental involvement
  - 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:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

As of 9/8/2010, PS 81 has \_\_\_0\_\_\_ attending students residing in Temporary Housing.

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

**The administration provides literature from the Department of Education to families residing in temporary housing or doubling address, outlining their rights. We seek support and advice from our network representatives to ensure that we are providing the necessary services to these students and their families. We maintain open communication with contact experts at the Department of Education, Stephanie Dyer and Regina Ross, specifically regarding shelter information. Our school collaborates with the educational liaison at the family's shelter to gain insights into the challenges faced by the student(s) in temporary housing. Our guidance counselors use this information to support the student(s)' needs. In conjunction with the parents, our guidance counselors provide at risk guidance and/or counseling to students in temporary housing or doubling address. The guidance counselor acts as a liaison between the teacher, student and parent when school issues or behavior problems arise. Our staff carefully monitors students' academic progress. Academic intervention services are provided when a specific need has been identified. Our parent coordinator reaches out to the families. When appropriate, the parent coordinator donates clothing to the families. Our staff members, working together with the parent coordinator, offer support to lessen the financial struggles on**

**families to create a holiday for their children. The school administration absorbs the expenses of all class trips and graduation expenses.**

.

**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**

<b>School Name:</b>	P.S. 081 Robert J. Christen					
<b>District:</b>	10	<b>DBN:</b>	10X081	<b>School</b>		321000010081

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		93.3	94.5	94.3
Kindergarten	116	119	123				
Grade 1	111	114	119	<b>Student Stability - % of Enrollment:</b>			
Grade 2	127	99	114	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	125	114	96		96.8	96.8	95.5
Grade 4	118	114	114				
Grade 5	94	115	120	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		33.9	49.7	54.3
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	15	20
Grade 12	0	0	0				
Ungraded	5	10	5	<b>Recent Immigrants - Total Number:</b>			
Total	696	685	691	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					14	14	10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	36	34	35	Principal Suspensions	11	14	15
# in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	1	0	1
Number all others	55	63	68				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	45	45	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	12	8
# receiving ESL services only	81	77	TBD				
# ELLs with IEPs	7	6	TBD				

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	4	3	10

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	97.8
				% more than 2 years teaching in this school	73.3	75.6	87.0
				% more than 5 years teaching anywhere	55.6	60.0	76.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	98.0	97.8
American Indian or Alaska Native	0.4	0.4	0.7	% core classes taught by "highly qualified" teachers	98.9	100.0	96.7
Black or African American	11.9	9.3	9.8				
Hispanic or Latino	38.6	39.1	43.8				
Asian or Native Hawaiian/Other Pacific	11.1	11.4	12.7				
White	35.8	32.6	31.7				
<b>Male</b>	52.3	51.8	52.1				
<b>Female</b>	47.7	48.2	47.9				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	v	-			
Limited English Proficient	-	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>7</b>	<b>8</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	26.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	7.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	11.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	1					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>104</b>	District <b>10</b>	School Number <b>081</b>	School Name <b>Robert J. Christen</b>
Principal <b>Melodie Mashel</b>		Assistant Principal <b>A. Kirrane, R. Rodriguez</b>	
Coach <b>Phyllis Beinstein</b>		Coach <b>Liz D'Ambrosio</b>	
Teacher/Subject Area <b>Kim Jacobs</b>		Guidance Counselor <b>Laurie Flanagan</b>	
Teacher/Subject Area <b>Fran Turitz</b>		Parent <b>Orlando Ojeda</b>	
Teacher/Subject Area		Parent Coordinator <b>Nina Velasquez</b>	
Related Service Provider <b>Marie Sheehan</b>		Other	
Network Leader <b>Bob Cohen</b>		Other <b>type here</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
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	<b>691</b>	Total Number of ELLs	<b>82</b>	ELLs as Share of Total Student Population (%)	<b>11.87%</b>
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

#### Part II: Identification Process

1. Describe the steps followed by 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) 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).

P.S. 81 conducts the following identification process for the ELL population. At the time of a student's registration, the home language identification survey is administered in the parent's native language. It is also determined if the student is a transfer student or is new to New York City. The LAB R can only be administered once in the child's life. If the HLIS indicates a language other than English, an informal interview is conducted with the student by a pedagogue (preferably the ESL teacher). We have instituted an interview form to be used for this purpose. The criteria to determine a language other than English from the HLIS is one question from the first page and two questions from the second page. If it is deemed from the HLIS and the interview that the child speaks a language other than English, he/she will be eligible for testing. A new admission slip, copy of the HLIS, and interview form will be given to the ESL teacher. A transferred student's eligibility will be determined by assessing the testing history of the student. A LAB-R will be administered to all students who are new to the system. This is completed within the first ten days of the student's registration. Based on the 2009-2010 scores and/ or LAB-R results a decision will be made if the student is eligible for ESL. A student whose native language is Spanish will be administered the Spanish LAB. The LAB R will be brought to the ISC on the designated day. A parent selection letter will be sent home and returned responses will be recorded. This will be followed by a parent orientation. During the parent orientation the ESL teacher will explain the entire process for identifying students for services. The various programs will be explained. Students are placed in the appropriate group(s) depending on their level of proficiency. The students are flagged in ATS for ESL. The levels of proficiency include beginning, intermediate, advanced.

Continued entitlement will be dependent upon the results of the spring NYSESLAT scores. These scores are available in September. The school secretary will generate an RLAT report from ATS to determine the student's score. This report will determine which students attained the proficient level. Students who are not proficient will be placed in the appropriate ESL group. Students, who have been identified as beginning or intermediate, will receive ESL services twice a day. Advanced students will receive ESL services once a day.

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.

A letter is sent home explaining the choices. A parent orientation is held annually for the new parents where they are asked to complete the program selection letter. In addition, a make up session was scheduled for parents who were unable to make the first orientation. Currently, the parental choice has been a free standing ESL program. In addition, letters are sent home to the parents explaining that their child has been tested and if the child is determined to be in need of services. Parents were provided with brochures in English and their native language explaining the three program choices.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

Attendance at the orientation is monitored. Phone calls are made to all parents who have not attended the parent orientation. Follow up letters are sent to parents who have not responded to the original letters. All correspondence is tracked and parent choices are documented.

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.

Our school has a free standing ESL program. If the student is new to the system, within ten days of the student's registration, the LAB R will be administered. Based on the 2010-2011 scores, the student's test will be scored and a decision will be made if they are eligible

for ESL. If the student's native language is Spanish, he/she will also be given the Spanish LAB. The LAB R will be brought to the ISC on the designated day. A parent selection letter will be sent home and returned. Translators will be made available in parents' native language. A parent orientation was held and a make up session was offered. The student will be placed in the appropriate group(s) depending on their level of proficiency. The levels of proficiency include beginning, intermediate, advanced. Proficient would mean that they are not eligible for ESL.

The results of the Spring NYSESLAT will determine if students are entitled to ESL.

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)

The trend in our building is a Free Standing ESL program.

	2006-2007	2007-2008	2009-2010	2010-2011
Bilingual	0	0	0	0
Dual Language	0	0	0	0
Free Standing ESL	22	18	30	26

6. Are the program models offered at your school aligned with parent request? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The program models are aligned with parent requests. This was determined by the parent responses to the Program Selection Forms.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	14	25	14	11	12	10								86
<b>Push-In</b>														0
<b>Total</b>	14	25	14	11	12	10	0	0	0	0	0	0	0	86

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	77	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	78	0	1	8	0	2	0	0	0	86
Total	78	0	1	8	0	2	0	0	0	86

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	10	1	5	7	3								28
Chinese	1	2	3	1	1	2								10
Russian	4	12	6	4	3	4								33
Bengali	0		1											1
Urdu	0	1	1											2
Arabic														0
Haitian														0
French														0
Korean	2			1										3
Punjabi														0
Polish														0
Albanian														0
Other	5		2		1	1								9
<b>TOTAL</b>	14	25	14	11	12	10	0	0	0	0	0	0	0	86

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. How is instruction delivered?

We currently have English as a Second Language (ESL) pull out program that services approximately eighty-six students. We service kindergarten through fifth grade. Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the free standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. A classroom library is used to promote language development. Visuals are used to scaffold the students with vocabulary development. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). These questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. The students' native languages are used to support their learning. Parents are encouraged to continue to use their native language with their children. In addition, we request that they model for their children the necessity to acquire English by learning with their child. The P.S. 81 school community is passionate about the need to provide high quality instruction to the English Language Learners. We maintain a risk free and nurturing environment to ensure that all ELLs experience success

a. What are the organizational models?

Each ESL student is pulled out of their classroom for ESL instruction for either one or two forty-five minute periods per day. We group our students according to specific needs as determined by the varying NYSESLAT levels. ESL students are grouped heterogeneously based on levels. Inter-grade groupings are common. Since our school is so diverse, many different language groups are served. In this ESL program, instruction is provided in math, social studies, science, music and art. In addition, lessons on social skills and development are provided. The program promotes developing and enhancing the students' self-esteem. A nurturing, risk free learning environment, is fostered in the ESL program.

In addition, last year a second ESL teacher was added. This teacher services a particular grade/s through a "push - in" model. This year we have selected to service first grade ESL students using this model and one kindergarten student who requires one to one instruction due to the student's ability to function in a small group setting. ELL students serviced in first grade also attend the Pull-out program. Instruction through the push in model focuses primarily on developing phonics, picture/book talk and oral story telling and re-telling. This program is

designed for small group instruction to be provided to beginners and intermediate students as identified by the results of the NYSESLAT data. In both programs, all instruction is in English. Both teachers are certified and highly qualified.

Target population by grade:

Kindergarten: 14

First Grade: 25

Second Grade: 14

Third Grade: 11

Fourth Grade: 12

Fifth Grade: 10

1b. What are the Program models:

The Robert J. Christen School currently services over eighty-six ELLs students through a Free Standing ESL pull-out program. The program is a pull out and push in model with approximately 86 students from kindergarten through fifth grade. Analysis of the LAB-R and NYSESLAT test is conducted and students are grouped homogeneously based on need and level of proficiency. Based on the information provided on the student's Home Language Information Survey (HLIS), students are identified for assessment/testing. The Language Assessment Battery Test (LAB) is the initial instrument used to determine program eligibility. ESL students are later assessed using the NYSESLAT Test. We service many different language groups across grade levels. Currently, our primary languages are: Russian, Spanish, Korean, Chinese, Albanian, Greek, Urdu etc. It is not uncommon that we service students in inter-grade settings.

Our program focuses on the development of the four communication skills; listening, speaking, reading and writing. Our thrust is to develop and foster reading comprehension skills and critical thinking as well as social skills. In addition, much of the instruction is also provided in the content areas of social studies and science. Ensuring students gain cognitive academic language is crucial to accelerating language acquisition and proficiency. Two certified ESL teachers provide ESL instruction to our students. The primary ESL teacher provides instruction to students in all grades through a pull out model. Kindergarten students and newly admitted students are often serviced twice a day. A second ESL teacher may provide additional ESL instruction to first grade students on an as needed basis. (as determined by data) The primary ESL teacher promotes social development and cooperative learning through listening centers and student to student peer tutoring. Her primary function is to support our primary ESL pull-out teacher. Her additional support and team teaching model ensures that our ELL students will continue to receive rigorous instruction.

The ESL population is quite diverse and currently is comprised of 22 different language groups. In addition, ESL students in grades 3, 4 and 5 that have reached the intermediate and advanced levels or are eligible to be tested on standardized test, are invited to attend an extended day class 2 days a week and/or a Saturday Enrichment Program to help prepare them to take standardized tests.

In a small classroom environment a licensed ESL teacher conducts lessons on an ongoing daily basis. Students are taught the four communication skills of listening, speaking, reading and writing in English only. The learning environment is non-threatening and encourages student's engagement in the English language. Content in math, science, social studies, music and art are integrated into the ESL curriculum. Emphasis is also placed on the development of social skills, interactive, shared and cooperative learning. Listening centers within the ESL classroom are established; inter-grade grouping and peer tutoring are implemented. The primary goals of the program are as follows:

- Ø To follow and address the NYS ESL standards
- Ø To promote student participation
- Ø To create an atmosphere that enhances students' self- esteem
- Ø To foster fluency and proficiency in speaking, listening, reading and
  
- Ø To encourage parent involvement
- Ø To ensure that classroom teachers are meeting the needs of the ELL population

The ESL teacher also provides additional sessions on an as needed basis before, after or during school hours to students in need. Materials are purchased for the students to use in the ESL classroom as well as the regular classroom and at home with their parents.

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?

Our ESL teachers analyze all relevant data. Our two ESL teachers collaborate with the administration and outline their schedule to ensure

that all students receive the specific time that they are mandated to receive. Beginning and intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of ESL instruction.

2a. How are explicit ESL, ELA and NLA (instructional minutes delivered in each program as per CR Part 154)?

Our Free Standing ESL Program adheres to the mandates of the New York State CR Part 154. This requires students who are beginning to receive 360 minutes of instruction. The intermediate students also receive 360 minutes a week and the advanced students receive 180 minutes a week. Strict guidelines are followed to align the instruction with New York State ELA Standards. Peer discussion is skillfully folded into the instructional model to support students who are new to the program. Translation and the use of bilingual resources such as dictionaries to support students understanding are readily available. Native language partnerships are part of the organizational environment. Books in students' native language are available. In addition, books in specific content area that are been studied is available in a variety of other languages. Students are encouraged to share their books with their peers.

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.

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. A classroom library is used to promote language development. Visuals are used to scaffold the students with vocabulary development. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). These questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content area. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content area.

4. How do you differentiate instruction for ELL subgroups?

Each of the ELL subgroups has very unique needs for their academic success. The subgroups include the SIFE students, newcomers, students that have been in this country for 4-6 years, and the long term student greater than 6 years. We do not currently have any SIFE students or long term students greater than 6 years. In order for each of these subgroups to succeed their instruction must be differentiated. For example, the newcomers will need a great deal of visual and picture support. Role playing will be vital for this group. These students will need more native language support. The students who have been here for four to six years will need to be targeted for small group intervention to bring them to the next level of their second language acquisition. Each of the students will need short term goals which will be assessed constantly. At this point, the student will receive remediation if the concept is not mastered.

a. Describe your instructional plan for SIFE.

Currently we have no SIFE students. However, we have outlined a course of action to address future needs. Students needs and placement will be determined by the HLIS. Students will be placed in the setting that is relevant to their age and needs. SIFE students will be paired with students who speak their native language. Students will participate in the extended day program, after school program and/ or Saturday program. The SIFE students will attend all appropriate Title III services. In addition, students will be provided ongoing support from the Guidance Counselor. Parents will be provided the same orientation as is outlined for all ELL students.

b. Describe your plan for ELL's in US s less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year specify your instructional plan for these ELLs.

ELL students who are in the in the U.S. school system for less than 3 years have been very successful as evident by the results of New York State tests. Our Parent Coordinator networks with parents who speak the same native language. Parents are invited to attend workshops. After interviewing and assessing the children to find out their level of language proficiency, an instructional plan is developed. The ESL standards are used to decide on specific performance indicators. Materials and resources are matched to the needs of the students. The materials address the areas of grammar, basic sentence structure, reading comprehension, syntax and semantics of the English language. The students are encouraged to speak, listen, read, and write on a daily basis. Although the research says that the average LEP student will not have academic language for three years; students, based on the rigorous demands of NCLB, must take all content area tests within one year of their arrival to the country. The student is only exempt from the ELA test for one year. As educators, we provide a risk free

environment where the students have a differentiated learning environment.

c. Describe your plan for ELLs receiving service for 4 to 6 years.

The plan for ELLs receiving service for 4 to 6 years is to offer continued support in the extended day, AIS instruction and Saturday Program. Based on the data, all of the students except for one in this category are functioning on an intermediate or advanced language proficiency level. Based on the results of the NYSESLAT, these students have a weakness in the modalities of reading and/or writing. These students will build upon their knowledge of the English language in order to participate in more difficult activities. The students will be scaffolded with explicit teaching in the area of weakness. The students will be continually assessed and remediation will be given as needed on a group and individual basis. The instructional approach for these students will include an emphasis on reading comprehension, critical thinking, writing skills including focus, supporting details, and mechanics. During small group instruction (before, during, and after school), these students will be exposed to the various NYS assessments. The structures and types of questions will be discussed in an in-depth inquiry with the teacher. These students will be encouraged to speak, read and write in English. Students who exhibit behavioral problems will be assessed by our SBST team. The team brainstorms and outlines targeted actions and specific strategies to help support these struggling students. Students' needs are addressed through supplementary classes in small group settings facilitated by teachers trained in ESL methodology. They are also offered SETSS if it is deemed necessary.

d. Describe your plan for Long Term ELLs (completed 6 years)

We do not currently have any students in the category of long term ELL completed 6 years. Based on our data, the students have either reached a proficient level of their second language acquisition or have graduated. However, we will provide targeted academic intervention to any student who would fall under this category in the future. They would continue to participate in all programs that are being offered for ELLs. However, we will strategically assess their needs and the prior targeted actions that they have been receiving. . These actions will be modified to ensure success for the future.

e. Describe your plan for ELLs identified as having special needs

The students in this category need to have their unique needs met. The teachers need to understand the IEP for these specific students. Based on the recommendations and their language proficiency, they would be placed in the appropriate heterogeneous mainstream group where direct instruction would be provided. These students would be supported based on their individual language needs. Constant communication with the special education teacher is a primary concern. Lessons would be designed and implemented based on specific learning styles of the students. Appropriate learning and resource materials would be used. Use of technology and centers would be used to support these learners.

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

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

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

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



Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas as well as the language(s) in which they are offered.

In addition to providing an ESL pull-out program, our school supports the English Language Learner through a Saturday Program and an after school program twice a week. Both programs provide explicit instruction in ELA, Math, Social Studies and Science. ELLs students are provided support to prepare them for New York State tests. All ELL students are provided opportunities to examine and familiarize themselves with test format. We recognize the importance for students to be completely familiar with the structure of all New York State tests that they are required to take. Students have multiple opportunities to practice for the tests by taking the archive tests. All interventions are ongoing and are part of their overall instructional plan throughout the day. It is important to note that current curriculum guides, e.g. Everyday Math contain differentiated instructional plan opportunities and ideas for ELL students. Continuing communication between administration and teachers focuses on the strategies that classroom teachers employ to service their ELLs population.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT  
Students will continue to participate in a rigorous academic intervention service program. This is a pull out program. All relevant data is analyzed and triangulated to identify each student's specific needs. These needs are met through small group instruction within their whole class, extended day, after school and Saturday program.

7. What new programs or improvements will be considered for the upcoming year? We have purchased the Award Reading program.

For the second year, we'll be using the Award Reading Program exclusively with the ELL students. It is a comprehensive, researched based program which integrates animated, interactive technology with precisely-leveled, entertaining print materials. The program guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension and technology skills necessary for the today's classrooms.

8. What programs / services for ELL will be discontinued and why? None

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ESL students are provided small group instruction in the extended day program. In addition, we have a specialized programs for ELL students in our after school program and Saturday program.

10. What instructional materials, including technology are used to support ELLs (including content area as well as language materials, list ELL subgroups if necessary.)

A number of programs to support lower grade ELL students are used in the computer lab. The younger children can use a program called A to Zap. There are 26 different and highly creative learning activities. There is precise pronunciation of the alphabet letters and spelling of sight words.

Another program used for ELL students is Reading Blaster. This program includes letter recognition, capital and lowercase letters, alphabetical order, phonics, matching sounds to pictures and words, grouping words into categories, rhyming, simple spelling and simple sentence construction. There are three levels of this program for students.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL.)

Students have access to picture dictionaries in their native language. Students use them to clarify meaning and support their understanding. All ELL students work in pairs or small groups with students of the same language. This encourages peer discussions and establishes a risk free environment. Students are encouraged to share their personal native language books with their partners. This practice builds content knowledge and supports the risk free environment which is paramount to the successful acquisition of English.

In Kindergarten, these early childhood student require a large amount of support. They are receiving ESL services and in addition small group instruction with an F status teacher two days a week. The letters and sounds of the alphabet are being reinforced. First Grade students are receiving ESL services twice a day: One period a day in the pull out program model and the second period with the push in model. Phonemic awareness is being reinforced. Writing skills are being developed. In Grades 2-5, the students are pulled out for either

one or two periods a day depending upon their individual level of proficiency. Any beginners are supported with the use of visual and the instruction is differentiated based on their individual needs. The intermediate and advanced students work on reading comprehension skills, writing mechanics, and speaking.

12. Do required services support and resources correspond to ELLs' ages and grade levels? Yes

The required ESL services meet the needs of our learners. The materials are varied based on the types and the proficiency level of the students. The beginning students receive phonics instruction with an emphasis on alphabet recognition and writing letters of the alphabet. Pictures are used for support. Sight words are an integral part of the instruction. Instruction will be given with the parts of speech and how to write a basic sentence. This information will be elaborated on with the long term goal of the child writing a cohesive paragraph. The children will be encouraged to speak in English. A listening center is vital for this group. The reinforcement allows them to hear the language and the correct pronunciation.

The intermediate students will build upon concepts already mastered. They will be expected to know sight words. The exploration of various genres (fiction and nonfiction reading) will be important. The length and the complexity of the material will change during the course of the year. Reading comprehension skills will be an integral part of instruction. The students will receive instruction with writing a response to a prompt and creating their own narratives. They will participate in frequent discussion with their peers and the teacher.

The advanced student will build on all of the concepts that he/she has already mastered. They will comprehend more complex reading passages. They will participate in frequent class discussions facilitated by the teacher. Their individual work will be analyzed to determine what is preventing them from being proficient on the NYSESLAT and directed instruction will be planned and implemented for a small group with the same needs or individually.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

We conduct a number of kindergarten visits and/or tours throughout the year. All prospective ELLs are invited to attend. We have a Kindergarten orientation in June. The ESL teachers facilitate this orientation with other staff members. The parent coordinator networks with all perspective ELL parents and provides information about the school culture, curriculum and neighborhood programs that would support their needs. They are invited to attend all workshops and social events within the school.

14. We don't have any language electives

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Professional Development for all classroom teachers and ESL teachers is provided on a consistent basis. The ESL teachers collaborate with every classroom teacher to provide ESL strategies. The network support specialist provides professional development to the ESL teachers and school administrators. The administrators and ESL teachers turnkey the information to the staff.

The ESL teacher meets frequently with the classroom teachers to discuss a student's progress in ESL. The ESL teacher also provides teacher workshops during professional development sessions that focus on program compliance, alignment to standards and classroom strategies that help to promote ELL students success. In addition, in order to provide current professional development in ESL, the ESL teacher holds early morning study groups with teachers from each grade. Classroom teachers are provided additional professional development to promote differentiated instruction.

Our Comprehensive Educational Plan addresses the needs of the ELL students and parents. P.S.81 has a literacy coach, a math coach, and a data coach who work closely with the ESL teacher to coordinate instruction and activities that offer classroom teachers strategies and techniques that will help them to scaffold the ELL students, as well as provide a program of instruction that provides cohesion with the ELA standards. Professional development focuses around the effective use of ECLAS 2, TC assessment and NYS archived tests, Predictive assessments, running records, student/teacher conferences, is provided to staff on a consistent basis.

The ESL teacher also provides teacher workshops during professional development sessions that focus on program compliance, alignment to standards and classroom strategies that help to promote ESL/LEP student success. In addition, in order to provide current professional development in ESL, the ESL teacher holds early morning study groups with teachers from each grade. Classroom teachers are provided additional professional development to promote differentiated instruction through study groups.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or high school?

The majority of our students are intermediate and or advanced. Students have access to Study Island to support their ongoing acquisition of English. Study skills and time management are skills that are carefully folded into the instructional block. Independence, responsibility and work ethic are valued within our school community. Our guidance counselors and teachers address the specific needs and interest of the students. Workshops and visitations to feeding schools are conducted during the latter half of the year. Outreach to parents is tailored to their specific needs.

3. Describe the minimum 7.5 hours of training for all staff (including non-ELL teachers) as per Jose P.

Our staff is provided with the seven and half hours training as per Jose P. Our ESL teachers have received a multitude of opportunities to develop their pedagogical practice in order to meet the individual needs of all ELL students. The ESL teachers turnkey this information with the entire staff. They facilitate professional development during staff development days, study groups and grade conferences.

## E. Parental Involvement

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

Paste response to questions 1-4 here

### PARENTAL INVOLVEMENT

1. Describe parent involvement in your school, including parents of ELLs.

Parents are informed about translation services, school personnel translators and their rights to chose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences.

2. Does the school partner with other agencies or Community Based Organization to provide workshops or services to ELL parents?

Our guidance counselors provide support to parents and provide them outreach programs to support the entire family acclimation into the school company. The guidance counselors and SBST provide information and network with parents and neighborhood services that address mental health as well as community based organization such as after school programs.

### 3. How do you evaluate the needs of the parents?

Meetings conducted by ESL teachers assess parents' needs. Parent coordinator supports ELLs families transition to our school. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. All relevant information is shared with the parents. Power Point presentation during Parent Teachers informs parents of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of Power Point. The ESL teacher provide an overview of the program and informs parents of assessment tools. These meetings provides the ESL teachers the information that outlines the needs of each family. Evenings and/or day workshops are held which identify strategies that parents might use to help promote student language acquisition and proficiency. Reading/retelling/storytelling through pictures, are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are provided and highly encouraged.

### 4. How do your parental involvement activities address the needs of parents?

Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency.

The ESL teacher meets with parents in September, November, March and on an as needed basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development.

Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2009-2010 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate whenever feasible with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Translation services for parents are available at PA meetings and open school conferences. Availability of translation services for formalized parent meetings is made clear. Multicultural celebrations through music and art programs are an ongoing practice of our school community.

## 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)	10	13	3	3	2	3								34
Intermediate(I)	0	10	5	2	4	1								22
Advanced (A)	4	2	6	6	6	6								30

Total	14	25	14	11	12	10	0	0	0	0	0	0	0	86
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	0	0	0							
	I	1	7	2	2	2	1							
	A	0	8	6	5	3	1							
	P	0	6	2	3	3	5							
READING/ WRITING	B	1	11	0	2	1	2							
	I	0	10	5	1	2	2							
	A	0	1	3	6	4	3							
	P	0	1	2	1	1	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	5	0	1	0	7
4	0	0	2	0	6	0	1	0	9
5									0
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									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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)								

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

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

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAS-2, EL Sol, Fontas and Pinnell, DRA, TCRWP), What insights does 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.

**NYSESLAT PROFICIENCY RESULTS AND LAB-R**

	K	1	2	3	4	5
Beginner	10	13	3	3	2	3
Intermediate	0	10	5	2	4	1
Advanced	4	2	6	6	6	6

Fourteen Kindergarten ELLs were tested with the LAB-R. 72% of our Kindergarten ELLs tested at the beginning level and require assistance in the listening and speaking modalities before they can begin to meet the standards in reading and writing. The instruction for the remaining four students will be differentiated to ensure that they receive a more rigorous approach in the reading and writing modality. They will continue to develop their skills in the listening and speaking modality.

Students in grades one to five demonstrated that they have made significant gains in all four modalities. Their greatest deficit was in reading and writing. The ESL teachers have shared the analysis of all data with classroom teachers to ensure that instruction is differentiated to meet the specific needs of their ELL students.

KINDERGARTEN	MASTERY	NOT MASTERED	FIRST GRADE	MASTERY	NOT MASTERED
PHONEMIC AWARENESS	2	20	SIGHT WORDS	4	11
SIGHT WORDS	2	20	SIGHT WORDS	4	11

SECOND GRADE	MASTERY	NOT MASTERED
SIGHT WORDS	6	3
DECODING	6	3

There is a major decrease in the number of ELLs between first and second grade. There is a 45% decrease because the other students were identified proficient by the NYSESLAT.

DATA FOR THIRD, FOURTH AND FIFTH GRADE - FIGURE 1,11,111, 1V will be updated in September

Our primary ESL teacher analyzes the results of the NYSESLAT tests, ELA, Math Science and Social Studies and identifies the strengths and weaknesses of each student. The ESL teacher articulates the ESL learners' needs to classroom teachers and recommendations are made to the classroom teacher in order to help the students meet the standards. In addition, our school provides the assessment tool of

give a detailed picture of the child's early literacy skills. We strongly believe that data drives instruction. These assessment tools allow the teaching staff to determine how the student needs additional support. Listening and writing skills are also assessed. Attempts and mastery are recorded. The TC reading assessment involves a miscue analysis and provides the teacher with a chance to listen to the child's reading rate and expression. The teacher can also see how student pays attention to punctuation. Based on our ECLAS data, our ELL students in Kindergarten have not mastered level 1 and grade 1 have only mastered level 1.

2. What is revealed by the data patterns across by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns reveal that the majority of students increase in their proficiency from year to year. Grade three, four and five students have either tested at an Intermediate or Advanced proficiency level based on the NYSESLAT. Based on the results of the Lab-R, more students enter our school at a beginning language proficiency level. The current trend is that more of our students reach a proficient level for Grades 1 and 2.

Based on the data of Spring 2009 NYSESLAT, our students have higher scores in the listening and speaking sections. The pattern shows that our students develop their reading and writing skills later. This is consistent with the academic research that children will acquire social language first.

3. How will patterns across NYSESLAT modalities –reading / writing and listening /speaking – affect instructional decisions?

The modalities of listening/speaking will develop before the modalities of reading/writing in the majority of children. This pattern will be kept in mind as the instructional plan of the school is mapped. Short and long term planning are in place to ensure that the individual needs of students are addressed. There will be an increased emphasis on increasing students sight words and building content vocabulary. The ESL teacher will concentrate on listening, reading, and writing comprehension. The modality of reading will be developed with an attention to the concepts of print, initial consonants/final consonants, and decoding. Decisions about materials will be made based on needs and language proficiency of the learners in each specific group.

4. For each program answer the following:

a. Examine students results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?

The results of the current Fourth grade reveal that four of the ESL students scored at grade level on the third grade ELA test. The same students all scored on grade level for the third grade Math test given in 2009. Our current fifth grade students had four students on grade level, four students below grade level, and two students were exempt for the 2009 ELA test. On the Mathematics test for 2009, the same ESL students all scored on grade level except for two students.

b. Describe how the school leadership and teachers are using the results of the ELLs Periodic Assessment.

The ELL Periodic Assessment is another tool available to school personnel to be used for collecting information. The ELL periodic assessment is used as another piece of data that gives more information about the child. All data is triangulated to give the administrators and teachers a complete picture of how the child is functioning. The data will be shared with the classroom teachers, data coach, and administrators. Students will receive additional instruction based on the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessment? How is the Native Language used?

The ELL periodic assessment gives a quick glimpse of the students' strengths and weakness. It also shows how the child is functioning with three modalities of listening, speaking, reading, and writing. The progress of each student will be compared between the two administrations of the periodic assessment. Based on the results, the staff is able to identify the students current proficiency level. It identifies areas of strengths and weaknesses. It give the teacher a predicted NYSESLAT score. The student's native language is used for support with instruction.

ESL teachers are very cognizant of the value of the native language benefit for the ELLs. Classroom teachers use glossaries and dictionaries and ensure children are paired with students who speak the same native language. Parents are encouraged to participate in all school function, celebrations and workshops.

5. N/A

# Part VI: LAP Assurances

Paste additional information here

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		