



**P. S. 83**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 11X083**

**ADDRESS: 950 RHINELANDER AVENUE, BRONX, N. Y. 10462**

**TELEPHONE: 718-863-1993**

**FAX: 718-863-5525**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X083      **SCHOOL NAME:** Donald Hertz

**SCHOOL ADDRESS:** 950 Rhineland Ave., Bronx, New York 10462

**SCHOOL TELEPHONE:** 718-863-1993      **FAX:** 718-863-5525

**SCHOOL CONTACT PERSON:** Claudia Macek      **EMAIL ADDRESS:** cmacek@schools

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kristy Falotico

**PRINCIPAL:** Benjamin P. Soccodato

**UFT CHAPTER LEADER:** Alison Chilson

**PARENTS' ASSOCIATION PRESIDENT:** Eleanor Conte

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 532

**NETWORK LEADER:** Alan Cohen

**SUPERINTENDENT:** Elizabeth White

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Benjamin P. Soccodato</b>	*Principal or Designee	
<b>Alison Chilson</b>	*UFT Chapter Chairperson or Designee	
<b>Eleanor Conte</b>	*PA/PTA President or Designated Co-President	
<b>Maria Rossler</b>	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
<b>Camille Nicoletti</b>	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	
<b>Linda Collins</b>	Member/Teacher	
<b>Alessandra Schiavone</b>	Member/Teacher	
<b>Kristy Falotico</b>	Member/Teacher	
<b>Elizabeth Tronconi</b>	Member/Teacher	
<b>Debby Kawalick</b>	Member/Parent	
<b>Mary Rose</b>	Member/Parent	
<b>Frank Ortiz</b>	Member/Parent	
<b>Mercedes Vazquez</b>	Member/Parent	
<b>Oscar Valdes</b>	Member/Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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**P. S. 83 is a large kindergarten through eighth grade school in the Bronx, N. Y. It is made up of an ethnically diverse and primarily socio-economically disadvantaged population of approximately 1700 students. The staff includes one principal, 4 assistant principals, 4 staff developers, Math and ELA coaches, a teacher mentor and a support staff of AIS and SETSS teachers in addition to classroom teachers. Our Parent Coordinator works closely with the staff and an active PA. We offer a media center, music lab, technology lab, science lab and art studio. After school and Saturday learning and leisure opportunities provided by the school abound for the students and their families.**

**While in 2004 and 2005, P. S. 83 was designated as a School In Need of Improvement by New York State, it made great strides and by 2007 it was recognized as a School In Good Standing. By the 2008-09 academic year it received an "A" on its NYC Progress Report and earned the designation of being "well developed" by quality reviewers. Much of this was attributed to the systematic development of curriculum teams, the hiring of AUSSIE consultants in ELA and Math, and the move toward a cohesive balanced literacy approach across all grades. More recent test scores, however, have been a catalyst for concern over the future academic success of the students, especially those with disabilities.**

**A concerted effort has been made to raise standardized scores and improve our most recent score of "C" on the school progress report. Inquiry teams, which act in accordance with the guidelines for Professional Learning Teams, have been formed on each grade level. The principal has established a Curriculum Cabinet, consisting of approximately 15 staff members, that meets bi-weekly to insure that programs and practices are consistent across the grades. Teachers, during common planning periods, work to create units of study that adhere to the NYS performance indicators and, as the Common Core State Standards are introduced, to embed these into units of study. There is a conscious effort to examine student work and make academic decisions based on data collected in various forms.**

**In keeping with this commitment to continually monitor student progress and adjust teaching as necessary, PS 83 has instituted strategies that guarantee a timely feedback loop for our teachers and students. In math, classes are implementing exit slips so that after each lesson, teachers can effectively plan for the next and immediately identify individualized student gaps in learning. In ELA, teachers utilize guided reading feedback sheets in order to track student progress and have adopted the 6+1 writing trait philosophy which is a systematic approach to improving student writing. In addition, the school has purchased Study Island, which incorporates a short cycle assessment feedback loop into its design through an online system of continual assessment, immediate feedback, and quick remediation.**

**P.S. 83 recognizes that it is only through students participating in meaningful, relevant investigations, that we will see the gains in student achievement we are striving for.**

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Benjamin P. Soccodato				
<b>District:</b>	11	<b>DBN #:</b>	X083	<b>School BEDS Code:</b>	321100010083

DEMOGRAPHICS										
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K					92	93.8	95			
Kindergarten	131	123	125							
Grade 1	154	163	151							
Grade 2	155	157	166							
Grade 3	150	166	167							
Grade 4	170	170	190							
Grade 5	171	179	200							
Grade 6	230	188	221							
Grade 7	215	204	238							
Grade 8	245	215	232							
Grade 9										
Grade 10										
Grade 11										
Grade 12										
Ungraded										
Total	1626	1602	1690							
				<b>Student Stability: % of Enrollment</b>						
				(As of June 30)	2007-08	2008-09	2009-10			
								87.4	80	
				<b>Poverty Rate: % of Enrollment</b>						
				(As of October 31)	2007-08	2008-09	2009-10			
								61%	64%	64%
				<b>Students in Temporary Housing: Total Number</b>						
				(As of June 30)	2007-08	2008-09	2009-10			
								14	16	13
				<b>Recent Immigrants: Total Number</b>						
				(As of October 31)	2007-08	2008-09	2009-10			
								21	16	25
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>						
(As of October 31)	2007-08	2008-09	2009-10							
Number in Self-Contained Classes	48	35	49							
No. in Collaborative Team Teaching (CTT) Classes	94	91	99							
Number all others	0	0	100							
				Principal Suspensions		7	20	16		
				Superintendent Suspensions		3	4	5		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	153	171	175	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	3	11	20	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	118	117	117
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	15	16	16
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	12	14	14
	1	1	47				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.6	0.6	n/a	Percent more than two years teaching in this school	75	94	99
Black or African American	13.8	11.9	12%	Percent more than five years teaching anywhere	60.7	80	80
Hispanic or Latino	49.0	49.9	51%				
Asian or Native Hawaiian/Other Pacific Isl.	11.8	11.9	12%	Percent Masters Degree or higher	91		
White	24.8	24.7	25%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	98.3	99
Multi-racial	0	1.3	n/a				
<b>Male</b>	50.6	49.3	n/a				
<b>Female</b>	49.4	50.6	n/a				

## 2009-10 TITLE I STATUS

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing**

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	√	ELA:	√
	Math:	√	Math:	√
	Science:	√	Grad. Rate:	n/a

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	√	√	√	√	√	n/a	
<b>Ethnicity</b>							
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a		
Black or African American	√	√	√	√	√		
Hispanic or Latino	√	√	√	√	√		
Asian or Native Hawaiian/Other Pacific Islander	√	√	√	√	√		
White	√	√	√	√	√		
Multiracial	n/a	n/a	n/a	n/a	n/a		
<b>Other Groups</b>							
Students with Disabilities	X	√	√	X	√		
Limited English Proficient	√	√	√	√	√		
Economically Disadvantaged	√	√	√	√	√		
<b>Student groups making AYP in each subject</b>	7/8	8/8	1/1	7/8	8/8		

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	n/a
Overall Score	89.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	n/a
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	n/a
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	n/a
Student Progress (Comprises 60% of the Overall Score)	47.9	Quality Statement 4: Align Capacity Building to Goals	n/a
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	n/a
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

**A needs assessment was performed in the Spring of 2010, which included data from NYStart (ELA, Math, Science, Social Studies scores, School Report Card), ARIS, Acuity, the previous Quality Review, and the Progress Report, as well as, staff and parent surveys.**

**Major findings show a sharp decline of students performing at levels 3 and 4, however, we have maintained our designated "In Good Standing". The percentage of students performing at level 1 in both ELA and Math standardized exams has increased in 2010. Student sub-categories were examined and also noted was lower performance of students in Special Education, who did not make adequate yearly progress in ELA on our school report card. In addition, ELL students made AYP in ELA by only a small margin. A disconcerting trend surfacing on this year's report card indicated that while approximately 60% of Students with Disabilities and English Language Learners achieve proficiency at grade 3 on the NYS ELA, by grade 8, the number of students in these subgroups achieving proficiency drops by approximately 25 percentage points.**

**To address these concerns, we have formed Inquiry Teams on each grade level and increased the planning time for all classroom teachers by one period a week. This allows for grade level groups to meet as professional learning teams and consistently address issues such as the need for unit planning and how we can plan for the implementation of the new Common Core State Standards. These thirteen grade level professional learning teams consistently assess student work, identify problems of practice and work toward increasing student proficiency through change strategies supported by data analysis.**

**In addition, all teachers submit quarterly goals targeted toward identified learning objectives on Acuity, DYO, and NYS standardized assessments as well as individualized classroom assessments. ESL teachers are incorporating more "push-in" instruction and preparing students for the NYSESLAT exam to increase the number of students that pass this exam. These teachers also provide monthly professional development on ESL strategies and methodologies during common planning periods. To specifically address the needs of students with disabilities, staff developers have developed a plan to "adopt" a small group of students who fall into this category on each grade level. In small groups, the students will be pulled for the purpose of filling gaps in learning and to pre-teach upcoming topics so students have the readiness to grasp the concepts as they are introduced in the classroom setting.**

**Another concern is our student attendance rate which improved to 94.1%, but still leaves us in the 44<sup>th</sup> percentile as compared to our Peer Horizon. In response, the school has instituted a phone call program whereby homes of late and absent students are called on a daily basis. In addition, the school Attendance Team creates certificates and holds assembly programs to honor those with exemplary attendance.**

**We are proud that despite falling test scores across the city, the morale of the staff and students is untarnished. Our diverse during school, after school and weekend programs such as our rock band, sports teams, chorus, dance and drama clubs complement our academic clubs, Saturday Academy and parent workshops. P. S. 83 maintained an “A” on the School Environment portion of the NYC Progress Report. It is our belief that offering students the opportunity to grow into well-rounded adolescents and allowing teachers the opportunity to collaborate and initiate new teaching methods, creates a school that is outfitted for success.**

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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### **1. ELA**

The percentage of students in grades 3-8, performing at levels 3 & 4 on the 2011 NYS ELA exam, will increase from 44.5% to 55%(688 out of 1160 students).

### **2. Math**

The percentage of students in grades 3-8, performing at levels 3 or 4 on the 2011 NYS Math exam will increase from 59.6% to 65% (754 out of 1160 students).

### **3. Professional Development**

100% of all ELA teachers in grades K-8 will participate in monthly staff development to learn about and begin to implement the new Core Curriculum State Standards.







## **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	30	30	N/A	N/A	0	0	0	0
1	40	30	N/A	N/A	3	0	0	0
2	41	48	N/A	N/A	3	0	3	0
3	48	51	N/A	N/A	4	0	4	0
4	55	67	30	30	4	0	8	0
5	47	40	30	30	3	0	3	0
6	51	71	36	30	5	0	2	0
7	48	67	48	48	7	0	0	0
8	60	62	20	20	5	0	0	0
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>	<b>Small group instruction is provided by AIS teachers on each grade level using the Scholastic Guided Reading Program and the Making Meaning Program. Programs, based on student needs, include Wilson Foundations and Balanced Literacy. A Saturday Academy is provided for Level 1 &amp; 2 students and ELL's. All students receive differentiated instruction during the literacy block based upon individual needs.</b>
<b>Mathematics:</b>	<b>AIS teachers, who are assigned to each grade level, work with small groups using a push-in/pull-out model of instruction during the school day. Programs, based upon student needs, include Flashmasters, Impactmath.com, etc. A Saturday Academy is provided for all level 1 &amp; 2 students as well as all ELL's. All students receive differentiated instruction during the math block based on individual needs and exit slips</b>
<b>Science:</b>	<b>Small group instruction is provided by AIS teachers for students in grades 4-8 using a push-in/ pull-out model of instruction to assist in completing science projects for the annual school Invention Convention. Practice labs for the state Earth Science Regents exam are also provided.</b>
<b>Social Studies:</b>	<b>Small group instruction is provided by AIS teachers for students in grades 4-8 using the push-in/ pull-out model of instruction to assist students in formatting research and completing Social Studies projects for the annual school Social Studies Fair in June.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual and group counseling for students in grades K-8 experiencing difficulties are provided by 3 Guidance Counselors.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>None</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Individual and group counseling for students in grades K-8 experiencing difficulties are provided by the Social Worker.</b>
<b>At-risk Health-related Services:</b>	<b>none</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**

Grade Level(s) K-8      Number of Students to be Served: 185 LEP         Non-LEP

Number of Teachers     3          Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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

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**Within 10 days of enrolling in our school, ELL students are identified through the Home Language Survey and these students are interviewed by one of our three certified ESL teachers with translation services available. The Language Assessment Battery – Revised is administered to these students. During our New Parent orientation meeting our free-standing ESL program overview is explained. Parents are told they can request a dual language program or transitional program, but they are not offered in our school. Parents are given a survey to fill out indicating which program they want their child in, and are sent entitlement letters.**

**An additional .5 teacher will be hired to provide supplementary services and provide reduced class size. This is used as an instructional strategy. She will be working with our students providing small group instruction to our ELL students.**

**An examination of the NYSESLAT exam results indicate that our students, although they attain some satisfactory results on the NYS ELA exam, do not pass the NYSESLAT exam. We currently have 16 long term ELL's that have been receiving services for 4-6 years. We have purchased *English, Now* for these students. To adequately prepare them for the exam, these students are pulled out weekly to address specific skills needed.**

**Based upon the data from our NYSESLAT and Math scores, we have created a three hour Saturday Academy (from 9:00 – 12:00), which is available for all ELL students providing small group instruction in English for literacy and math. Four certified content area teachers and one ESL teacher provide small group instruction to students using the *Shining Star* program by Pearson and Longman, or *Access by Great Source*, which was previously purchased. Guided reading and writing are the base of the program as it naturally aligns with instruction occurring in the classroom. The ESL teacher rotates amongst the content area classes to provide the students with ESL instructional strategies and to build capacity within the school building by enabling the teachers to observe the teaching of effective ESL strategies. One supervisor is to oversee the program since there are no other supervisors available at that time. All ELL students in grades 1-8 are invited to the program which will begin in January and end in April. A teacher will also provide parent instruction/involvement for parents of all ELL students during the Saturday Academy. This teacher provides information to parents to help them acclimate to living in the United States, teach them how they can help their child, make them aware of community resources (library, etc.) and speak the English language. The language of instruction is English.**

**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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**Staff development is ongoing monthly for all classroom teachers, including our Title 3 participating teachers through common planning periods. Specific topics include: ESL methodologies and strategies (Oct.), Reading in the Content Area (Nov.), ELA and Math Givens (Dec.), What is the LAP Policy? (Jan.), Standards Based Instruction (Feb.) Formal and Informal Assessments (Mar.), Using Data to Drive Instruction (Apr.), Balanced Literacy (May), and Importance of Math (June). These topics are aligned to our instructional programs.**

**Section III. Title III Budget**

School: 11X083 BEDS Code: 321100010083

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>26,480</b>	<b>Per session for Saturday Academy</b> <b>224 hours for teachers (14 weeks x 3 hours x 5 teachers) @ \$49.89 current teacher per session rate with fringe = 11,175</b> <b>52 hours Per session supervisor @ \$51.17 current supervisor rate with fringe = 2,715</b> <b>.5 teacher to provide instruction during the school day = 11,511</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>0</b>	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>1078</b>	<b>1 Books on Tape, Cassette Recorders, Headphones, Leveled Books, <i>English, Now</i></b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	<b>0</b>	
<b>Other</b>	<b>0</b>	
<b>TOTAL</b>	<b>27,480</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.

**Parent Home Language surveys were administered and entered into the ATS system for easy identification of language translation needs. Forms provided by the DOE are available in several languages and are downloaded in these languages. We have also used the DOE Translation Department to translate important notices and general school information. Additionally, many of our staff members, parents, and students are bilingual and provide translation services when needed. Our Parent Coordinator works closely and effectively to insure that translation needs are met.**

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.

**More orientation meetings are needed to foster communication with non-English speaking parents and provide necessary information to them regarding school matters. Additional outreach is needed to help with choices for High Schools and specialized programs through the Guidance Department and providing assistance with filling out appropriate applications and necessary forms. In discussing these concerns with parents and staff, we have implemented bi-monthly parent "Meet and Greet" meetings to address these concerns, as well as, providing a Saturday Academy for parents.**

#### **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.

**Letters to parents are translated whenever possible into their native language by school staff. Many of our school staff are fluent in several foreign languages. Our growing Albanian population is serviced by three Albanian speaking teachers. Our Spanish speaking population is serviced by many staff members fluent in Spanish. Many forms and letters are translated before being sent out through the DOE services, and translation services are available by telephone through the DOE.**

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.

**Oral translation services are provided through the efforts of our Parent Coordinator, who used parent volunteers for translation on an as needed basis. School staff is available for translation services. Telephone translation services are provided through the DOE. Students are paired with their native language speaking peers whenever possible to translate and help with adjusting to their new environment.**

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>.

**Many letters from the Chancellor's Office are available already translated to download into many languages. These letters are sent home in the students' native languages. Letters sent home and signs made for posting in the school are emailed to the DOE interpretation services, translated, and emailed back for printing.**

## 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:	503,378	1,398,643	1,902,021
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,033	13,986	19,019
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,168	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,337	*	

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

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

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

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

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

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

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

## **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.

**A needs assessment is conducted every year which includes the following:**

**Staff and Parent surveys are distributed and reviewed in the spring.**

**State ELA, Math, Science and Social Studies assessment results from NYStart are examined for individual student growth.**

**ARIS DYO and Acuity results are reviewed.**

**Teachers, students, and administrators submit quarterly goals based upon this information to improve student achievement in the classroom.**

**The Quality Review, yearly Progress Report, and School Report Card are reviewed for recommendations and to address areas of concern.**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.

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

**Schoolwide reform strategies, as developed in conjunction with the curriculum staff and School Leadership Team include:  
Providing Academic Intervention Services to all students performing at levels 1 or 2 during the school day.  
Providing enrichment opportunities to students performing at levels 3 or 4 during the school day.  
Providing a Saturday Academy for additional support for ELL students and parents.  
Providing a summer school program for ELL students and students performing at level 1 on the Math or ELA state assessments.**

3. Instruction by highly qualified staff.

**Teacher preference sheets are used to assign positions based on the teachers' license area. Upon completion of the BEDS survey, teacher license areas are reviewed to assure they are highly qualified for their teaching assignment. Teachers who are not highly qualified are encouraged to take classes and/or the Content Speciality Test or HOUSSE survey to obtain highly qualified status. AUSSIE consultants, staff developers, and a teacher mentor are provided to all teachers for professional development in Literacy, Math, Science, and Social Studies on a weekly basis.**

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.

**Professional development is provided to all teachers. New teachers have a P.D. session before the school year begins. Ongoing professional development is provided all year long to all teachers by 4 staff developers, a teacher mentor, a Literacy Coach, Math Coach, Early Childhood Coordinator, 3 ESL teachers, supervisors, contracted AUSSIE consultants for literacy and math, and mentors provided through our partnership with CEI-PEA in management and Science. Weekly common prep periods for all grade levels are utilized for professional development.**

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

**Only New York State certified teachers are hired.**

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

**A Parent Coordinator works with all parents. Bi-monthly parent workshops in literacy, math, technology, social studies, and science are provided. A Saturday Academy is provided for ESL parents during which parents from many different backgrounds learn English, American culture, and P.S. 83 curriculum.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**We provide a collaborative team teaching class on every grade level. A tour of the school, as well as an Open House and placement testing is provided for all incoming Kindergarten students.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**All teachers receive training in using data to drive instruction. Teachers are elected to the Leadership Team to make up 50% of the team. Committees, such as Grade Leaders, Consultation, Curriculum, Child Study, Inquiry Team, and Academic Intervention, are comprised of teachers from various grade levels and disciplines who meet monthly to plan and review information.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Students identified as having difficulty in the classroom are referred to our Child Study Team. The team consists of teachers, guidance counselors, a member of the SBST, and the classroom teacher. This team discusses all possible at risk interventions for the student, and implements these interventions for a trial period of approximately 6 weeks. After this time period the team re-assesses the student to evaluate the success of this at risk intervention. Referrals for AIS services, as well as, CSE evaluations are considered, and recommendations made. All students who are identified as needing Academic Intervention Services are provided with small group instruction utilizing a push-in/pull-out model of instruction with an Academic Intervention Teacher provided on every grade level.**

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

**Programs such as collaborative team teaching and academic intervention (during school and Saturday) are provided to students on all grade levels. Reduced class size is provided to students in grades K-3.**

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

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

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			422,840	✓	5,12,15,16,18,19,24,26
Title I, Part A (ARRA)	Federal	✓			1,384,657	✓	5,12,15,16,18,19,24,26
Title II, Part A	Federal	✓			493,944	✓	6,14,18,19
Title III, Part A	Federal	✓			26,480	✓	14,18,19,21,22,23
Title IV	Federal			X			
IDEA	Federal	✓			318,076	✓	18
Tax Levy	Local	✓			8,142,799	✓	5,6,12,14,15,16,18,19

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **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.)
2. **We currently have 13 students in temporary housing.**
3. Please describe the services you are planning to provide to the STH population.

**Since we are a Schoolwide Planning School, these students will receive all Title 1 services including additional Academic Intervention Services in ELA, Math, Science and Social Studies. Students will also receive at risk guidance counseling as needed.**

### **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. 083 Donald Hertz					
<b>District:</b>	11	<b>DBN:</b>	11X083	<b>School</b>		321100010083

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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		91.6	94.5	94.1
Kindergarten	121	124	124				
Grade 1	165	165	151	<b>Student Stability - % of Enrollment:</b>			
Grade 2	160	168	164	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	174	169	170		94.7	92.6	97.3
Grade 4	173	166	194				
Grade 5	181	188	197	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	195	226	215	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	208	220	235		63.3	81.2	81.2
Grade 8	222	216	222				
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	16	14
Grade 12	0	0	0				
Ungraded	0	2	2	<b>Recent Immigrants - Total Number:</b>			
Total	1599	1644	1674	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					21	16	11

<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	37	49	46	Principal Suspensions	13	20	21
# in Collaborative Team Teaching (CTT) Classes	92	92	93	Superintendent Suspensions	4	4	6
Number all others	91	92	101				

*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	118	119	117
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	20	16
# receiving ESL services only	171	163	TBD				
# ELLs with IEPs	9	26	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	12	10	14
--	---	----	----	----

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
	1	1	16	% fully licensed & permanently assigned to this school	99.2	99.2	100.0
				% more than 2 years teaching in this school	78.8	79.8	89.7
				% more than 5 years teaching anywhere	62.7	60.5	76.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	89.7
American Indian or Alaska Native	0.4	0.1	0.1	% core classes taught by "highly qualified" teachers	91.7	98.0	97.7
Black or African American	12.1	11.4	11.2				
Hispanic or Latino	49.8	48.5	50.4				
Asian or Native Hawaiian/Other Pacific	11.7	12.2	12.4				
White	24.6	26.2	25.9				
<b>Male</b>	51.1	50.7	50.2				
<b>Female</b>	48.9	49.3	49.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<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	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>8</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>	37.6	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	19.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

<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)



## The Donald Hertz School, PS 83



**Annex Building**  
1840 Bogart Avenue  
Bronx, NY 10462

**Telephone Numbers**  
Annex: (718) 319-0769  
Fax : (718) 319-0862

**Main Building**  
950 Rhinelander Avenue  
Bronx, NY 10462

**Telephone Numbers**  
Main: (718) 863-1993  
Fax : (718) 863-5525

Stuart Sorell, A.P.  
Andrea Stein, A.P.

**Benjamin P. Soccodato**  
*Principal*

Claudia Macek, A.P.  
Raymond Granda, A.P.  
MaryAnn Gorman, A.P.

## **P. S. 83 Title 1 School Parent Involvement Policy**

In order to ensure parent involvement in decision making at P. S. 83, the following procedures will be continued:

1. Parents will comprise 50% of the School Leadership Team, staff will comprise the other 50%.
2. The School Leadership Team will be involved with all decision making regarding school policies, actions, and planning.
3. A Parent Advisory Committee will represent all Title 1 parents in decision making for parents needs to be addressed (e.g. workshops, disseminating information, developing programs that support parent participation). A meeting will take place in the fall of each school year to inform Title 1 parents of the program and supplemental services available.
4. 1% of Title 1 funds will be used for parent involvement activities.
5. Since P.S. 83 is a Schoolwide Planning School, all parents are considered to be Title 1 parents.

**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>532</b>	District <b>11</b>	School Number <b>083</b>	School Name <b>Donald Hertz</b>
Principal <b>Benjamin Soccodato</b>		Assistant Principal <b>Claudia Macek</b>	
Coach <b>Linda Collins</b>		Coach <b>Mary Whitford</b>	
Teacher/Subject Area <b>Linda Stinga</b>		Guidance Counselor <b>Joanne Rubino</b>	
Teacher/Subject Area <b>Elaine Mandas</b>		Parent <b>Eleanor Conte</b>	
Teacher/Subject Area <b>Rachel Roos Aprea</b>		Parent Coordinator <b>Anne Daly</b>	
Related Service Provider <b>Cathy Lembo Lloyd</b>		Other <b>type here</b>	
Network Leader <b>Alan 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>3</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	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1668</b>	Total Number of ELLs	<b>188</b>	ELLs as Share of Total Student Population (%)	<b>11.27%</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.

1. Parents are administrated the Home Language Identification Survey upon registration of their child into the school. Kathy Lanyi is the Pupil Accounting secretary who is responsible for administering the HILS to parents. ESL teachers Elaine Mandas and Rachel Roos are available to conduct the initial interview if needed. Additionally, translation in Albanian is provided by Raza Sinanaj, AIS teacher and Spanish translation is provided by Ida Gutterman, Literacy Staff Developer. Each is a native speaker of these languages. The HILS Surveys are completed by the ESL teachers. Students who are identified as potential ELLs are interviewed and administered the LAB-R within the ten day period by an ESL teacher. Each Spring ELL students are evaluated with the NYSESLAT. Students are tested by their ESL teacher, Ms. Roos Grades 1-2, Ms. Mandas grades 2-4 and Ms. Stinga grades 5-8. The speaking portion of the exam is administered one on one. The listening, reading and writing parts are administered in small grade level groups to ensure optimal outcomes.

2. Parents of newly identified ELL students are invited to attend an Orientation Meeting in the beginning of the school year. A letter of notification is sent home to the parents. Present at the meeting are the ESL teachers and translators Ms. Sinanaj and Ms. Gutterman. Parents learn about the three program choices that the city offers ELL students. The Orientation Video provided by the NYC DOE is shown to parents explaining the three choices offered. Parents view the video in their language of choice. The ESL teachers and translators assist parents with filling out the Parent Survey and Program selection form. Parents unable to attend the initial meeting are invited to come during Parent Teacher Conferences in November. New admits after November. are asked to attend a meeting during the March Parent Teacher Conference Night. The same procedures are followed for these meeting as have been stated above. Parents who are unable to attend any these meetings are encouraged to make an appointment with their child's ESL teacher to complete these forms and view the video.

3. Entitlement letters are distributed each Fall by the ESL teachers. The letters are sent home to the parents of all ELL students. ESL teachers keep a copy of each letter sent home on file in their office. Parent Survey and Program Selection forms are given to the parents at school and completed on site. This ensures that parents have completed them appropriately.

4. Identified ELL students are placed into a class which contains a small group population of ELL students in it. Students are grouped by their ESL levels in these small groups. If a parent requests a bilingual program for their child, we make every effort to help find a school that can accommodate them. Parents receive communication from the school in their native language when possible.

5. Upon review of the Parent Survey and Program Selection forms for the past few years we can see that the trend in program choice has been Freestanding ESL. In the 2008-09 school year we had 38 new ELL students. All forms submitted chose Freestanding ESL as their first choice. In the 2009-10 school year, 32 ELL students were admitted to the school. All forms submitted chose Freestanding ESL as the first choice. In the 2010-11 school year, we had 26 new ELL's admitted to the school. All forms submitted chose Freestanding ESL as their first choice.

6. Our program model is in alignment with parent requests.

## 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	13	25	23	20	23	17	20	23	24					188
<b>Total</b>	13	25	23	20	23	17	20	23	24	0	0	0	0	188

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups				
<b>All ELLs</b>		<b>Newcomers (ELLs receiving service 0-3 years)</b>		<b>Special Education</b>
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>		<b>Long-Term (completed 6 years)</b>

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	129		5	38		3	17		6	184
<b>Total</b>	129	0	5	38	0	3	17	0	6	184

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	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																
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	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	5	12	11	12	9	6	17	12	15					99
Chinese				1	1	2		2	2					8
Russian														0
Bengali	3		1	1	1	1								7
Urdu		1	1		2									4
Arabic	1	7	3	1	4	5	1	4	4					30
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	4	4	5	4	6	3	1	3	3					33
Other		1	2	1			1	2						7
<b>TOTAL</b>	<b>13</b>	<b>25</b>	<b>23</b>	<b>20</b>	<b>23</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>188</b>

## 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.

1a. Instruction is delivered through a push-in/ pull-out model. The beginning and intermediate students are grouped into classes on grade levels by proficiency levels to enable the ESL teacher to provide push-in services. For advanced students pull-out services are provided.

1b. The program model is homogeneous.

2. ESL teachers meet and decide how to break up the service of the ELL population to ensure that all students receive the mandated number of minutes of service according to proficiency levels. Students at the Beginner and Intermediate levels are pulled out for small group ESL instruction. Advanced students receive services in the push-in model.

3. All content area instruction is delivered in English. ELA instruction consists of shared reading, guided reading, independent reading, and read alouds. This is the reading portion of our Balanced Literacy Program. The writing portion consists of shared writing/interactive writing and independent writing.

4a. In addition to regular ESL instruction, other interventions are offered to support ESL students according to the CEP (Comprehensive

Educational Plan) for the school. These interventions are utilized with both long-term and newcomer ELLs. Special attention and priority is given to our SIFE designated ESL students, so that they may receive extra support services. Among these are Saturday Academy, targeted instruction by AIS teachers, Summer School, Resource Room, Peer Tutoring, and use of student academic goals and contracts, particularly in independent reading.

4b. Instruction for newcomers is designed to accelerate ELLs acquisition of English to enable them to function successfully in grade level academics. Students in grades K-4 use the Sunshine Program that focuses on the acquisition of vocabulary, reading, writing and phonetic skills. In grades 5-8 students use English, Now! to address vocabulary development, phonemic awareness, pronunciation, reading fluency and writing.

4c. Instruction for ELL students with 4-6 years of service includes a strong focus on the development of academic language proficiency, reading comprehension and writing process. Students in grades 3-4 use the Sunshine Program to enhance these skills. In grades 5-8 students use the Keystone Program to sharpen their skills in these areas.

4d. Long Term ELLs continue to work on developing their writing through the use of the writing process. The focus includes building academic vocabulary, researching and organizing information. Students use graphic organizers and checklists to assist in their writing and editing. The Keystone Program is used along with additional resources.

4e. Special Education students who are concurrently ELLs receive designated services through the use of alternative placement paraprofessionals whenever needed. They also receive the appropriate amount of units required, based on their language proficiency levels. All IEPs are written in English as we do not provide bilingual special education programs at this time. We do have bilingual Spanish speaking paraprofessionals on site to provide ESL support when needed. Our Parent Coordinator also offers continual workshop opportunities to our parents with special needs, as well as the ELL parents. Paste response to questions 1-4 here

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

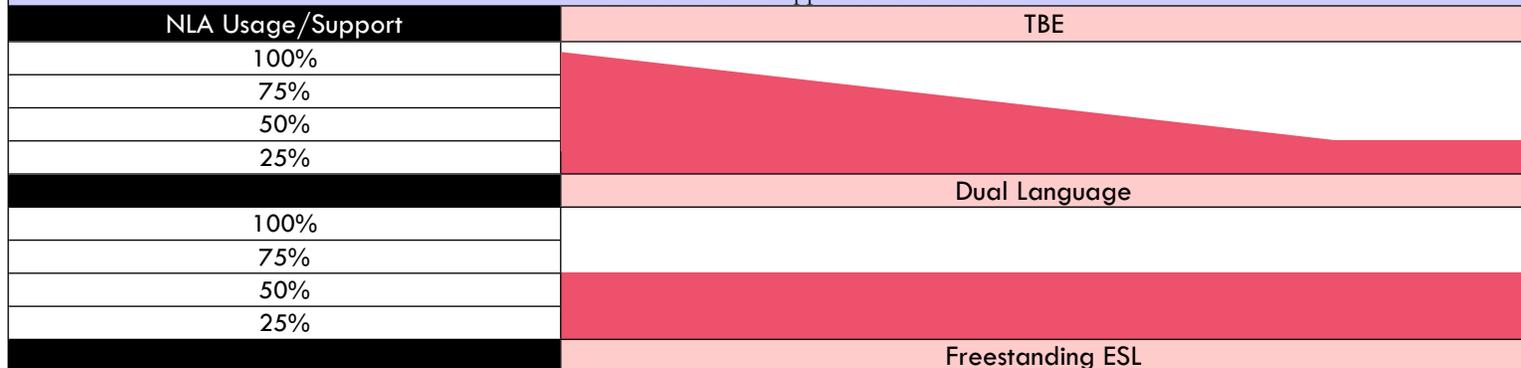
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

**Native Language Arts and Native Language Support**

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

In addition to ESL teacher services, our ELL students are provided with Academic Intervention Services with an AIS teacher in all content areas, as well as at-risk services if needed. These services are provided in English, and include push-in small group instruction.

6. ELLs who exit the program will be monitored for a minimum of two years. Whenever possible, they will be scheduled to receive AIS or other support services in areas of deficiency. Increasing the number of ELL students who are proficient in English is a school-wide priority and goal.

7. This school year we are beginning to incorporate the new Common Core State Standards into our curriculum. Instruction will be delivered in the same format with an emphasis on writing in all content areas.

8. There are no plans to discontinue any ESL services for this school year.

9. ELL students are afforded equal access to all school programs including AIS services and our after school and Saturday Academy. The afterschool program includes sports, clubs and arts in addition to academic help. The Saturday Academy is a 3 hour program for academic instruction in a small group setting, and is provided from October through April.

10. In order to provide ELL students with highly differentiated learning opportunities, language instruction utilizes specific ESL strategies and methodologies employed in small group settings. Research in various areas support the notion that language acquisition develops through listening, speaking, reading and writing activities that are reinforced every day to help implement and align them with the state standards. Scaffolding techniques are used as a means to provide support for ELLs, employing the Point of Entry Model (POEM), schema building and small group work in a collaborative and interactive learning process, which engages both teachers and students. Materials used include: Exploring Idioms in English, Content Points, Explode the Code, Sunshine, English at Your Command, Keystone Building Bridges, Access

### Newcomers Program and English, Now.

11. Native language support is delivered by the use of dual language books in Albanian, Bengali, Chinese, Urdu, French and Arabic. Reading libraries are available in Spanish. Students are also provided with translation dictionaries in their native language and English.
12. The services and support that our ELL students receive are appropriate to their age and grade. The materials we use are designed with a focus on a particular grade band.
13. Newly enrolled ELL students are given a newcomer packet. In this packet is a newcomer book which includes basic vocabulary that students need to know in English and activities to practice. We also include a vocabulary list and sight word list. Parents are encouraged to get a library card for their child and take out books on tape.
14. The school offers Spanish as a foreign language to all students in grades 5-8.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. Staff development is provided weekly during common planning and Professional Learning Team meetings. Additionally, classroom teachers receive site-based, in class, staff development throughout the school year in the core curricula, from the school based literacy coach, AUSSIE Literacy and Math consultants, Math Coach and ESL teachers.
2. ELL students are grouped in classes together so that an ESL teacher can push-in to the classroom and provide support for the teacher using ESL methodologies.
3. ELL 7.5 hour training is administered to all new staff as needed. The training topics include: Identification and Placement, Stages of Language Acquisition, ESL Methodologies and Strategies, Balanced Literacy Strategies for ELL Students, Importance of Math Strategies for ELL Learners, Formal and Informal Assessments and Using Data to Drive Instruction.

### E. Parental Involvement

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

1. Our Parent Coordinator, Anne Daly, acts as an important liaison with our ELL parents and encourages them to participate in many varied school-based activities. She plays a vital role during the initial screening process for registration in our school. The Parent Coordinator ensures that parents receive proper interpretation and/or translation when requested. The Parent Survey and Program Selection Forms are periodically reviewed at the time of orientation in order to keep abreast of parental trends.
2. Presently, besides the New York Public Library, we do not have any community based agencies that we partner with to provide workshops to parents. The Community Board is contacted for parents who need neighborhood services.
3. Our Parent Association meetings, Parent Coordinator, Leadership Team, ESL and classroom teachers, Guidance Counselors, and School Based Support Team keep us abreast of parental needs.
4. Parent involvement activities include workshops, PA meetings, Leadership Meetings, Parent Teacher conferences, and a parent workshop every week during our Saturday Academy. Workshop offerings are scheduled using a survey of parent choices.

# 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)	2	10	2	3	5	5	4	1	6					38
Intermediate(I)	11	11	10	8	5	5	4	5	7					66
Advanced (A)		2	11	5	14	9	14	18	11					84
Total	13	23	23	16	24	19	22	24	24	0	0	0	0	188

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	0	2	0	2	1				
	I		8	2	1	2	2	2	2	2				
	A		11	13	5	4	4	4	9	4				
	P		3	5	10	13	9	8	8	11				
READING/ WRITING	B		13	2	3	2	3	1	2	3				
	I		8	6	8	3	5	4	4	6				
	A		1	12	5	14	9	9	9	9				
	P		0	0	0	0	0	0	6	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	10	4	2	0	16
5	0	7	0	0	7
6	2	8	1	0	11
7	7	9	2	0	18
8	6	12	0	0	18
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	3		9		5		1		18
5	1		2		4		1		8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	2		6		4		0		12
7	3	1	12		1	1	4		22
8	5		10		5		1		21
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	1		2		5		0		8
8	0		0		0		0		0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		1		8		0		11
8	0		0		0		0		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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Our assessment tools include Fountas and Pinnell running record levels recorded three times yearly, Benchmark Writing, DYO assessments, and Acuity Predictives.
- The majority of our ELL students in grades 1-8 performed at the Advanced to Proficient level in Listening/Speaking subtest. However, the majority of our ELL students performed at an Intermediate to Advanced level in the reading/Writing subtest. More students scored at the Advanced level than the Intermediate level. In grades K-1, the majority of students fell into the Intermediate range. Students in grade 2 were performing between Intermediate and Advanced levels. Half of grade 3 ELLs performed on Intermediate level. As we look at grades 5-8, the majority of the students scores on the advanced level. There appears to be adip in scores between 2nd and 3rd grade in the Reading/Writing subtest.
- The data confirm that we need to emphasize reading and writing strategies in our instruction. Furthermore, we need to focus on the 3rd grade ELLs who scored Intermediate in Reading/Writing and provide scaffolding to support them.
- Our Inquiry Team focus last year looked at grade 5 ELL students. We chose this group as they did not make the same percentage of yearly progress as the other grade 5 students. An examination of an item analysis showed that they are lacking in vocabulary development

program and year to year progress for each student. The progress of our students is also evaluated through observation, quizzes and written assignments graded with a rubric. Finally, we take into account how our students perform on the state exams as a measure of the success of our program.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/7/11
	Assistant Principal		1/7/11
	Parent Coordinator		1/7/11
	ESL Teacher		1/7/11
	Parent		1/7/11
	Teacher/Subject Area		1/7/11
	Teacher/Subject Area		1/7/11
	Coach		1/7/11

	Coach		1/7/11
	Guidance Counselor		1/7/11
	Network Leader		1/7/11
	Other		