



**PUBLIC SCHOOL 97**

**2010-2011**

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

**SCHOOL: 11X097**  
**ADDRESS: 1375 MACE AVENUE BRONX, NY 10469**  
**TELEPHONE: 718- 655- 4446**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 97 SCHOOL NAME: PS 97

SCHOOL ADDRESS: 1375 Mace Avenue

SCHOOL TELEPHONE: 718-655-4446 FAX: 1-718-655-6063

SCHOOL CONTACT PERSON: Katheleen Bornkamp EMAIL ADDRESS: KBornka@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jo-Ann Salerno

PRINCIPAL: Katheleen Bornkamp

UFT CHAPTER LEADER: Sandra Bailey

PARENTS' ASSOCIATION PRESIDENT: Norma Morales

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

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 11 CHILDREN FIRST NETWORK (CFN): CFN 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Elizabeth White

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Katheleen Bornkamp	*Principal or Designee	
Sandra Bailey	*UFT Chapter Chairperson or Designee	
Norma Morales	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jo-Ann Salerno	Member/	
Robin Bacote	Member/	
Wendy Holtzman	Member/	
Madrawantie Romano	Member/	
Carole Graham Walton	Member/	
Maurice Goode	Member/	
Tiara Reyes-Vega	Member/	

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

\* Core (mandatory) SLT members.

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

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

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

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**The vision at P.S. 97 is to create a collaborative community of life-long learners. The members of the school community will have respect for self, others, and the environment. They will become good citizens and effective members of society.**

**Our school's mission is that every child will be given the opportunity to learn in an environment where children are motivated to attend to school. All students will receive differentiated instruction based on need and interest. In this environment, children will continue show progress in core curriculum areas. Children will also continue to appreciate traditional values and gain respect for diverse cultures.**

**Public School 97 is located in the Pelham Parkway section of the Bronx, New York. This Pre-kindergarten to fifth grade school serves a population of approximately 700 students. The school building is a well-kept, 79 year old building.**

**The school houses two ½ day pre-kindergarten, five kindergarten, six first grade, five second grade, five third grade, five fourth grade, and four fifth grade classes in general education. These include Collaborative Team Teaching classes (CTT), referred to some by inclusion in grades K-3. There are three self-contained special education classes. These include one in first, second and fourth/fifth bridge classes. There is also a freestanding ESL program for grades K-5, which serves English language learners. The average class size in kindergarten is 24 students; first grade- under 20 students; second grade- 24 students; grades 3-5 – under 25 students.**

**We currently have two capacity building teams that function in our school. The two teams work in Writing and Foundations (word study). Each team has one or more representative from each grade that work as a liaison between the team and their constituents. The vision and goals for each team vary, however their missions are very similar. Ninety percent of teachers will participate on Inquiry Teams.**

**Current strategies for improving instruction and student performance in English language arts include the continuation of a Balanced Literacy approach for reading. We currently use the Teachers College writer's workshop model and are always looking to promote student expression through writing.**

**Everyday Math continues to be the uniform citywide program for mathematics. This will continue to be implemented during a 75-minute block for grades (K-2) and 90 minute blocks for (3-5). We have an AIS staff member to assist struggling students. Whether we are using manipulatives to get more hands-on, or the traditional paper and pencil approach, we seek to expose the mathematician in all of our students.**

**The purpose and focus of science education at PS 97 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards by creating a scope and sequence for each grade and are utilizing Harcourt science texts and FOSS Science Kits as well as independent hands on materials to support instruction in Grades K-5.**

**PS 97 will continue to follow the NYS Core Curriculum for Social Studies. The anchor to the program will be the Houghton Mifflin/Harcourt texts, primary source kits, big books, leveled libraries, and the Internet. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies instructional program will be on authentic research. Every student, including special education students and English language learners, will be involved in several research projects throughout the year. Projects will be developed within classrooms by classroom teachers.**

**At P.S. 97, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. However, currently less than five percent of parents are actively involved. Active parents are involved with the Learning-Leaders Parent Volunteer Program through which they will support the school by volunteering time with classroom and school events. Throughout the year, parents are invited to attend several events such as writing celebrations, awards assemblies, performances, trips and planned activities. We also invite parents to participate in parent workshops that are planned by both the parent coordinator as well as administrators and teaching staff.**

**In order to promote student participation in community outreach programs, students continue to be actively involved in various student Club Periods. Fifth grade students participate in weekly clubs that focus on several curricular areas, such as choral music and recorder, book clubs, art, recycling, gardening, strategic games, as well as Student Government. These Club Periods provide an opportunity for students to enhance their learning and social skills and allow them to get involved with the local community around them. In addition, P.S. 97 also facilitates several community service activities, such as the Annual Coat Drive, Penny Harvest, and letters to Veterans. These activities empower the students at P.S. 97 to make vital decisions concerning themselves, as well as those around them.**

## SECTION III – Cont'd

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

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 097 Bronx								
District:	11	DBN:	11X097	School BEDS Code:	321100010097				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b> (As of October 31)	2008-09	2009-10	2010-11	<b>Attendance - % of days students attended:</b> (As of June 30)					
Pre-K	36	33	36		2007-08	2008-09	2009-10		
Kindergarten	111	116	106		93.1	93.1	93.2		
Grade 1	127	109	123	<b>Student Stability - % of Enrollment:</b> (As of June 30)					
Grade 2	117	126	109		2007-08	2008-09	2009-10		
Grade 3	112	116	123		93.2	88.8	91.5		
Grade 4	119	97	122	<b>Poverty Rate - % of Enrollment:</b> (As of October 31)					
Grade 5	107	115	106		2008-09	2009-10	2010-11		
Grade 6	0	0	0		62.7	73.5	77.7		
Grade 7	0	0	0	<b>Students In Temporary Housing - Total Number:</b> (As of June 30)					
Grade 8	0	0	0		2007-08	2008-09	2009-10		
Grade 9	0	0	0		12	44	24		
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b> (As of October 31)					
Grade 11	0	0	0		2007-08	2008-09	2009-10		
Grade 12	0	0	0		4	5	4		
Ungraded	0	4	3	<b>Special Education Enrollment:</b> (As of October 31)					
Total	729	716	728		2008-09	2009-10	2010-11		
				<b>Suspensions (OSYD Reporting) - Total Number:</b> (As of June 30)					
					2007-08	2008-09	2009-10		
				<b>Special High School Programs - Total Number:</b> (As of October 31)					
					2007-08	2008-09	2009-10		
				<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey) (As of October 31)					
					2008-09	2009-10	2010-11		
				<b>Suspensions (OSYD Reporting) - Total Number:</b> (As of June 30)					
					2007-08	2008-09	2009-10		
				<b>Number of Staff - Includes all full-time staff:</b> (As of October 31)					
					2007-08	2008-09	2009-10		
				<b>Number of Teachers</b>					
					55	60	59		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	7	TBD	Number of Administrators and Other Professionals	13	15	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	15
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.9	75.0	94.9
				% more than 5 years teaching anywhere	45.5	46.7	62.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)			
American Indian or Alaska Native	1.0	1.3	1.8	100.0	100.0	99.1	
Black or African American	43.6	40.8	38.2				
Hispanic or Latino	32.6	35.2	37.2				
Asian or Native Hawaiian/Other Pacific Isl.	9.1	10.2	10.9				
White	13.0	11.2	11.7				
Male	53.4	52.0	51.4				
Female	46.6	48.0	48.6				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR Identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2			√			
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	56.4			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	5.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 16% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals		
School Performance:	5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	39.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **-Trends:**

**The 3 year trend for our school shows the percent of students at proficiency has increased from 63.7 (2007-08) to 67.1 (2008-09) to 41.7 (2009-10).**

- **Student progress increased from 18.3 (2007-08) to 27.0 (2008-09) to 39.7 (2009-10).**
- **Overall scored improved from a C to a B in 2009-10.**
- **We demonstrated a two year growth in student progress. The decline shown in progress from 2009 - 2010 is comparable to the trend in New York City.**
- **Demonstrated growth in student progress**
- **Continued improvement in meeting Adequate Yearly Progress (AYP) for ELA in the subgroup of students with disabilities which led to the removal from School in Need of Improvement (SINI) list.**

- 1) **The usage of performance data throughout the school continues to increase in all areas of instruction.**

**Assessment Binder used as a method to keep track of all data collected.**

**Pre / Post Tests**

**Predictive and ITA data collection and analysis by teachers.**

**Running records, record of reading progress, benchmark assessments**

**Item analysis records**

**Attendance records and incentives**

**City and State Assessment Data**

**ARIS**

- 2) **Progress for level 1 students has increased in both areas of ELA and Mathematics.**

**Data Inquiry Teams**

**Academic Intervention Services**

**Teacher Professional Development to foster pedagogical strategies for success**

**Small Group Instruction**

**Small Class Size**

**Data/ Goal Sheets**

**-Accomplishments:**

- 1) Adequate level of support for students in subgroups**
  - Academic Intervention Services**
  - Data/ Inquiry Teams**
  - Team Building**
  - Collaboration Across Grades and Curriculum**
  
- 2) Students/ parents are gaining a greater knowledge in student assessment levels and goals.**
  - Student data/ goal sheets**
  - Record of reading and math level**
  - Pre / Post Tests**
  - Parent letters**
  - Parent- Teacher Conferences**
  - Parent Workshops**
  
- 3) Maintain “proficient” rating on Quality Review**
  - Focus on areas of improvement**
  - Use Quality Review data as a needs assessment**
  - Strive to move forward into successive Quality Review categories**

**-Barriers:**

- 1) Parental involvement in school related activities**
  - Lack of translated services readily available**
  - Large working parent population**
  - Consistency in parent involvement levels throughout the school year**
  - Lack of space for a separate parent room**
  
- 2) Physical space within school building**
  - Above 100% capacity – physical capacity continues to be a major issue**
  - Transportable classroom units are past expiration date**
  - No space for gymnasium**
  - No space for auditorium**
  - Lack of space for all service providers and content area teachers within the school**
  
- 3) The majority of students with disabilities live outside the school zone district which leads to limited parental involvement.**
  
- 4) Budget cuts**
  - Larger class sizes**
  - Lack of funding for supplies**
  - Computer support**
  - After school student and parent support**

## 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.

<p style="text-align: center;"><b><u>ELA</u></b></p> <p>By June 2011, all students will increase student proficiency performance on NYS ELA Assessment (tracking students’ performance from 4<sup>th</sup> to 5<sup>th</sup> Grade) by 5% progressively:</p> <ul style="list-style-type: none"> <li>• Grade 4 (last year’s 3<sup>rd</sup> grade): from 47% to 52%</li> <li>• Grade 5: (last year’s 4<sup>th</sup> grade): from 43% to 48%</li> </ul> <p>80% of students in Grades K-3 will achieve proficiency on ELA levels based on Fountas and Pinnell Assessment.</p>	<p>After conducting our needs assessment, the SLT determined that although our students are making progress, they must continue to show growth and 5% is a challenging but obtainable goal.</p>
<p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p>By June 2011, all students will increase student proficiency performance by 5% on NYS Math Assessment (tracking students’ performance from 4<sup>th</sup> to 5<sup>th</sup> Grade) by 5% progressively:</p> <ul style="list-style-type: none"> <li>• Grade 4 (last year’s 3<sup>rd</sup> grade): from 54% to 59%</li> <li>• Grade 5 (last year’s 4<sup>th</sup> grade): from 62% to 67%</li> </ul> <p>80% of students in Grades K-3 will achieve proficiency on Math levels based on the Everyday Math post assessments.</p>	<p>After conducting our needs assessment, the SLT determined that although our students are making progress, they must continue to show growth and 5% is a challenging but obtainable goal.</p>
<p style="text-align: center;"><b><u>CONTENT AREAS</u></b> <b><u>(SCIENCE AND SOCIAL STUDIES)</u></b></p> <p>By June 2011, 80% of all students will meet their goals in Science based on the data/goal sheets.</p> <p>By June 2011, 80% of all students will meet their goals in Social Studies based on the data/goal sheets.</p>	<p>After conducting our needs assessment, the SLT determined that although our students are making progress, they must continue to show growth in both Science and Social Studies and 80% of the students must meet their individual academic goals.</p>
<p style="text-align: center;"><b><u>STUDENTS WITH DISABILITIES</u></b></p> <p>By June 2011, our school will continue to meet the Adequate Yearly Progress (AYP) for the student with disabilities subgroup in ELA.</p>	<p>After conducting our needs assessment, the SLT determined that student growth in the subgroup of students with disabilities has been a challenge but it will continue to be a priority to meet the AYP this year in order to be a school in good standing.</p>

**PARENT INVOLVEMENT**

By June 2011, parent involvement will increase by 20% - an increase in attendance from an average of 19 parents to an average of 22 parents per meetings/workshops.

After conducting our needs assessment, the SLT determined that parental involvement is limited due to students living outside the school zoning district and it is vital to the success of the students as well as the school to have them involved in the educational process.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>-By June 2011, all students will increase student performance by 5% as indicated by the NYS ELA Assessment</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Classroom teachers will implement:</b>  <b>-Differentiated Instruction during guided and independent reading</b>  <b>-Foundations reading program (K-2)</b>  <b>-Conferencing</b>  <b>-Ongoing assessments</b>  <b>- Enrichment during extended day for all students at risk in grades 1-3</b></p> <p><b>Classroom teachers and AIS teachers will implement:</b>  <b>-Team Building (all students in grades 4-5) during extended day</b></p> <p><b>AIS teachers will implement:</b>  <b>-Small group instruction to at risk students during the school day (AIS Math and AIS ELA)</b></p> <p><b>Administration, Parent Coordinator and Teachers will conduct:</b>  <b>- Parent Workshop on ELA testing skills and strategies</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p>	<p><b>Fair Student Funding, Title I Funding for:</b>  <b>-Classroom Teachers</b>  <b>-Children’s First Network (CFN)</b>  <b>-AIS Teachers</b></p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>-In-school Professional Development sessions</b>  <b>-Capacity Building Teams (Foundations)</b>  <b>-Inquiry Team</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Fountas and Pinnell Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• <b>We expect all proficient readers according to Teacher’s College Reading and Writing Project Benchmark Reading levels and marking period assessments:</b></li> </ul> <p><b>Kindergarten: to be on or above a level D</b>  <b>First Grade: to be on a level I or above</b>  <b>Second Grade: to be on a level M or above</b>  <b>Third Grade: to be on a level P or above</b>  <b>Fourth Grade: to be on a level S or above</b>  <b>Fifth Grade: to be on a level V or above</b></p> <ul style="list-style-type: none"> <li>• <b>We expect 80% of non-proficient readers as of September 2011 to meet their level of proficiency by June 2011 will meet mastery levels</b></li> </ul> <p><b>-ITA: monitor students in Tier 3 and 4</b>  <b>-Periodic Assessments</b>  <b>-Conferring</b>  <b>- Running records for students not meeting proficiency</b>  <b>- Data/ Goal sheets</b>  <b>- Utilize the Common Core State Standards</b></p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, all students will increase their mathematical performance by 5%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Classroom teachers will implement:</b>            -Differentiated Instruction through small group instruction            -Ongoing assessments            - Enrichment during extended day for all students at risk students in grades 1-3</p> <p><b>Classroom teachers and AIS teachers will implement:</b>            -Team Building (all students in grades 4-5) during extended day</p> <p><b>Administration, Parent Coordinator and Teachers will conduct:</b>            -Parent Workshops on Math skills and strategies for the NYS mathematics assessment</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fair Student Funding and Title I Funding for:</b>            -Classroom Teachers            -Academic Intervention Service (AIS) teacher            - Inquiry Team</p>

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

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

- Pre / Post Tests
- Unit Assessments
- Periodic Assessments
- Instructionally Targeted Assessment (ITA)
- Teacher Assessment
- Baseline Assessment
- Data/ Goal sheets
- Utilize the Common Core State Standards

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Content Areas (Science and Social Studies)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>- By June 2011, 80% of all students will meet their goals in Science based on the data/ goal sheets. -By June 2011, 80% of all students will meet their goals in Social Studies based on the data/ goal sheets.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Classroom teachers and cluster teachers will implement:</b> -Differentiated Instruction -Hands on learning through experiments -Conferencing -Class Trips -Aligned curriculum with Science Scope and Sequence -Utilizing interdisciplinary approach to Science content -Interdisciplinary instruction -Aligned curriculum with Social Studies Scope and Sequence -Thematic Units of Study - Implement a benchmark system for Science and Social Studies to monitor student progress</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding and Title I Funding for: -Science Cluster Teachers (K &amp; 1, 2 &amp; 3, 4 &amp; 5) -Classroom Teachers -School Administration - Children's First Network</p>

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

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

- State Assessments
- Pre / Post Tests
- Unit Assessments
- Teacher Assessment  
(written and project based)
- Data / Goal Sheets
- Utilize the Common Core State Standards

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Students with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>-By June 2011, our school will continue to meet the adequate yearly progress for the students with disabilities in ELA</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Classroom teachers and service providers will implement:</b>  <b>-Differentiated Instruction</b>  <b>-Imagine Learning Software</b>  <b>-Foundations (word study program)</b>  <b>-Wilson Reading Intervention</b></p> <p><b>Administration, Teachers and CFN will conduct:</b>  <b>-Professional Development on meeting each child’s individual needs as dictated by their IEP</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fair Student Funding, and Title I Funding for:</b>  <b>-Classroom Teachers</b>  <b>-Cluster Teachers</b>  <b>-Academic Intervention Service (AIS) teachers</b>  <b>-Service Providers</b>  <b>-School Based Support Team</b></p>

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

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

**Individualized Education Plan goals**

- Pre / Post Tests
- State Assessments
- Benchmark
- Foundations Assessment
- Unit Assessment
- Conferences

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>-By June 2011, parent involvement will increase by 20%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Parent Coordinator, PTA, Administration and Teachers will implement:</b></p> <ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Calendars</li> <li>- Parent Interest Survey</li> <li>- Workshops based on needs assessment</li> <li>- Writing Celebrations</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fair Student Funding and Title I Funding for:</b></p> <ul style="list-style-type: none"> <li>-Parent Coordinator</li> <li>-Administration</li> <li>-Teachers</li> <li>-PTA</li> <li>-Evening Meetings</li> <li>-Workshops</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Attendance sheets</b> <b>-Feedback forms</b></p>

## **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	6	0	N/A	N/A				
1	20	0	N/A	N/A				
2	29	15	N/A	N/A				
3	30	20	N/A	N/A				
4	30	20						
5	25	30						
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p><b>My Sidewalks for grades 1-5, Small group Reading Recovery strategies for below grade level students in grade 1 and Foundations for grades K-2. Groups are generally 6:1 and meet during the day. In grade 1, numbers vary but do not exceed a 7:1 ratio. During extended day, an enrichment program is offered to those students in grades 4 &amp; 5 and at risk support for grades 1-3.</b></p>
<p><b>Mathematics:</b></p>	<p><b>Small group pull-out instruction is done during the school day for grades 2-5 for at risk students based on their assessments. The Everyday Mathematics program is reinforced in small group instruction(6:1) using a variety of materials.</b></p>
<p><b>Science:</b></p>	<p><b>Small group instruction for students in the self contained fifth grade class during the Science period to include 2 Science teachers to meet the needs of all students.</b></p>
<p><b>Social Studies:</b></p>	
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>At risk counseling is provided on a day to day need by need basis.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	
<p><b>At-risk Health-related Services:</b></p>	

**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-5                      Number of Students to be Served: 41                      LEP 0 Non-LEP

Number of Teachers 1                      Other Staff (Specify) ELL Teacher

**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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All instruction for our ESL Title III after school program will be in English. We will target all of our ESL students (approximately 41) in grades K-5. The ESL program will consist of 2 hour sessions four times a week for seven weeks. The service provider will be a certified ESL teacher. The supervisory duties will be shared between the Principal and the Assistant Principal. The freestanding ESL after-school Title III program at PS 97 will begin March 3, 2011. We will provide extra support to the following targeted areas as follows: New immigrants and beginner learners will be grouped together for two days a week. A focus on one to one correspondences and basic language acquisition skills will be provided through an enriched word study approach that includes the computer program (Imagine Learning). Advanced Learners will receive extra support in skills needed to be proficient on both the ELA State Assessment and the NYSESLAT assessment. These scaffold lessons will provide access to content acceleration language learning. This includes modeling, bridging, experiences with graphic organizers and mega cognition activities. The program will end approximately April 15<sup>th</sup>. Supply funds will be used to purchase a computer based language learning program, *Imagine Learning*.

**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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Professional development is provided to ESL teacher by Imagine learning Provider and the Network Support Personal to provide support in scaffolding strategies and tasks. ESL students’ needs are identified and the best practices, planning, and instructional strategies are implemented. Attention to the LAP policy, principles, and practices, incorporating these into the content area instruction using methodologies such as scaffolding with a focus on academic rigor.

To best serve our immigrant population, an orientation of the after-school program will be scheduled with parents in order to have an exchange of information about their Children, as well as information on the program that their children will be attending. Refreshments and supplies (hand outs, schedules, and supports for home) will be provided. Immediately, social language acquisition is implemented thru excursions to various Historical sites in NYC. Trips are planned to enrich the thematic units of study that will be incorporated into the after-school program. These themes include NYC and learning and respecting different cultures. Parents will also be provided with books and materials that they can use at home with their children.

**Section III. Title III Budget**

School: PS 97 BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9,000	<b>Approximately 118 hours of per session for ESL and general education teachers to support at risk students: 120 hours x \$49.89 = \$ 5887.02</b> <b>Approximately 59 hours of per session for ESL Supervisor: 60 hours x \$52.21 = \$ 3080.39</b>
<b>Purchased services</b>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and</b>

- High quality staff and curriculum development contracts.		administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,500	(Books, test sophistication materials, books on tape, interactive computer programs: 30 Imagine Learning licenses x \$150.00 = \$4500.00
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
<b>Travel</b>		
<b>Other</b>	\$1,500	Parental involvement activities/ supplies
<b>TOTAL</b>	\$15000	

### **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.

Department of Education will provide regional and citywide memos with written translations for non-English speaking families.

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.

There is a small need for written translation. When possible we use staff members to translate all written correspondence at a parent request.

#### **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.

Written translation for non-English speaking families will be provided by the Department of Education (via the Parent Coordinator), Parent volunteers and staff translators.

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 translations for non-English speaking families, will be provided by the Translation & interpretation Unit as well as school personnel

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>.

A sign is placed on the parent bulleting board and near the Parent coordinator's office to notify parents regarding translation and interpretation services. In addition, the school will provide oral communication regarding student specific information, health, safety or disciplinary matters.

**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:	\$347,407	\$409,127	\$756,534
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,474	\$4,091	\$7,565
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,370	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,740	*	

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.

### **Parent Involvement Policy**

Our school's parent involvement policy includes the entire school community working together and supporting one another in increasing parent involvement.

This committee will be headed by the PTA President, Parent Coordinator, and School Leadership Team.

This committee will include all parents in the planning and implementing/evaluations of continuous improvement of school level programs funded through Title I.

#### **Responsibilities Include:**

- Surveying parents and providing appropriate motivational activities and parent education workshops to engage parents in the school.
- Evaluations to be given out to each parent to voice their input after every parent workshop. Providing parental incentives and reasonable refreshments to encourage parental attendance at workshops.
- Parents will be able to network with other parents by way of attendance at various workshops and activities planned in the CEP's Parental Involvement section.
- The Principal and Parent Coordinator will announce and state in letters at the PTA meetings all upcoming events of instructional programs, curriculum, performance standards, and assessments in the school.
- The school will work with all parents to improve accessibility for participation of parents with disabilities and by means of providing translation services to those parents who are non-English speakers or limited English proficient, in parents' native language to the extent practicable.
- The school will send out, in the fall, a parent survey to evaluate the content and effectiveness of the Parent Involvement Policy in improving the academic quality of the school, identifying barriers to have greater participation by parents with particular attention to

parents who are economically disadvantaged and disabled with language barriers, limited literacy, of racial ethnical minority by direct notification to parents and translation to parents at meeting with school officials.

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

#### School/Parent Compact

This is a copy of the School/Parent Compact. An additional copy will be sent home for you to sign and return to the school.

The staff and caregivers at P. S. 97 have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at P. S. 97 and to show how the school family are working together to educate the children at P. S. 97, the staff and caregivers of P. S. 97 agree to implement the following programs and activities.

#### The School

1. P. S. 97 will provide an academic program that is rigorous and challenging.
2. P. S. 97 will continue its commitment to excellence by providing the best possible staff development for all teachers to include inquiry work and introductions to the new Common Core State Standards.
3. P. S. 97 staff will be positive role models for students.
4. P. S. 97 staff will communicate with families on an ongoing basis regarding the student’s academic progress (parent newsletters, data and goal sheets and report cards).
5. P. S. 97 will implement a school-wide homework policy that reinforces learning in all content areas.
6. P. S. 97 will involve caregivers in the decision-making of the school.

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Principal

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Teacher

The school and families of P. S. 97 recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school's purpose is to support the community and its families in whatever manner is necessary and reasonable to its ability to do so, and likewise it is the family's responsibility to support the child and the school.

### **The Home**

Caregivers at P. S. 97 will send their children to school every day, dressed in uniform, prepared to learn, and on time.

Caregivers at P. S. 97 will provide school with proper documentation for any and all absences.

Caregivers at P. S. 97 will read to their children at least 15 minutes a night.

Caregivers at P. S. 97 will attend all parent/teacher conferences to discuss the academic progress of their children.

Caregivers at P. S. 97 will assist their children with their homework assignments on a regular basis to insure completeness and accuracy.

Caregivers at P. S. 97 will attend Parent Educational Workshops given by the Parent Coordinator and at PTA meetings.

## **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.

SLT will review progress report, ITAs, Predictors, Benchmark Assessments and State Assessments. (See Action Plan pages 13-18)

2. Schoolwide reform strategies that:

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

(See Action Plan pages 13-18)

- 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.

(See Action Plan pages 13-18)

3. Instruction by highly qualified staff.

100% of staff members are highly qualified.

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

High quality and ongoing professional development are provided by administration and the CFN. Teachers also participate in Inquiry teams and there is school wide collaboration on student needs and progress.

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

N/A

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

(See Action Plan page 18-19)

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.

The parents are provided with Parent-child Orientation and inter-visitation.

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

Teachers participate in Capacity building teams, Grade meetings and Inquiry teams.

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.

Teachers use various techniques to provide differentiated instruction. We participate in the Sports and Arts After school program, Team Building and Enrichment programs.

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.

N/A

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

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$337,407	✓	Pgs 14-22
Title I, Part A (ARRA)	Federal	✓			\$409,127	✓	Pgs 14-22
Title II, Part A	Federal	✓			\$42,595	✓	Pgs 14-22
Title III, Part A	Federal	✓			\$15,000	✓	Pgs 14-22
Title IV	Federal			✓			
IDEA	Federal	✓			\$239,181	✓	Pgs 14-22
Tax Levy	Local	✓			\$2,845,960	✓	Pgs 14-22

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- 
- 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.

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:** In Good Standing      **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.)

We have approximately 5 students in temporary housing.

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

Teachers, Staff and Administration provide all of the necessary day to day requirements for a successful student. They receive AIS Services, Extended Services, transportation and supplies 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. 097 Bronx					
<b>District:</b>	11	<b>DBN:</b>	11X097	<b>School</b>		321100010097

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	33	36		93.1	93.1	93.2
Kindergarten	111	116	106				
Grade 1	127	109	123	<b>Student Stability - % of Enrollment:</b>			
Grade 2	117	126	109	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	112	116	123		93.2	88.8	91.5
Grade 4	119	97	122				
Grade 5	107	115	106	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.7	73.5	77.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	44	24
Grade 12	0	0	0				
Ungraded	0	4	3	<b>Recent Immigrants - Total Number:</b>			
Total	729	716	728	(As of October 31)	2007-08	2008-09	2009-10
					4	5	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	32	22	Principal Suspensions	8	11	8
# in Collaborative Team Teaching (CTT) Classes	25	33	41	Superintendent Suspensions	7	13	4
Number all others	32	30	33				

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

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	60	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	15	6
# receiving ESL services only	31	27	TBD				
# ELLs with IEPs	1	7	TBD				

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

Number of Educational Paraprofessionals	4	3	15
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.9	75.0	94.9
				% more than 5 years teaching anywhere	45.5	46.7	62.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	88.0	96.6
American Indian or Alaska Native	1.0	1.3	1.8	% core classes taught by "highly qualified" teachers	100.0	100.0	99.1
Black or African American	43.6	40.8	38.2				
Hispanic or Latino	32.6	35.2	37.2				
Asian or Native Hawaiian/Other Pacific	9.1	10.2	10.9				
White	13.0	11.2	11.7				
<b>Male</b>	53.4	52.0	51.4				
<b>Female</b>	46.6	48.0	48.6				

#### 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			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	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	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	56.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>606</b>	District <b>60</b>	School Number	School Name <b>P.S. 97</b>
Principal <b>Katheleen Bornkamp</b>		Assistant Principal <b>Paul Caron</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Michelle Lubelli/ELA</b>		Guidance Counselor <b>Heater O'Rourke</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Susan Mozeson</b>	
Related Service Provider <b>Mirabel Lino</b>		Other <b>type here</b>	
Network Leader <b>Petrina Palazzo</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>1</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		Total Number of ELLs	<b>38</b>	ELLs as Share of Total Student Population (%)	<b>%</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.
- 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.)
  - 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.
- All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) that is completed by the parent. The certified ESL teacher reviews the survey to determine if the student needs a language assessment based on the HLIS. If the student does not need the assessment, it is coded NO. If the student does need an assessment, the teacher performs the assessment and completes the HLIS.
  - A combination of the HLIS form as well as the LAP assessment is used to determine the eligibility of placement in our Free Standing ESL program. After reviewing the parent survey and program selection forms, the trend of the program choices is the Free Standing ESL program provided by our school.
  - The ESL teacher with support from the Parent Coordinator, distribute and collect all parent letters, surveys and program selection forms.
  - After student have been identified by (HLIS) Home Language Identification form. They are given the LAB-R test. Depending on the cut score they receive they are placed age appropriate and by their levels into the ESL Program offered only at the school. Parents are sent notices regarding their native language and their child's score and the notice includes a date for a parent orientation meeting. They view a video in their language which helps the parents make an informal decision as to the choices of three programs available to them. ESL, Bilingual and Dual Language. Then afterwards they fill out parent survey and parent selection form.
  - 38 parents have selected the ESL program.
  - Yes

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/>
Check all that apply	<b>6</b> <input type="checkbox"/> <b>7</b> <input type="checkbox"/> <b>8</b> <input type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>

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
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-</b>														0

<b>Contained</b>														
<b>Push-In</b>	8	10	2	10	3	5								38
<b>Total</b>	8	10	2	10	3	5	0	0	0	0	0	0	0	38

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	38	3	3	38	0	0	0	0	0	76
<b>Total</b>	<b>38</b>	<b>3</b>	<b>3</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>76</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	6	2	7	3	1								26
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	2	0	0	0	0	0								2
Arabic	0	3	0	3	0	3								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	0	0	0	0								1
<b>TOTAL</b>	<b>9</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>38</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. The organizational model at P.S. 97 is a ESL Pull Out Program

b. Heterogenous

2a. The ELL students receive 360 minutes per week for Beginners and Intermediates

b. 180 miutes for Advanced students

3. Instruction is in English and some of the Instructional Approaches are TPR (Total Physical Response) BICS and CALP, Language Experience Approach, etc.

4a. SIFE students are given an extra period using scaffolding in varied degrees depending on the needs of the student.

b. Based on the students needs and how much schooling they have had students are paired with other students who speak the same language to help interpret for understanding. Using various approaches and methodologies they are also receiving, AIS instruction and ELA strategies.

c. They are receiving support from other teaching professionals.

d. Ultizing ESL Programs and additional support from other teaching professionals.

e. Following students IEP and ESL required minutes we are giving instruction to students to meet their needs.

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

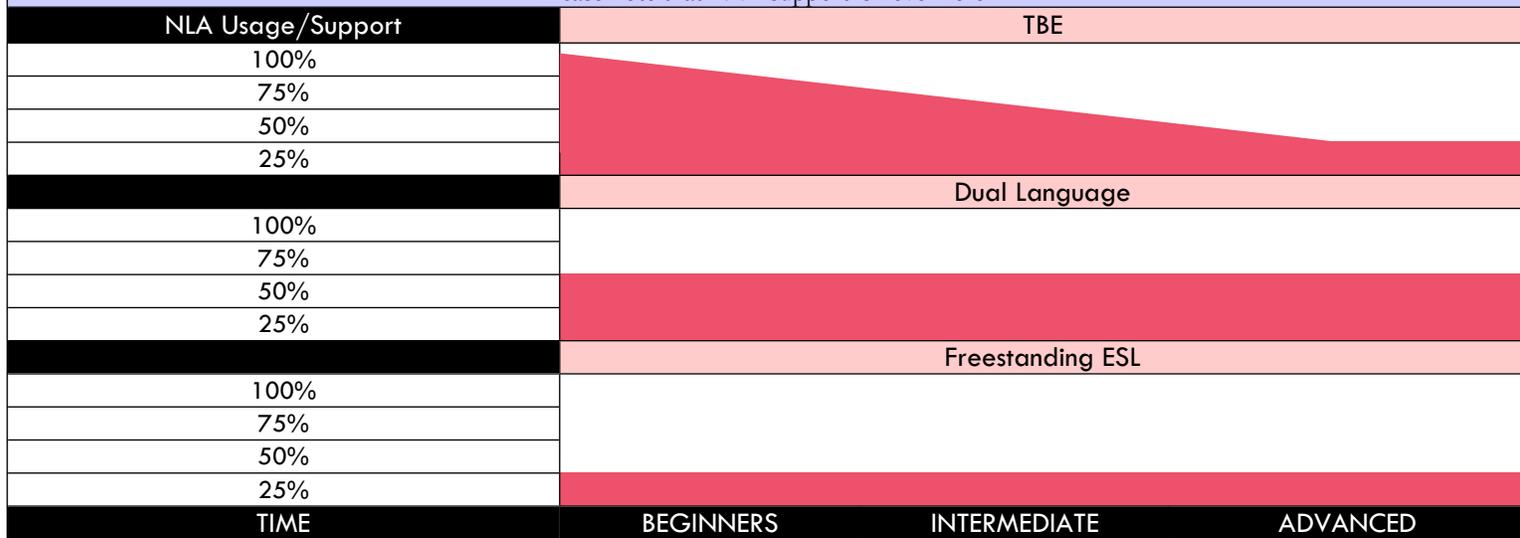
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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



## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. Small group in ---, Extended Day, AIS in ELA & Math offered in English

6. The ESL teacher incorporates one period a week in the ESL program has been designated to support the transitional students in any area that the classroom teacher deems necessary to further ensure the students' success in the general classroom environment.

7. Teachers College Units of Study for Grades 3-5 in Reading

8. Not at this time.

9. Title III funds as well as community based programs are offered to all students.

10. The ESL teacher uses the, "Into English Program" and "On Our Way to English" including books in students native language as well as using the technology program, "Imagine Learning Program". The sub-groups are Beginners, Intermediate & Advanced students.

11. The native language support for the ESL Program is delivered by using Total Physical response, is calfolding, body language etc, and using books in their native language as well as utilizing students who speak the same language.

12. Yes

13. Parent Orientation for ESL students as well as a back to school evening for all parents.

14. None

## C. Schools with Dual Language Programs

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

N/A

## 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.
2. Guidance Counselors of elementary and middle school conference to address student needs.
3. Divided by magic leaders and network personnel.

### 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. This has to do with Parent Coordinator ESL section-parent tries to ---- and other places of interest. Attend the annual ESL conference for Parents. Notices sent out in native language, phone contact by ESL teacher and interpreter if necessary
2. Learning Leaders
3. For Parent Coordinator
4. ESL involving parents in making choices in selecting program and also on trips

## 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	5	1	3	0	2								13
Intermediate(I)	0	4	0	2	0	2								8
Advanced (A)	6	1	1	5	3	1								17
Total	8	10	2	10	3	5	0	0	0	0	0	0	0	38

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

	<b>A</b>	0	1	1	4	3	1							
	<b>P</b>	0	0	0	0	0	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		1		0		1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		0		0		0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

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

1. Fondas & Pinell Benchmark Assessment, Writers Checklist

ESL students tend to score lower than non ESL Students on ELA based Assessments and higher on Math Assessments

2. The data patterns revealed across proficiency levels are the students need for ELA and writing strategies.

3. All modalities from the LAB-R, NYSESLAT and ----- Assessment are taken very seriously and based on the needs of the students the ESL methodologies and approaches are incorporated and have a profound affect to drive instructional decisions.

4.

5.

6.

**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.

**Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		