



**JOSEPH O. LORETAN  
SCHOOL OF CREATIVE ARTS  
C.S. 102X**

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

**SCHOOL: DISTRICT 12/BRONX/102X  
ADDRESS: 1827 ARCHER STREET  
TELEPHONE: 718-792-4003  
FAX: 718-409-2626**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 102      **SCHOOL NAME:** Joseph O. Loretan School of Creative Arts

**SCHOOL ADDRESS:** 1827 Archer Street Bronx, NY 10460

**SCHOOL TELEPHONE:** (718) 792-4003      **FAX:** (718) 409-2626

**SCHOOL CONTACT PERSON:** T. Trezevantte      **EMAIL ADDRESS:** TTrezevantte@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gary Gonzalez

**PRINCIPAL:** Tanyua Trezevantte

**UFT CHAPTER LEADER:** Gary Gonzalez

**PARENTS' ASSOCIATION PRESIDENT:** Arlene Ortero

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** 606

**NETWORK LEADER:** Petrina Palazzo

**SUPERINTENDENT:** Myrna Rodriguez

**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
Tanyua Trezevantte	*Principal or Designee	
Gary Gonzalez/Neysa Lewis	*UFT Chapter Chairperson or Designee	
Arlene Ortero	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Melissa Bowman	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	
Valerie Rowe	Member/UFT	
Thomas Hutchinson	Member/UFT	
Marisol Perez	Member/Parent	
Michael Mozon	Member/Parent	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Our vision is a cooperative learning community composed of empowered students inspired by the collaborative efforts of our parents, community, faculty, and staff. A dedicated partnership will challenge our students to become critical thinkers and compete globally as productive citizens. Together we will meet the standards with a rich cohesive curriculum that motivates our students toward becoming life long learners.

We believe special academic programs, extracurricular activities, community support, and parent involvement will create a collaborative school community. This enhances our environment, which will enable all of our students to meet the standards, reach their highest academic potential, become lifelong learners, and ultimately, become contributing members of the community.

We are presently a Pre-Kindergarten to 5th grade school located in the Parkchester section of the Bronx. Our 2009-2010 Status with Differentiated Accountability is Restructuring (Advanced). Our restructuring plan is an intensive AIS model to ensure that our students receive early intervention. Our focus is to infuse creative arts learning across all content areas. In order to ensure good teaching practices, various checklists, surveys, evaluations, and observations are used to identify strengths and needs for professional development.

Our curriculum consists of multiple programs focused on the development of individual student needs. The kindergarten, first grade and second grade classes are involved in the Core Knowledge Pilot Program. Additionally, these grades use Harcourt Science and Everyday Math core curriculum. In order to support the components of the literacy block, grades 3-5 use Flocabulary Word Up Project word study program in combination with Good Habits Great Readers. In addition to exposing them to the general curriculum, our special education classes are implementing the My Sidewalks on Reading Street intervention program. This program provides explicit and intensive reading and word study instruction to meet the individual needs of struggling learners. Bilingual classes are using *Tesoros de lectura* as their reading and word study programs. *Tesoros* offers systematic instruction that delves into the four key aspects of reading and language arts instruction: listening, speaking, reading, and writing. Testing Fundamentals and Writing Fundamentals are also utilized.

NYS Standards will be used to guide the planning of the science, social studies and math curricula school-wide. K-2 utilize the Harcourt Science text material only, whereas, grades 3-5 use a combination of Harcourt Science and Foss kits. The Harcourt Social Studies material is a resource in 3-5. Everyday Mathematics is utilized school-wide. McGraw Hill's Math Steps is used for differentiation.

To complement our interdisciplinary academic curriculum, we offer additional enrichment programs. We are currently infusing the arts into our curriculum through various programs. Creative Arts was founded on the belief that the education of the whole child includes ongoing exploration in dance, drama, music, and visual arts. The following programs are integrated daily into our curriculum: Music and the Brain (Grades K-2).

Supplemental Educational Services offer small group tutoring in Math, English, and Language Arts. We will offer a Saturday ELL Academy to provide students with additional support in ELA, Math and language development.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Joseph O. Loretan School of Creative Arts (X102)				
<b>District:</b>	12	<b>DBN #:</b>	12X102	<b>School BEDS Code:</b>	321200010102

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		89.6	91.3	91.7		
Kindergarten	149	126	158						
Grade 1	207	158	150	<b>Student Stability: % of Enrollment</b>					
Grade 2	178	191	154	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	199	184	184		87.4	87.9			
Grade 4	184	171	179						
Grade 5	167	166	165	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		79.8	86.7	95.7		
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		8	30			
Grade 12	0	0	0						
Ungraded	10	1	8	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1130	1033	1034		20	21	19		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	90	99	93						
No. in Collaborative Team Teaching (CTT) Classes	45	47	46	Principal Suspensions	6	66			
Number all others	50	52	68	Superintendent Suspensions	4	25			

DEMOGRAPHICS									
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10	
(As of October 31)		2007-08	2008-09	2009-10	CTE Program Participants	0	0	0	
# in Trans. Bilingual Classes		92	80	86	Early College HS Participants	0	0	0	
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		92	113	117	<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs		20	19	45	(As of October 31)		2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		98	91	85	
				Number of Administrators and Other Professionals		19	18	8	
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals		6	10	28	
(As of October 31)		2007-08	2008-09	2009-10					
		0	0	0					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)		2007-08	2008-09	2009-10	
(As of October 31)		2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	94	
American Indian or Alaska Native		0.6	0.6	0.8	Percent more than two years teaching in this school	76.5	73.6		
Black or African American		28.9	27.7	26.8	Percent more than five years teaching anywhere	57.1	61.5		
Hispanic or Latino		65.4	63.7	63.3	Percent Masters Degree or higher	85.0	84.0		
Asian or Native Hawaiian/Other Pacific Isl.		3.6	4.2	5.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.3	94.7		
White		1.4	2.2	1.8					
Multi-racial		N/A	N/A	1.9					
<b>Male</b>		51.9	53.7	54.0					
<b>Female</b>		48.1	46.3	46.0					

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	X	√	-				
Limited English Proficient	X	√	-				
Economically Disadvantaged	√	√	√				
<b>Student groups making AYP in each subject</b>	4	6	1				

#### **Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	60.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	38.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Student Performance Trends**

Based on the NCLB/SED Accountability Status Report, C.S. 102 is in Restructuring Year 5 (Advanced) for ELA. The school's most recent Quality Review score is "Underdeveloped with Proficient Features" and received a C on the DOE Progress Report for the 2009-2010 school year. Based on analysis of the ELA exam for the 2009-2010 school year, our area of greatest need continues to be English Language Arts, with only 24.8% of students in grades 3-5 performing at or above Level 3. In grade 3, 28.1% of our third grade students performing at or above level 3; a 17.2% decrease from the previous year. In grade 4, 20.1% of our fourth grade students performing at or above level 3; a 29.9% decrease from the previous year. In grade 5, 62.9% of our fifth grade students performing at or above level 3; a 35.1% decrease from the previous year. We contribute some of the decrease in performance to the new scale scores prescribed by NYS.

Based on our findings and the recommendations outlined in the school's DOE Quality Review and recent City and State reviews, we will continue utilizing the various programs we implemented last year to allow maximum success of the program, including:

- Make better use of assessment data to identify student academic trends, strengths and areas of need at school level and to support school decision making and planning
- Align curricula, instruction, and organizational decisions to support student learning
- Track progress toward interim and long-term learning goals for individuals and sub-groups in all subject areas at school, teacher team and classroom level
- Develop professional learning and leadership opportunities to promote continuous evaluation and revision of teacher practices to improve academic outcomes for students
- Develop and implement a collaborative system for measuring progress towards interim and long-term school goals and making adjustments during the school year

According to research presented, will assist students in acquiring the long-term skills they will need to perform on or above grade level. Good Habits Great Readers is one of the programs newly implemented. The My Sidewalks on Reading Street was the other program purchased as an intervention component for our Special Education students, but will also be utilized by any student identified as needing intense intervention in reading. We will continue utilizing the Testing and Writing Fundamentals programs, provide Academic Intervention Services, as well as offer extra support to our ELLs during our Saturday ELL Academy.

### **Greatest Accomplishments**

Rather than simply looking at the percentage of students who are at grade level, as demonstrated by their performance (Levels 1, 2, 3 and 4) on the New York State Performance, we analyzed student improvement as measures by AYP. Students whose State test results dropped did not necessarily learn less. In fact, students in our subgroups of English

Language Learners, Special Education Students and Hispanic students in the lowest third citywide earned scale scores that were equivalent to those of the previous year. Looking at the change in performance scale scores also gives us another source of data to focus on when planning school wide initiatives.

When we examined progress in Mathematics using State testing performances, we are in good standing.

### **Significant Aids/Barriers**

Due to the work of the inquiry team, we were able to develop strategies to support instruction ELA. Additionally, we offered Saturday Academy, which provided small group instruction in both ELA and Math. We also established classes which targeted ELLs within this program. In addition to the Saturday program, there was an ELL After-School Academy.

Collective data indicates a need for school wide improvement in differentiated instruction and guided reading. Our professional development plan will focus the aforementioned.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- 1) Student Performance: By June 2011, we will meet our Annual Measurable Objective (AMO) for English Language Arts by increasing the number of students achieving proficiency on the NYS ELA exam from 24.8% to 29.8%, as indicated in the NYS School Report Card.

The newly established scale scores directly affected performance levels. With the increased number of students performing at Level 1 and 2, in addition to the decrease in Levels 3 and 4 in the 09-10 year, we plan to provide various professional development opportunities for all staff, to include but not limited to pedagogues, paraprofessionals and administrators in all core subject areas, as well as in areas which directly affect teaching and learning. Furthermore, we will have ongoing PD on the use and implementation of the new Core Curriculum State Standards. We will also provide, in collaboration with our PTA parent workshops that address maximizing student achievement and recommend best practices and strategies on how “to apply developmental principals that are sensible and artful” (Yardsticks, Chip Wood, 1997). This will be accomplished through external and internal training, both supported by Title I SWP and/or Title III funds.

Additionally, our school will utilize our extended day time to support all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students in reading, writing, and mathematics. This year we have opted to utilize a portion of our extended day to allow teacher teams to meet collaboratively for inquiry and planning purposes.

- 2) School-wide Differentiation: By Spring of 2011, our goal is to have 75% of teachers, representing 33 out of 45 classrooms, implement differentiated instruction through content, process, and/or product, as measured by formal and informal observations, review of lesson plans and student work samples, and Inquiry Team discussions. This year in order to further support our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students we have purchased the Kaplan bundle in ELA using Fair Student Funding. We will utilize Kaplan's Keys to provide methods and strategies for tackling the NYS test, which will build core skills for academic success. Additionally, teachers will utilize the Kaplan Test Companion during the literacy block to differentiate instruction, which will expose their students to the components of the test. This will increase familiarity with the format of the test.

Additionally, we will facilitate staff development training with the use of Bureau of Education and Research DVD kits, which will expose teachers to instruction strategies using authentic situations. Some titles include, but are not limited to:

- *Keep All Your Students Learning While You Teach Reading Groups: Creating and Managing Meaningful, Independent Literacy Centers and Activities*
- *Using Literacy Centers to Strengthen Your Reading and Writing Program*
- *Using Guided Reading to Strengthen Students' Reading Skills at the Emergent Level*
- *Instructional Strategies for Guided Reading that Enhance Students' Reading Comprehension*
- *Comprehension Strategies That Help Your Struggling Students Be More Successful Readers*
- *Maximizing the Active Participation and Language Learning of ELL Students Using Read Aloud, Sharing Reading and Word Work*

- *Using Practical Differentiation Strategies to Meet the Learning Needs of Gifted Students*

- 3) Learning Environment Survey: We plan to increase the participation rate in the school's Learning Environment Survey to 29%, which represents a 10% increase over 2009-2010, as measured by the 2010-2011 school year survey. In collaboration with our PTA and utilization of Title I School Wide Program funding, we will provide various opportunities to engage parent involvement. Our goal is have a more positive outcome and a higher participation rate on the NYC School Survey Report.
- 4) Attendance: Attendance is a critical factor in the academic success of students. Our goal is to raise our yearly attendance, from 90.9% to approximately 92.0%, by June 2011. Through the use of the PBIS system, we will establish school wide rules and protocols which will positively address and reinforce daily attendance. Some incentives will include but are not limited to class and individual recognition. In addition to this school wide programming, we will utilize our Automated School Messenger system to communicate daily absences to families.

We can monitor our progress by periodically accessing ARIS at the classroom level and ATS for school wide progress. The attendance of students that have been identified either through 407s, teacher notification or ILOG, will be discussed at Pupil Personnel Meetings. Outreach and a plan for follow-up will be discussed at this time. A staff member will then be assigned to monitor students' attendance and follow-up with the parents. Services by support staff (Guidance Counselor, Social Workers) are given to students and their families as needed.

## 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):** Student Performance/Progress

<b>Annual Goal</b>	By June 2011, we will meet our Annual Measurable Objective (AMO) for English Language Arts by increasing the number of students achieving proficiency on the NYS ELA exam from 24.8% to 29.8%, as indicated in the NYS School Report Card.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>We strive to increase the number of ELL and special education students who make AYP in ELA/Math by providing various professional development opportunities for all staff, to include but not limited to pedagogues, paraprofessionals and administrators in all core subject areas, as well as in areas which directly affect teaching and learning. Furthermore, we will have ongoing PD on the use and implementation of the new Core Curriculum State Standards. We will also provide, in collaboration with our PTA parent workshops that address maximizing student achievement and recommend best practices and strategies on how “to apply developmental principals that are sensible and artful” (Yardsticks, Chip Wood, 1997).</p> <p>Additionally, our school will utilize our extended day time to support all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students in reading, writing, and mathematics. This year we have opted to utilize a portion of our extended day to allow teacher teams to meet collaboratively for inquiry and planning purposes.</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>▪ Provide current and appropriate Professional Development to pedagogues, paraprofessionals and administrators in all core subject areas, as well as in areas which directly affect teaching and learning</li> <li>▪ Utilize our extended day time to support all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students in reading, writing, and mathematics. This year we have opted to utilize a portion of our extended day to allow teacher teams to meet collaboratively for inquiry and planning purposes.</li> </ul> <p>This will be accomplished through external and internal training, both supported by Title I SWP and/or Title III funds.</p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Indicators of Interim Progress and Accomplishments include, but are not limited to:

- State standardized test scores
- Acuity Predictive and ITA Assessments
- Monthly teacher-created assessments based on Performance Indicators

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

<p><b>Annual Goal</b></p>	<p>By Spring of 2011, our goal is to have 75% of teachers, representing 33 out of 45 classrooms, implement differentiated instruction through content, process, and/or product, as measured by formal and informal observations, review of lesson plans and student work samples, and Inquiry Team discussions.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>This year in order to further support our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students we have purchased the Kaplan bundle in ELA. We will utilize Kaplan’s Keys to provide methods and strategies for tackling the NYS test, which will build core skills for academic success. Additionally, teachers will utilize the Kaplan Test Companion during the literacy block to differentiate instruction, which will expose their students to the components of the test. This will increase familiarity with the format of the test.</p> <p>Additionally, we will facilitate staff development training with the use of Bureau of Education and Research DVD kits, which will expose teachers to instruction strategies using authentic situations.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Teachers, paraprofessionals, and administrators will be given various opportunities to take advantage of Protraxx, professional development provided through our CFN, as well as internal teacher/coach lead training</li> <li>▪ Professional Development will be offered during common planning period, lunch times, or afterschool to meet the scheduling needs of our staff to ensure higher rates of attendance</li> </ul> <p>This activities will be support using Fair Student Funding or gratis when applicable.</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>Indicators of Interim Progress and Accomplishments include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ Acuity Predictive and ITA Assessments</li> <li>▪ Kaplan lesson/unit assessments</li> <li>▪ Individual progress as evidenced by student work and conference notes</li> </ul>

**Subject/Area (where relevant):** Learning Environment Survey \_\_\_\_\_

<p><b>Annual Goal</b></p>	<p>We plan to increase the participation rate in the school’s Learning Environment Survey to 29%, which represents a 10% increase over 2009-2010, as measured by the 2010-2011 school year survey.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In collaboration with our PTA we will provide various opportunities to engage parent involvement. Our goal is have a more positive outcome on the School Environment Survey, as well as a higher participation rate overall on the NYC School Survey.</p> <ul style="list-style-type: none"> <li>• School will host several opportunities before and after school in which parents will be invited to the school to participate in informational sessions and parent workshops that are directly related to student achievement and a positive building culture. As a result we strive to develop more positive relationships with all stakeholders</li> <li>• When the survey is made available we will recruit volunteers to assist parents who may assistance in the process of completing the survive</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• The workshops and informational sessions will be presented by the Parent Coordinator, Literacy Coaches, Data Specialist, and other volunteers. They will take place during and after school hours.</li> </ul> <p>Title I SWP funds may be used to support these activities.</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>	<ul style="list-style-type: none"> <li>• The feedback from monthly parent workshops will serve as data for analysis and implications for future actions. The results from the parent survey for the School Progress Report will be an instrument of measure as well.</li> </ul>

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

1) Attendance:

<p><b>Annual Goal</b> To increase the attendance rate from 90.9% to 92.0%</p>	<p>Attendance is a critical factor in the academic success of students. Our goal is to raise our yearly attendance, from 90.9% to approximately 92.0%, by June 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through the use of the PBIS system, we will establish school-wide rules and protocols which will positively address and reinforce daily attendance. Some incentives will include but are not limited to class and individual recognition. In addition to this school wide programming, we will utilize our Automated School Messenger system to communicate daily absences to families.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Renewal of the School Messenger service purchase with Fair Student funding will assist in accomplishing our goals, in addition to school-wide utilization of ARIS and PBIS protocols.</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>	<ul style="list-style-type: none"> <li>▪ We can monitor our progress by periodically accessing ARIS at the classroom level and ATS for school wide progress.</li> <li>▪ The attendance of students that have been identified either through 407's, teacher notification or ILOG, will be discussed at Pupil Personnel Meetings. Outreach and a plan for follow-up will be discussed at this time. A staff member will then be assigned to monitor students' attendance and follow-up with the parents. Services by support staff (Guidance Counselor, Social Workers) are given to students and their families as needed.</li> </ul>

## **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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	2	0	0
2	0	0	N/A	N/A	5	0	2	2
3	43	44	N/A	N/A	19	0	1	0
4	131	122	30	30	19	0	2	1
5	103	103	40	30	16	1	1	1
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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Based on the pacing calendar and state standards, students are provided with extended lessons focused on their area of need, through differentiated, small group and one-to-one instruction. The systematic phonics skills programs used are Words Their Way and Flocabulary. (Core Knowledge for k-2) In addition, peer tutoring, SES provided by School Professionals, Lessons in Literacy during our 75 minutes extended day two days per week, Acuity skills bank, guided reading groups, and Saturday Academy are all offered school-wide where applicable.</li> <li>▪ Three full-time staff assigned to AIS services and two certified ESL teachers that provide focused push-in and /or pull-out services to ELLs, plus Extended Day program focused on struggling learners in grades 3-5 and a Saturday ELL Academy</li> <li>▪ Our Special Education students receive intervention during their small group instruction using the My Sidewalks on Reading Street program during small group instruction in addition to the abovementioned interventions.</li> <li>▪ Our English Language Learners receive intervention through <i>Tesoros de lectura</i>, <i>Benchmarks en Español</i> by the Benchmark Education Company, ELL Academy, and Saturday Academy instruction in Spanish in addition to the aforementioned interventions.</li> </ul>
<b>Mathematics:</b>	<p>AIS in <b>math</b> is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Based on the pacing calendar and state standards, students are provided with extended lessons focused on their area of need, through differentiated, small group and one-to-one instruction. In addition, peer tutoring, SES provided by School Professionals, Math Club during our 75 minutes extended day two days per week, Acuity skills bank, center activities during the Math block, and Saturday Academy are all offered school-wide where applicable to ensure success.</li> </ul>
<b>Science:</b>	<p>AIS in <b>science</b> is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ In addition to the State mandated periods of science instruction, participating students will receive additional instruction in science during our Saturday Academy program.</li> <li>▪ The science lab will be used as a vehicle to provide AIS hands-on instruction.</li> <li>▪ Intervention will also be provided during small group instruction and push-in by the AIS providers.</li> </ul>
<b>Social Studies:</b>	<p>AIS in <b>social studies</b> is being implemented in the following way:</p> <ul style="list-style-type: none"> <li>▪ Intervention will also be provided during small group instruction and push-in by the AIS providers.</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Our Guidance Counselor provides our school community with the following services:</p> <ul style="list-style-type: none"> <li>▪ Follow-up with students in crisis.</li> <li>▪ Student and family outreach through home visitation, reports allegations of child abuse.</li> <li>▪ Counseling services.</li> <li>▪ Assistant with the Prep for Prep application process.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The School Psychologists provide our school community with the following services:</p> <ul style="list-style-type: none"> <li>▪ Follow-up with students in crisis.</li> <li>▪ Offer consultation to students, parents and teachers.</li> <li>▪ Individualized counseling services for students at-risk to address behavior and/or social-emotional issues.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<p>The Related Service Social Worker provides our school community with the following services:</p> <ul style="list-style-type: none"> <li>▪ Follow-up with students in crisis.</li> <li>▪ Assesses and intervenes with students in crisis.</li> <li>▪ Individual and group counseling as per IEP mandate to address the social emotional and behavioral needs.</li> <li>▪ Provides advocacy, capacity-based referrals and consultation with parents.</li> </ul>
<b>At-risk Health-related Services:</b>	<p>The At-risk Health-related Services provides our school community with the following services:</p> <ul style="list-style-type: none"> <li>▪ Follow-up with students in crisis by giving immediate services within the school.</li> <li>▪ Recommend outside services for students and parents.</li> </ul>

**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: 225 LEP 0 Non-LEP  
Number of Teachers 3                      Other Staff (Specify) 0

**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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### **Language Instruction Program**

The Joseph O. Loretan School of Creative Arts is a Pre-K to 5 school with an enrollment of approximately 946 students. Currently, there are 225 ELLs in kindergarten through fifth grade. There are 46 ELLs in kindergarten, 33 in first grade, 33 in second grade, 33 in third grade, 49 in fourth grade and 33 in fifth grade; 83% of our ELLs are of Hispanic origin and the remaining 17% are of diverse ethnic groups mostly comprising of Bengali.

Our school offers parents of ELLs the option of selecting either a TBE or a freestanding ESL program. Regardless of parental choice, the mandated language instruction for both NLA and ESL will comply with Part 154 of the Chancellor's Regulations.

The TBE program uses the workshop model in Native Language with intensive support in English with ESL/ELA time allotments. C.S. 102 has allocated 90 minutes for the literacy block, in which we strive to provide instruction during whole class instruction in compliance to NYS regulation.

Our ESL program is a freestanding push-in/pull-out model. The goals of the program are to provide explicit instruction in English using ESL strategies and methodologies. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student English proficiency: 360 minutes for students at the beginning and intermediate levels and 180 minutes for students in the advanced level. A certified ESL teacher provides small group instruction.

The Title III funds will provide supplemental instruction for ELLs during our Saturday ELL Excellence Program. It will target ELLs in the testing grades (3-5) who did not score proficiency in the LAB-R or NYSESLAT. Title III funds will provide additional instructional opportunities for ELL students who are at risk or are potential long term ELLs not meeting the mandated improvement nor have acquired language proficiency. We propose to implement a Saturday program beginning during the fall of 2010 and extending through the spring 2011. The program will be in effect for a time period of 20 weeks. Our highly qualified licensed bilingual and ESL teachers will each meet with 20 students in grades 3 – 5 on Saturdays for 3 hours. This program will be offered to all identified Bilingual and ESL students including Special Education students according to NCLB to help students attain English proficiency.

Instruction will focus on content area using Total Physical Response (TPR) and scaffolding techniques to increase student content area knowledge and academic language skills in English. The TPR approach is supported by scientifically based research that indicates that language is best supported by multi-sensory activities. Such activities will include the use of Literacy and Mathematics. The program will include extensive writing activities to improve student reading and comprehension skills in English and native language (where applicable). All ELL/immigrant students are provided with ample opportunities to participate in programs designed to enhance academic performance in Language Arts, Mathematics and content areas as described above, including services in ESL/Bilingual programs, AIS, and after-school and Saturday enrichment activities.

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### **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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The Title III Professional Development program at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, as well as explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population during our extended school day. A certified ESL/Bilingual staff member will provide 7 two hour comprehensive professional development sessions to 12 teachers on the following topics:

- Differentiating instruction for ELLs
- Academic Language
- Developing a lesson plan that includes ELLs
- ESL Scaffolding Strategies
- Characteristics of Second Language Learners
- Teaching Vocabulary to ELLs
- Best Instructional Practices for ELLs

### **Description of Parent and Community Participation**

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C.S. 102 understands that communication with parents is essential to promote the home-school connection. Translation and interpretation services will be provided to meet community needs. In line with this commitment, a Saturday Adult ESL program will be provided beginning in the fall of 2010 and extending through spring of 2011. One certified teacher will provide instruction in English as



General Supplies		Student notebooks 60 x \$1.39 = \$83.40 Student folders 4 Dz x \$10.31 = \$41.24 Pencils 10 Dz x \$2.23 = \$ 22.30 Dry Erase Markers 4 x \$4.38 = \$ 17.52 Permanent Markers 4 x \$3.63 = \$14.52 Chart Tablets 6 x \$4.40 = \$28.80 Copy paper 1 x \$30.95 = \$30.95
<b>N/A</b>	N/A	N/A
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A
<b>TOTAL</b>	<b>\$32,916.77</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Based on our home language report, and the blue emergency contact cards at initial registration, we found written communication for parents needs to be disseminated in languages other than English. Many parents will need someone to interpret for them in several situations, specifically when parents are meeting with their child's teacher, during school meetings, workshops and home contacts.

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.

Parent letters and messages posted around the school need to be written in parents' native language. Oral communication, via school visits as well as telephone, need to be addressed. The languages requiring translations are as follow: Bengali, Arabic, Spanish, Chinese and French. Spanish and Bengali have the greatest need.

#### **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.

We plan to provide written translation of all parent letters. Posted messages such as Mission Statements, Discipline Codes, and parent workshop schedules will be written in languages other than English. Written information given at Open House, Orientations, and PTA meetings will also be in the languages common to C. S. 102. In addition, information about after-school programs and services will be translated by per-session personnel. This will help to encourage parent participation in school activities

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.

We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences, general parent orientations, PTA meetings and workshops provided by Parents Association and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is accessible in the school. There will be personnel assisting at the front desk as well as in the main office.

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>.

CS 102 Joseph O. Loretan School of Creative Arts will continue to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services provided at the school site. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.



**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:	1,016,214	333,010	1,349,224
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,162	3,330	13,492
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	50,811	*	
4. Enter the anticipated 10% set-aside for Professional Development:	101,621	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 91%
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.
  - BEDS, Hiring Fairs, work closely with Teaching Fellows to identify highly qualified candidates
  - Teachers not meeting HQT status are counseled on certification requirements and notified that they will be reassigned to teach in their certification area

\* 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**.

**PARENT INVOLVEMENT POLICY**

To promote parent involvement among families, school and communities in order to positively affect the educational outcome of all students the school will:

- ☺ Support parents in their role as partners in our community through creative parent workshops, and engaging activities.
- ☺ Assist our school in establishing an association of parents that will convene regularly to discuss educational policies, practices and school/community concerns and issues.
- ☺ Support Parent Teachers Associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor’s Regulations.
- ☺ Raise the level of awareness of grade level expectations through the dissemination of information (Progress reports, meetings etc...) and parent workshops on standards and assessments.
- ☺ Empower parents in their key role as partners in the decision making process of educational policies and practices.
- ☺ Provide structured and engaging activities and workshops, which promote the home/school/community partnership.

***School-Parent Compact***

**In meetings held in September and October of 2010, the Joseph O. Loretan S.O.C.A. at C.S. 102X and parents agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement. We will build and develop a partnership that will help students achieve unlimited possibilities.**

<b>School</b>	<b>Parent/Guardian</b>
<b>We agree:</b> to convene an annual meeting for Title I parents to inform them of the Title I policy and they are right to be involved.	<b>I agree:</b> to become involved in the strategies designed to encourage my participation in parent involvement activities.
<b>We agree:</b> to offer a flexible number of meetings at various times. If available we will try to help with childcare.	<b>I agree:</b> to participate in or request technical assistance training that the school offers on child rearing Practices, teaching and learning

<p><b>We agree:</b> to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines</p> <p><b>We agree:</b> to provide parents with timely information about all programs and workshops.</p> <p><b>We agree:</b> to provide performance profiles and individual student assessment results for each and other pertinent individual and school information.</p> <p><b>We agree:</b> to provide quality curriculum and instruction.</p> <p><b>We agree:</b> to deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>*parents-teacher conferences at least annually</li> <li>*reports to parents on their child's progress</li> <li>*reasonable access to staff</li> <li>*opportunities to volunteer and participate in classrooms</li> <li>*observation of classroom activities</li> </ul> <p><b>We agree:</b> to assure that parents may participate In professional development activities, i.e., literacy classes, workshops on reading strategies.</p>	<p>Strategies.</p> <p><b>I agree:</b> to work with my child on schoolwork, read to my child on a daily basis and encourage my child to read to me each day.</p> <p><b>I agree:</b> to monitor my child's</p> <ul style="list-style-type: none"> <li>*attendance at school</li> <li>*homework</li> <li>*television watching</li> </ul> <p><b>I agree:</b> to share the responsibility for my child's improved achievement.</p> <p><b>I agree:</b> to communicate with my child's teacher's about their educational needs.</p> <p><b>I agree:</b> to ask parents and parents groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>
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<p><b><i>Parent Involvement</i></b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• The school will increase parent involvement by providing meaningful and instructional workshops and educational trips through Title I Parental involvement allocations. Through the collaborative efforts of the PTA, Parent Coordinator, and the school community. Parent workshops and activities will be geared towards helping their children meet the standards and foster a better and positive relationship with the school community.</li> <li>• C.S. 102 will have elected parent participation on the School Leadership Team. They will be actively involved in collaborative planning, implementing, monitoring and assessing the team model outlined in Chancellor's Regulation A-655.</li> </ul>
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**Objectives:** By June 2011:

- Parents will become active partners in their child’s education as evidenced by an increase in the number of parent attendees and active participants in PTA and Parent Coordinator workshops, meetings and school-wide activities.
- Parents will comprise 50% of the SLT representing all constituencies as described in Chancellor’s Regulation A-655.

**Description of Proposed Parent Involvement Program:** (*Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.*)

- Parents of all students (including Special Needs and ELL) will be encouraged to become actively involved with their child’s education.
- This participation includes, but is not limited to, educational and creative workshops, educational field trips attending conferences, becoming a parent volunteer through Learning Leaders, attending PTA meetings, PTC and becoming members of the School Leadership Team.
- Translations of all communications will be provided in order to further encourage the participation of all parents.

**Professional Development:**

- Our administrators and staff developers in conjunction with our Parent Coordinator will provide for Professional Development to parents in a creative and positive environment.
- We will incorporate agendas with input from parent surveys in order to increase parent participation at workshops.
- Our administrators, school specialists and staff developers in conjunction with our Parent Coordinator will help our school organize an effective family and community involvement program.
- We will provide support and training across the curriculum.
  - Indicators of parent involvement success will include the following:
    - Increased attendance at workshops, trips,
    - Increased attendance at Parent Teacher conferences
    - Increased attendance at PTA meetings
    - Increased performance on all student tests and assessments

**Parent Involvement**

**SCHOOL GOAL 1:** The school will increase parent involvement by providing meaningful workshops and activities geared towards helping their children meet the standards.

**Parent Involvement**

**SCHOOL GOAL 2:** C.S. 102 will have elected parent participation on the School Leadership Team who will be actively involved in collaborative planning, implementing, monitoring and assessing the team model outlined in Chancellor’s Regulation A-655.

<p><i>WHAT</i> <i>Objective</i></p>	<ul style="list-style-type: none"> <li>▪ By June 2011, all parents and guardians will have the opportunity become active partners in their child's education through timely outreach and communication of school-wide activities.</li> </ul>
<p><i>WHO</i> <i>Target Population</i></p>	<ul style="list-style-type: none"> <li>▪ All parents and guardians of all students, including ELL's, CTT and. Special Needs. (Pre-K-5).</li> </ul>
<p><i>HOW</i> <i>Major Tasks/Activities*</i></p>	<ul style="list-style-type: none"> <li>▪ Parent Orientation/VIP Night</li> <li>▪ Assembly programs</li> <li>▪ Regularly scheduled PTA/PC meetings</li> <li>▪ Regularly scheduled instructional workshops on a variety of topics including parenting skills, test preparation, new test assessments, health (including HIV/AIDS), nutrition, Performance Standards, all curriculum areas including Library. Translations will be provided.</li> <li>▪ Attendance at Parent/Teacher Conferences (Fall And Spring)</li> <li>▪ Collaborations with community based organizations. (Good Shepherd..etc)</li> <li>▪ Educational trips (Zoological, Science, Museums etc...)</li> <li>▪ Communication will be achieved through SLT, P.C. and PTA Bulletin Boards, posters, flyers and monthly calendars, outreach phone calls and email</li> </ul>
<p><i>WHEN</i> <i>Beginning Date, Frequency, and Duration</i></p>	<ul style="list-style-type: none"> <li>▪ September 2010- June 2011</li> </ul>
<p><i>SUPPORT</i> <i>Resources/Cost/Funding Source</i>  <i>(Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, CSR, etc.)</i></p>	<ul style="list-style-type: none"> <li>▪ Principal, Assistant Principals, PTA, Parent Coordinator, SLT, Staff Developers/Coaches and curriculum specialists</li> <li>▪ Title I and Tax Levy Funds.</li> </ul>
<p><i>INDICATORS OF SUCCESS</i></p>	<ul style="list-style-type: none"> <li>▪ Attendance at workshops and PTA meetings will increase by 3-5% as evidenced by attendance sheets</li> <li>▪ Positive evaluations of workshops</li> </ul>

<p><i>Interval of Periodic Review</i></p> <p><i>Instrument(s)/Projected Gains</i></p>	<ul style="list-style-type: none"> <li>▪ Community Feedback/Survey</li> <li>▪ Repeat Attendees.</li> </ul>
<p><i>ACCOUNTABILITY</i></p> <p><i>Person(s) or Positions(s)</i></p> <p><i>Responsible</i></p>	<ul style="list-style-type: none"> <li>▪ Principal, Assistant Principals, PTA, PC, SLT, Staff Developers/Coaches, outside agencies and curriculum specialists.</li> </ul>
<p><i>WHAT</i></p> <p>Objective</p>	<ul style="list-style-type: none"> <li>▪ By October 2010, C.S. 102 will have a School Leadership Team where the number of elected parent participants, representing all school constituencies, that will equal the number of staff participants not including the core members.</li> </ul>
<p><i>WHO</i></p> <p>Target Population</p>	<ul style="list-style-type: none"> <li>▪ Parents/guardians of all students, ELL's and special needs. Pre-K-5</li> </ul>
<p><i>HOW</i></p> <p>Major Tasks/Activities*</p>	<ul style="list-style-type: none"> <li>▪ Elected SLT parent participants will meet regularly as outlined in the C.S.102 SLT By-laws to discuss, implement and evaluate the CEP.</li> <li>▪ Elected SLT parents will participate in professional development to become more effective team members and become more informed of school-wide and educational policies.</li> <li>▪ Elected SLT parents will be actively involved in collaborative planning, implementing, monitoring and assessing the team model outlined in Chancellor's Regulation A-655.</li> <li>▪ All parents will be informed of the meeting dates through SLT Bulletin Boards</li> <li>▪ Parent surveys will be conducted in March to provide information for the 2010-2011 CEP.</li> </ul>
<p><i>WHEN</i></p> <p>Beginning Date, Frequency, and Duration</p>	<ul style="list-style-type: none"> <li>▪ October 2010- June 2011</li> </ul>
<p><i>SUPPORT</i></p> <p>Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN,</p>	<ul style="list-style-type: none"> <li>▪ PTA, SLT, Administration</li> </ul>

Title I, Title II, Title III, CSR, etc.)	
<i>INDICATORS OF SUCCESS</i> Interval of Periodic Review Instrument(s)/Projected Gains	<ul style="list-style-type: none"> <li>▪ The number of elected parent participants will equal the number of staff participants not including the core members.</li> <li>▪ Attendance at SLT meetings</li> <li>▪ Participation in professional development activities throughout the year</li> <li>▪ Completion of the 2010-2011 CEP.</li> </ul>
<i>ACCOUNTABILITY</i> Person(s) or Position(s) Responsible	<ul style="list-style-type: none"> <li>▪ SLT, PTA and Administration</li> </ul>

## 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.

See Part IV; Needs Assessment

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

See Part V; Action Plan

### 3. Instruction by highly qualified staff.

Our highly qualified teachers are continuously involved in a learning process in which their professional knowledge plays a crucial role in implementing best practices:

- a. Active participation in the Core Knowledge DOE pilot program for kindergarten through second grade
- b. Attendance at professional developments, conferences, and workshops
- c. Seminars
- d. Interschool visitations
- e. Learning walks
- f. Research based literature implementing best practices
- g. Study Groups
- h. Weekly common planning meetings
- i. Grade level inquiry teams
- j. New Teacher Mentoring Program
- k. Training to use data to drive instruction, acuity, and ARIS

Teachers have the opportunity to turnkey information, model best practices, and share the latest research findings during regularly scheduled professional development meetings, common prep periods, and grade level meetings. We are moving toward the development of a professional learning community

### 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.

We will continue to provide ongoing professional development aligned with both city and state standards during our weekly professional development meetings, common prep periods, before and after school meetings, lunch periods, and study groups. Teachers are given opportunities to examine their own practices in relation to the progress that their students are making in achieving the standards. Benchmark data is analyzed to identify best instructional practices and effective strategies to help students meet the standards.

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

Highly qualified teachers will be attracted from the New York City Teaching Fellows program (which includes a mentoring program). In addition, staff members will recruit new teachers from regional job fairs and onsite job inquiries. As recruiters, staff members will set up a rigorous screening and interview process for candidates including modeling a lesson in front of peers.

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

- Family Literacy and Math Nights
- Learning Leaders Program
- Social Studies Workshops
- Continuation of Adult English as a Second Language classes

- Letters, flyers, monthly calendars and meeting minutes to parents are written in multiple languages
- Increased advertisement of PTA and SLT meetings
- Participation in designated Open School Week, Parent Teacher Conferences, and school celebrations
- Day and evening workshops are hosted by Parent Coordinator, Curriculum Coaches, PTA and CSR Coordinator
- Library Media Center
- Biannual Scholastic Book Fairs

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.

- Ongoing articulation with St. Anthony’s Pre-K school which houses six Universal Pre-K classes
- Teachers meet together and with parents to articulate information regarding the Kindergarten program at C.S. 102 Joseph O Loretan School of Creative Arts
- St. Anthony’s students visit our Kindergarten classes
- St. Anthony’s parents along with their children visit C.S. 102 Joseph O Loretan School of Creative Arts for school and curriculum tours
- Parent Workshops are hosted between St. Anthony’s and C.S. 102 Joseph O Loretan School of Creative Arts
- The Core Knowledge kindergarten curriculum provides pre-literacy and transitory lessons in the first six weeks of kindergarten.
- IEP Team identifies “Turning 5” students receiving early intervention services and insures that their services are in place when they enter kindergarten.
- We have two all-day Universal Pre-K classes that include a support team consisting of a teacher, paraprofessional, social worker and a family worker that provides services and host parent workshops.

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.

At C.S. 102 Joseph O Loretan School of Creative Arts, we utilize the following formative assessments: Predictive Interim Assessments in ELA and Math, EL SOL, DRA, DIBELS, Woodcock Johnson, Acuity, and Everyday Math Unit tests. In addition, grades K-3 have instituted unit tests in all curriculum areas. Teachers use the data from these assessments to plan for flexible work groups, differentiate instruction, and to meet the needs of individual students.

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.

Refer to AIS action plans

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.

As a School Wide Program school, we utilize the majority of our funds through seamless and efficient streaming to support our educational programs for the benefit of all students. We will continue to use our resources effectively through tax levy, PCEN, Title I, II, III, Comprehensive, Project Arts and Grant & Vision Education. In addition, we have community-based organizations that serve as vital components to support our Schoolwide programs such as: Partnership with the Field Foundation and Core Knowledge Foundation, Robotics, ELL Academy, Saturday Program for Grades 3-5, Supplementary Educational Services provided by School

Professionals, Dreamyard Residency, American Ballroom Theatre, Music and the Brain, My Pyramid Health Program (Grade5), HIV Curriculum lessons (Grades K-5). These organizations provide ongoing parent outreach, counseling and medical services, student tutoring, enrichment opportunities, and referrals to other support agencies.

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,016,214	✓	
Title I, Part A (ARRA)	Federal	✓			333,010	✓	
Title II, Part A	Federal	✓			504,624	✓	
Title III, Part A	Federal	✓					
Title IV	Federal			✓			

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

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

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

IDEA	Federal	√			371,667	√	
Tax Levy	Local	√			4,621,746	√	

**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.

Refer to page(s): 5, 14, 20-21, 23, 31-34, 36-38, 41

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Refer to page(s): 12, 14-16, 21, 25-26, 44, 48

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;

Refer to page(s): 5, 12, 14, 21, 25, 44

4. Coordinate with and support the regular educational program;

Refer to: Section V, Action Plan

5. Provide instruction by highly qualified teachers;

Refer to page(s): 24, 30, 37

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Refer to page(s): 12, 14, 16, 23, 24, 25, 30, 31-33, 35-37, 40

7. Provide strategies to increase parental involvement; and

Refer to page(s): 5, 13, 17, 30, 31-36

8. Coordinate and integrate Federal, State and local services and programs.

Refer to page(s): 45

**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:** Restructuring Year 5                      **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.

In addition to the data presented on page 10 under the Needs Assessment, Great Accomplishments subtitle, we found based on the New York State ELA results, special education students posted an exemplary proficiency gains on the 2008-2009 ELA. The chart below shows our findings:

Grade	Year	Level 1 %	Level 2 %	Level 3 %	Level 4 %
3	2008	18	40.4	40.4	1.1
3	2009	19.2	35.5	43	2.3
(+/-)		1.2	-4.9	2.6	1.2
3	2010	39.8	32.2	24	4.1
(+/-)		20.6	-3.3	-19	1.8
<b>Grade 4</b>					
4	2008	11.9	33.9	51.8	2.4
4	2009	11.8	38.2	50	0
(+/-)		-0.1	4.3	-1.8	-2.4
4	2010	35.4	44.5	20.1	0
(+/-)		23.6	6.3	-29.9	0
<b>Grade 5</b>					
5	2008	3.8	47.2	49.1	0
5	2009	2.6	34.4	59.7	3.2
(+/-)		-1.2	-12.8	10.6	3.2
5	2010	23.2	49	25.2	2.6
(+/-)		20.6	14.6	-34.5	-0.6

School Under Registration Review (SURR)

Given that progress has been made, special education students still need to work toward meeting state standards.

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.

- We will continue to use and refine best teaching practices in grades Pre-K – 5.
- All classrooms will have leveled libraries, organized by both reading level and genre.
- We have increased our extended day from 37.5 minutes to 50 minutes.
- In our extended day program, we instituted a new curriculum for both ELA (Lessons in Literacy) and Math (After-School Achievers Math Club)
- Special Education classes utilize My Sidewalks on Reading Street for reading intervention
- Special Education classes utilize Math Steps for daily math curriculum
- Assessment will drive instruction and will be based on various data from standardized tests.
- DRA, DIBELS, Predictive and Interim Assessments will be used throughout the year.
- Data from these assessments will drive differentiated instruction.
- Differentiated instruction will address the needs of all students, including those with special needs.
- Special needs students have shown improvement from levels 1 and 2 to 3 and 4 in literacy.
- We will use curriculum guides to improve student/teacher performance.
- Professional development has been offered to teachers in the areas of: guided reading, ARIS, Acuity, small group instruction, data collection for purpose of driving instruction

### **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.

This year, the high quality professional development offered to staff will include a guided reading workshop, using the DRA as a diagnostic reading tool, Differentiated Instruction, using the Assessment Binder to collect data efficiently, training in assessments for Core Knowledge including Woodcock Johnson and DIBELS, Core Knowledge curriculum workshops, collaborative teaching through inquiry teams, using SMART goals to write effective IEP's, and adapting the curriculum and using data to meet the individual needs of students through differentiated instruction and flexible small group work.

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

The teacher mentoring program is based on a buddy system between experienced teachers and new teachers. Mentors will support new teachers through demonstration lessons, team teaching and intervisitations. The staff members directly responsible for mentoring will include: Literacy/Math Coaches, AIS personnel, Bilingual Coordinator, and the Data Specialist.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will disseminate this information through a parent letter written by the administrative team. In addition parents will be invited to informational sessions held by the Principal and PTA. Our school will hold a "Back to School Night" in September 2010 as well as our first of two Parent Teacher Conferences in November to review student progress with anticipation of our second conference in March 2011. All of our correspondence to include, but not limited to letters, flyers, calendars, and monthly meetings involving parents will continue to be issued in both English and Spanish.

**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 currently serve 18 students in Transitional Housing.

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

Services will be provided on an as-needs basis including, but not limited to; academic programs and educational support services, basic/emergency supplies, counseling services, parent programs, intervention services, data collection to assess individual needs of children, health services and free breakfast and lunch.

### **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. Refer to 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. 102 Joseph O. Loretan						
<b>District:</b>	12	<b>DBN:</b>	12X10	<b>School</b>		321200010102	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	36	36	34		89.6	91.3	90.9
Kindergarten	126	158	140	<b>Student Stability - % of Enrollment:</b>			
Grade 1	158	150	149	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	191	154	134		87.4	87.9	89.2
Grade 3	184	184	141	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	171	179	184	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	166	165	151		79.8	95.7	94.9
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		8	30	30
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		20	21	19
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	1	8	10	<b>Suspensions (OSYD Reporting) - Total Number:</b>			
Total	1033	1034	943	<i>(As of June 30)</i>	2007-	2008-	2009-
					6	66	29
				Superintendent Suspensions	4	25	11
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	80	86	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		98	91	85
# receiving ESL services only	113	117	TBD	Number of Teachers			
# ELLs with IEPs	19	45	TBD	Number of Administrators and Other Professionals	19	18	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	10	27

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	93.2
				% more than 2 years teaching in this school	76.5	73.6	91.8
				% more than 5 years teaching anywhere	57.1	61.5	76.5
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	84.0	88.2
American Indian or Alaska Native	0.6	0.8	0.5	% core classes taught by "highly qualified" teachers	96.3	94.7	92.6
Black or African American	27.7	26.8	27.7				
Hispanic or Latino	63.7	63.3	64.6				
Asian or Native Hawaiian/Other Pacific	4.2	5.4	5.7				
White	2.2	1.8	1.5				
<b>Male</b>	53.7	54.0	53.8				
<b>Female</b>	46.3	46.0	46.2				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v					
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	<b>4</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					UPF
<b>Overall Score:</b>	31.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					U
School Environment:	1.7	Quality Statement 2: Plan and Set Goals					UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	1.2	Quality Statement 4: Align Capacity Building to Goals					UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	28.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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>12</b>	School Number <b>102</b>	School Name <b>Joseph O. Loretan</b>
Principal <b>Tanyua Trezevantte</b>		Assistant Principal	
Coach		Coach	
Teacher/Subject Area <b>Ms. C. Vargas/Bil. Teacher</b>		Guidance Counselor	
Teacher/Subject Area <b>Mr. T. Hutchinson/ESL Teacher</b>		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader		Other <b>Ms. M. Morales/ELL Coordinator</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>7</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>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>946</b>	Total Number of ELLs	<b>225</b>	ELLs as Share of Total Student Population (%)	<b>23.78%</b>
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## Part II: ELL Identification Process

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

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

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

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

#### ELL Identification Process:

C.S.102 has an enrollment of 942 students of which English Language Learners (ELLs) comprise 224 students or 23.78% of the shared student population. They are currently served by seven certified Bilingual teachers, one Bilingual Special Ed, and three certified English as a Second Language (ESL) teachers. We have two other teachers who will complete ESL certification requirements by January 2011.

At enrollment, the Pupil Accounting Secretary will contact the Bilingual certified ELL Coordinator to conduct the initial screening procedure at registration of all newly admitted students to the New York City Public School system.

The ELL Coordinator will administer the Home Language Identification Survey (HLIS) and conduct an informal interview in both English and in the native language with parent and child. Following the interview and analyzing the information provided in the HLIS, the Language Assessment Battery Revised (LAB-R) is administered by a certified ELL Coordinator or a certified ESL teacher. If the home language is Spanish, the Spanish Language Assessment Battery (LAB) will be administered by a certified licensed native speaking pedagogue.

All ELLs in our school will be given the NYSESLAT annually in accordance with state guidelines. Student data taken from NYSESLAT, Pearson's ELL Periodic Assessment as well as Acuity is disseminated as soon as it is available so that pedagogues can utilize the information to plan, group, drive and differentiate instruction. This also aids in evaluating and determining which students are considered long term ELLs and in need of academic intervention services. We also use the Tesoros Extra Support for English Language Learners section to help our Bilingual students transition into English.

Entitlement letters are sent home with students to parents in English or in their native language, notifying them of their child's LAB-R score. Additionally telephone calls are made. In the letters, parents are invited to a parent orientation conducted by the ELL Coordinator. This orientation is offered during the school day and again in the evening after school hours. Parents view the informational video provided by the Office of English Language Learners that explains the three program choices available: Transitional Bilingual, Dual Language, and Freestanding ESL. Additional information and clarification is provided in the native language if needed. Additionally, translated versions of the Parent Survey, Program Selection Forms and ELL Parent Brochures are provided to the parents. These forms are completed during orientation. The ELL Coordinator assists the parent in choosing the best ELL program to fit the needs of the student. The ELL Coordinator provides the HLIS, the LAB-R, and Spanish LAB scores to aid the parent in choosing the best program possible for their child. Immediately thereafter, students are placed in the selected Transitional Bilingual Education (TBE) or ESL program. This process is completed within 10 school days of initial enrollment. If a parent was unable to attend the orientation, the ELL Coordinator will make phone calls and have individual meetings to ensure that parents are informed of ELL programs and have the opportunity to choose a program and complete the program selection form. The parents are also informed that if a program selection form is not submitted the default program for their child will be the TBE program. When a transfer student is admitted into our school, the ELL Coordinator immediately verifies the student's exam history as well as the Bilingual Education Student Information Survey (BESIS) program participation in Automate The School system (ATS) so that the student can continue in the appropriate ELL program.

According to parent surveys, reviewed in academic years 2008-2010, parental choice has tended to favor the ESL program in kindergarten. However, for the academic year 2010-2011 parental choice increased for the TBE program. This has resulted in a more or less equalization of the two programs. The TBE program is mostly favored by the parents of students who are new to the country or by parents who wish for their child to maintain their native language. A noticeable trend in the subsequent years is that parents opt their child from a TBE program into the Freestanding English as a Second Language Program. At the beginning of each school year, program continuation letters are sent home for signatures and return. These letters are closely monitored by the ELL coordinator and the classroom teacher. Any letter not returned, are followed up with a phone call and a second letter is sent home. If parents choose to remove their child from the TBE program, they are placed in a freestanding ESL program. The ELL Coordinator and Assistant Principal on the grade explain to parents the effects of a program change. In the 2009-2010 school year, of the 34 newly admitted ELL students, 13 were placed in a Spanish TBE program. The remaining 21 students were placed in an ESL program. Currently, in the 2010-2011 school year, there are 45 newly admitted ELL students in General Education. To date, 26 were placed in a TBE program and 19 were placed in an ESL program. This academic year, we have a new Bilingual Special Education kindergarten class consisting of 9 students.

Paste response to questions 1-6 here

# Part III: ELL Demographics

## A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	1	1	1	1								7
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	1	0	0	1	0								2
<b>Push-In</b>	3	0	2	2	2	2								11
<b>Total</b>	5	2	3	3	4	3	0	0	0	0	0	0	0	20

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	225	Newcomers (ELLs receiving service 0-3 years)	178	Special Education	49
SIFE	0	ELLs receiving service 4-6 years	47	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	83	0	13	19	0	0	0	0	0	102
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	95	0	27	28	0	9	0	0	0	123
<b>Total</b>	178	0	40	47	0	9	0	0	0	225

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	18	11	11	17	16								102
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>29</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>102</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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	8	18	15	19	13								84
Chinese	0	0	1	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	4	4	0	2	9	1								20
Urdu	0	0	0	0	0	0								0
Arabic	1	2	1	1	1	2								8
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	1								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	1	1	2	3	0								8
<b>TOTAL</b>	<b>17</b>	<b>15</b>	<b>21</b>	<b>21</b>	<b>32</b>	<b>17</b>	<b>0</b>	<b>123</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.

#### Programming and Scheduling Information

All Bilingual and English as a Second Language programs will be effective by maintaining consistency in content area learning with a focus on literacy and language development. Academic rigor will be sustained as students participate in an instructional program that is aligned

with mandated Native Language Arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) and content learning standards and the core curriculum. The mandated language instruction for both Native Language Arts and English as a Second Language will comply with Part 154 of the Commissioner's Regulations (CR Part 154).

Students will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations, and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

#### Our Freestanding ESL Program:

Our current Freestanding ESL program consists of one self-contained ESL class and an ESL push in/pull out model for the rest of the school. The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies. There will be common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 for advanced levels. Students are grouped heterogeneously according to grade levels and proficiency levels.

Our certified ESL teachers will use ESL strategies that will be incorporated/ integrated in the content areas. Small group instruction is differentiated through literature to target the different levels of language proficiency. Content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials with Total Physical Response. Teachers also take into account students' learning styles and multiple intelligences to differentiate in the classroom.

#### Our TBE program:

The Transitional Bilingual Program uses the workshop model in Native Language (NL) with intensive support in English with ESL/ELA time allotments. In compliance with NYS regulations, C.S. 102 has allocated 90 minutes for the Literacy block, in which we strive to provide whole class instruction as well as small group differentiated instruction using our comprehensive Native Language Arts program, Tesoros. Content area instruction will alternate between English and Spanish as per CR Part 154 mandated time allotment. We use our NYSESLAT data to determine our language allocation program model for each Bilingual class. (See attached sample student schedules indicating how language instruction is delivered in a fourth grade Bilingual and ESL program as well as a language allocation chart for proficiency levels in the Bilingual program.)

Content area instruction is provided in English and in Spanish. Students receive content area textbooks and materials in both languages. ESL content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials with Total Physical Response.

Teachers in both program models will provide small group instruction with explicit skills instruction. This is provided through our explicit ESL instruction and deliberate focus on content area vocabulary instruction that is delivered through small group tasks. The groups will be heterogeneously and homogeneously differentiated. In addition, our special needs students are grouped heterogeneously and receive small group differentiated instruction.

SIFE and long term ELLs are invited to participate in an extended day program, as well as Supplemental Educational Services (SES), Academic Intervention Services (AIS) and the afterschool ELL Excellence Academy. These programs are also open to all ELL subgroups from grades 3 thru 5.

Newcomers will receive additional social and emotional support by peer buddies, parental involvement, and individualized instruction. They will also participate in AIS and SES programs, an extended day program, and after school ELL Excellence Academy. Instructional materials used for the after school ELL Excellence Academy will be Language for Learning Intervention Kits, Math Academic Language Notebook Kits, and Strategies for Writers. Each class will be provided with Scholastics New Connections to English library.

All Special Education students at C.S. 102 are subject to the same rigorous academic programs and are given both grade level appropriate and functional level instructional materials. The special education classes use a reading intervention program, My Sidewalks on Reading Street, to provide explicit and intensive instruction to meet their individual needs. The material that is used in the content area is then adapted and modified by the teacher to meet the accommodations that are stated in their Individual Educational Plan (IEP). If a child is identified as an ELL student on their IEP, they are given ESL services. If a student is identified as Bilingual and there are no Bilingual classes available, the student is given alternate placement in a monolingual class with ESL support. Intervention, AIS, and after school programs are

offered to all Special Education students. All stakeholders will work closely with the School Based Support Team (SBST) to ensure parental involvement, counseling, and finding appropriate placement if necessary.

## B. Programming and Scheduling Information--Continued

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

At risk students in our ESL program on level 1 or 2 in literacy and math are given small structured group instruction. Consistent progress monitoring is done by a certified teacher. They will be taught academic vocabulary through explicit teaching of words and word meanings. Comprehension strategies such as making predictions, monitoring understanding, asking questions, visualizing, and making connections to self and other texts will enable them to analyze challenging texts. Reading fluency will be developed through exposure to print, repeated oral readings and corrective feedback. They will also have opportunities to engage in structured academic talk.

ELLs struggling in mathematics will be given explicit instruction in basic math skills and concepts. Math manipulatives and games will promote learning, vocabulary and language. Academic language support in mathematics will be delivered through structured discussions allowing ELLs to explain their thinking and reasoning and to help with math problems. At risk ELLs will also participate in an extended day program and be offered an opportunity to participate in the after school program.

There will be a transitional plan for students who have achieved proficiency on the NYSESLAT. This plan includes an extended day program, after school tutoring, AIS, and SES components as well as additional support from the ESL teachers.

At C.S. 102, our ELL students are afforded equal access to all school programs. ELLs will also receive after school tutoring with SES, if eligible, and additional support through our ELL Excellence Academy.

Language and literacy development support is delivered through the use of our literacy programs Core Knowledge (K-1) and Good Habits, Great Readers (2-5). The instructional materials we utilize in the content area are Writing Fundamentals, Vocabulary, social studies textbooks by Houghton-Mifflin/Harcourt, Foss/Harcourt kits for science and content area libraries. Support materials such as dictionaries, glossaries and native language glossaries will be provided in all programs. Technology has also been incorporated into every classroom. In addition, the language support materials utilized in our ESL program are: Visions (Heinle), Lessons in Literacy (Great Source), Graphic Learning Literature Program, Quick Reads, Reading Rods, and teacher created materials. Orchard software has been added to the computer lab for use by ELLs.

Teachers provide opportunities for students to use their native languages when applicable in the classroom. This year our goal is to include native language reading materials in the ESL classroom libraries. Bilingual classrooms are using Tesoros, a native language arts comprehensive

program to maintain and support native language.

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

N/A

Paste response to questions 1-5 here

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

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

Professional Development program at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, and explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population. A certified ESL/Bilingual staff member will provide comprehensive professional development sessions to all personnel at the school. Possible topics will include:

§ Differentiating instruction for ELLs

§ Developing a lesson plan that includes ELLs

§ ESL Scaffolding Strategies

§ Modeling an ESL lesson

Staff will be given support to help ELLs transition from one school level to another by attending workshops on key topics such as, vocabulary development, academic language and writing. Teachers will also utilize assessment data to drive instruction in areas of need to prepare students for the next school level. Collaborative planning and articulation is ongoing between ESL, classroom teachers, and other support staff.

Teachers must be provided with high-quality, sustained staff development in academic language scaffolding strategies. Specialized personnel will train teachers in ESL strategies, methodologies, and first and second language acquisition. We will provide the 7.5 hours of ELL training as per Jose P. for all common branch teachers, administrators and the parent coordinator. Teachers are also encouraged to attend workshops given by the Bilingual Education Technical Assistance Center (BETAC) as well as professional development given by the Office of English Language Learners.

Paste response to questions 1-3 here

### 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?

C.S. 102 understands that communication with parents is essential to promote the home-school connection. The parent coordinator will implement and provide content area workshops for parents that will strengthen home-school partnerships. We participate in outreach services and events with our community councilman. Learning Leaders, a non-profit organization, provides workshops and training for parents. For our ELL parents we offer a series of "We Are New York" workshops. Parent survey forms are distributed periodically throughout the school year to evaluate the needs of the parents including parents of ELLs. Translation and interpretation services are provided to meet community needs. Parent workshops are given by the ELL Coordinator to ELL parents during the academic year to strengthen the home/school connection in preparation for standardized testing and the NYSESLAT. Literacy workshops will also be given to empower parents to help their children become successful

readers. In addition, Saturday ESL adult classes are offered to all parents of ELLs. Paste response to questions 1-4 here

## 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)	16	7	13	9	7	6								58
Intermediate(I)	12	18	16	15	13	9								83
Advanced (A)	2	8	3	22	14	14								63
Total	30	33	32	46	34	29	0	0	0	0	0	0	0	204

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	3	2	0	0	4	3							
	I	10	10	2	5	0	4							
	A	11	20	18	21	15	11							
	P	6	4	12	24	18	17							
READING/WRITING	B	17	7	13	9	7	6							
	I	11	17	16	14	13	9							
	A	1	5	3	23	13	14							
	P	1	7	0	4	4	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	28	14	4	1	47
4	18	12	3	0	33
5	9	15	1	0	25
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13	14	12	4	7	1	0	0	51
4	6	3	11	12	5	0	0	0	37
5	6	3	9	9	2	3	1	0	33
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	9	3	7	10	2	1	35
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8	6	2	2	4	4	0	0	26
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				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	11	17	21				
Chinese Reading Test								

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

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

The NYSESLAT data patterns across proficiency levels and grades for students enrolled in the Spring of 2010 demonstrate an increased number in kindergarten at the Beginner level. First through second grades were at an Intermediate level, with an increase in Advance proficiency in the third through fifth grades.

The NYSESLAT data patterns across modalities indicate that in the Listening/Speaking modality, the majority of students performed within the Advanced and Proficient levels. However, for students in grades K- 5 that fell within the Beginner and Intermediate levels, we will provide additional support in these areas through the use of small group instruction.

observations and conference notes.

On the NYS Science content area exam, ELLs in the Bilingual program performed slightly higher than those students in the ESL program. On the NYS Social Studies content area exam, both the Bilingual and ESL students' scores were relatively equal. On the NYS Math content area exam, third grade students in the ESL program performed higher than those in the Bilingual program. Fourth grade ESL students performed slightly higher than those in the Bilingual program. Fifth grade bilingual students also performed slightly higher than those in the ESL program. The scores imply that students in both programs need to receive rigorous instruction in comprehending principles, concepts and vocabulary in the content areas.

EL Sistema de Observacion de Lectura (EL SOL) data analysis reveals that most of our second grade students mastered level 6 in EL SOL by the end of the 2010 academic year. In addition, our third grade students were assessed using the Evaluacion del Desarrollo de la Lectura 2 (EDL2) due to mastering EL SOL in the previous year.

Literacy skills were assessed using the Evaluacion del Desarrollo de la Lectura 2 (EDL2) in the Bilingual classes. The data reveals that there were four second grade students who mastered EL Sol during the Fall administration and were given the EDL2. All four students were on or above grade level in reading. In third grade, of the 19 students that were assessed, 63% were on or above grade level in reading. For the fourth grade, of the 15 students assessed, the data revealed that 20% of the students were on grade level. In the fifth grade, of the 15 students assessed, 40% were on grade level. The data reveals that there is a need for explicit instruction in Native Language arts.

Literacy skills in our Freestanding ESL classes were assessed using the Developmental Reading Assessment 2 (DRA2). The data reveals that of the seven ESL students assessed in kindergarten, all were reading on grade level. In the second grade, of the 16 students assessed, 37% were reading on or above grade level. In the third grade, 25 students were assessed and 30% were reading on grade level. In the fourth grade, of the 15 students assessed, 46% were on or above grade level in reading. This data reveals that students need to receive explicit instruction understanding concepts, academic language and reading comprehension strategies. First grade students participated in the Core Knowledge pilot program and were administered the TERANOVA and DIBBLES assessments.

ELL Periodic Assessment data will be used to drive and differentiate instruction in preparation for the ELA and NYSESLAT. This year we will continue to focus on reading and writing across the content areas.

We evaluate the success of our ELL programs by monitoring the success of our students through the use of ongoing assessments to include, but not limited to: Tesoros Weekly assessments, Pearson ELL periodic assessment, and the Math/ELA Acuity periodic assessments. Additionally, we assess our students using the EDL2 or DRA2 for progress monitoring and to differentiate classroom instruction.

### **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.

See file named 12X102\_LAP\_Schedules.

## 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		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		11/1/01
	Parent		
	Teacher/Subject Area		11/1/01
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>ELL Coordinator</u>		11/1/10
	Other		
	Other		
	Other		