



LORRAINE HANSBERRY ACADEMY – P.S. 214X

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 12X214

ADDRESS: 1970 WEST FARMS RD., BRONX, NY 10460

TELEPHONE: 718-589-6728

FAX: 718-328-7762

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12x214 **SCHOOL NAME:** Lorraine Hansberry Academy

SCHOOL ADDRESS: 1970 West Farms Rd, Bronx, NY 10460

SCHOOL TELEPHONE: 718-589-6728 **FAX:** 718-328-7762

SCHOOL CONTACT PERSON: Michelle Gonzalez **EMAIL ADDRESS:** Mgonzalez61@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Princess Andrews

PRINCIPAL: David Cintron

UFT CHAPTER LEADER: Jennifer Farrell

PARENTS' ASSOCIATION PRESIDENT: Marisol Torres

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

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
David Cintron	*Principal or Designee	
Jennifer Farrell	*UFT Chapter Chairperson or Designee	
Marisol Torres	*PA/PTA President or Designated Co-President	
Isabel Carreras	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Deborah Robinson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vanessa Tricoche	CBO Representative, if applicable	
Sharon Gentle	Member/ Parent	
Jasmin Pujols	Member/Parent	
Maria Carasquillo	Member/Parent	
Victor Willert	Member/Assistant Principal	
Fidelita Zohoski	Member/Teacher	
Princess Andrews	Member/SLT Chairperson	
Marcia Abraham	Member/Teacher	
Francis Robinson	Teacher/UFT Designee Alternative	
Michelle Gonzalez	Member/Parent Coordinator	

Iris Rodriguez	Member/Parent	
Marissa Castro	Member/Parent	
Edward Metz	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Lorraine Hansberry Academy- PS 214x, is a Pre-K to Grade 8 school located in the West Farms section of the Bronx. The school is organized into several teams focused on the developmental stages of learning which comprise of the Early Childhood Program, Elementary and Middle School.

School Mission Statement

Our mission is based on a deep commitment to provide rigorous learning opportunities so that all students can achieve at high levels. Through a communitywide social-emotional approach we offer a comprehensive instructional program that equips students with the knowledge and skills to enter high school focused on college and career readiness.

Featured Programs

Morningside, Gifted and Talented (1 to 6), 4Rs (Literacy based curriculum focused on creating a caring environment), Accelerated Courses for High School credits, Video Yearbook, Seasonal Concerts, NYCDOE Adult GED and ESL Program, Health and Wellness Council, PSAL, Las Niñas (MS girls support group), After school Interests Clubs, Piano Residency, Academic Olympics and Readers are Leaders.

School Partnerships

Morningside Center, Inside Broadway, TASC (The After School Corporation), Sierra Club, and NYC Lyric Chamber of Music

Awards and Scholarships

Recipient of the Middle School Success Grant, The Dress up Your School Grant, The Extended Learning Time Technical Grant, and the Tiger Foundation Grant.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Lorraine Hansberry Academy				
District:	12	DBN #:	12x214	School BEDS Code:	321200010214

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2008-2009	2009-2010	2010-2011	(As of June 30)	2008-2009	2009-2010	2010-2011		
Pre-K	54	54	36		93.8	93.8	93.7		
Kindergarten	61	75	77						
Grade 1	79	65	72	Student Stability: % of Enrollment					
Grade 2	79	68	64	(As of June 30)	2008-2009	2009-2010	2010-2011		
Grade 3	81	82	82		98.6	98.0	n/a		
Grade 4	73	83	88						
Grade 5	73	79	78	Poverty Rate: % of Enrollment					
Grade 6	88	117	159	(As of October 31)	2008-2009	2009-2010	2010-2011		
Grade 7	108	133	124		87.1	83.3	89.7		
Grade 8	147	86	127						
Grade 9	N/A	N/A	N/A	Students in Temporary Housing: Total Number					
Grade 10	N/A	N/A	N/A	(As of June 30)	2008-2009	2009-2010	2010-2011		
Grade 11	N/A	N/A	N/A		3	21	21		
Grade 12	N/A	N/A	N/A						
Ungraded	N/A	N/A	N/A	Recent Immigrants: Total Number					
	N/A	N/A	N/A	(As of October 31)	2008-2009	2009-2010	2010-2011		
Total					2	3	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-2009	2009-2010	2010-2011	(As of June 30)	2008-2009	2009-2010	2010-2011		
Number in Self-Contained Classes	41	23	23						
No. in Collaborative Team Teaching (CTT) Classes	78	87	83	Principal Suspensions	28	29	n/a		
Number all others	0	0	0	Superintendent Suspensions	25	15	n/a		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
				(As of October 31)	2008-2009	2009-2010	2009-2011
(As of October 31)	2008-2009	2009-2010	2010-2011	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	N/A	N/A	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	N/A	N/A				
# receiving ESL services only	67	67	78	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	19	19	18	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	61	69	74
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	9	7
(As of October 31)	2008-2009	2009-2010	2010-2011	Number of Educational Paraprofessionals	12	12	13
	5	27	142				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-2009	2009-2010	2010-2011	% fully licensed & permanently assigned to this school	98.0	100.0	100
American Indian or Alaska Native	1.4	1.2	1.84	Percent more than two years teaching in this school	59.7	81.2	74.3
Black or African American	30.9	29.9	27.84	Percent more than five years teaching anywhere	55.6	69.5	89.2
Hispanic or Latino	66.4	65.1	66.84				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	2.0	1.73	Percent Masters Degree or higher	81.0	81.0	83.0
White	0.6	0.9	1.73	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	90.9	96.15
Multi-racial	TBD	0.7	0				
Male	50.1	47.6	48.97				
Female	49.9	52.4	51.02				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input 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 No If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	<input checked="" type="checkbox"/>		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input 2"="" checked="" style="text-align: center;" type="checkbox/>)</th> <th colspan="/>Secondary Level (<input 505="" 81="" 875"="" 930="" checked="" data-label="Table" type="checkbox/>)</th> </tr> </thead> <tbody> <tr> <td>ELA:</td> <td></td> <td>ELA:</td> <td></td> </tr> <tr> <td>Math:</td> <td></td> <td>Math:</td> <td></td> </tr> <tr> <td>Science:</td> <td></td> <td>Grad. Rate:</td> <td></td> </tr> </tbody> </table> </div> <div data-bbox="/> <p>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3" style="text-align: center;">Elementary/Middle Level</th> <th colspan="4" style="text-align: center;">Secondary Level</th> </tr> <tr> <th style="text-align: center;">ELA</th> <th style="text-align: center;">Math</th> <th style="text-align: center;">Science</th> <th style="text-align: center;">ELA</th> <th style="text-align: center;">Math</th> <th style="text-align: center;">Grad. Rate**</th> <th style="text-align: center;">Progress Target</th> </tr> </thead> <tbody> <tr> <td>Student Groups</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Students</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ethnicity</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>American Indian or Alaska Native</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Black or African American</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic or Latino</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian or Native Hawaiian/Other Pacific Islander</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>White</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Multiracial</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other Groups</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;">x</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Limited English Proficient</td> <td style="text-align: center;">x</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economically Disadvantaged</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student groups making AYP in each subject</td> <td></td> <td style="text-align: center;">6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 			Elementary/Middle Level			Secondary Level				ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target	Student Groups								All Students	√	√	√					Ethnicity								American Indian or Alaska Native								Black or African American	√	√	√					Hispanic or Latino	√	√	√					Asian or Native Hawaiian/Other Pacific Islander								White								Multiracial								Other Groups								Students with Disabilities	x	√						Limited English Proficient	x	√						Economically Disadvantaged	√	√						Student groups making AYP in each subject		6					
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Limited English Proficient	x	√																																																																																																																															
Economically Disadvantaged	√	√																																																																																																																															
Student groups making AYP in each subject		6																																																																																																																															

Key: AYP Status

√ ^{SH}	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009 - 2010		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	54.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	7.2	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	34.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	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?
-

The School Leadership Team discussed the findings of the School Progress Report, Quality Review results for 2009-2010, Staff and Parent Surveys, Inquiry Team and Student Support Team recommendations, and determined that we must generate a measuring tool to track student progress, performance trends, accomplishments and challenges throughout all subject areas.

The performance trends at PS 214 have changed with the changes in the ELA and Math exams. The bar has been raised in both ELA and Math and our students need to strive to meet those new bars. Our students scored well on the Math exam with 46 % of our students scoring at or above grade level. This was due in part to a full time math staff developer. Also to continue this growth for the 2010-2011 school year, we have added math periods to the instructional block so that the students will get the same amount of instructional time in both ELA and Math. Student progress in Math showed positive growth with our growth percentile at 75% and 79% with our peer groups.

In ELA our students, did not make the gains that we would like to see from one year to another. In ELA the average number of students scoring at or above grade level was 31%. We ranked at the 29% with our peer group. The average student proficiency was 2.61. This ranked at 28% with our peer group and 20% city wide. Even though we received an A in student progress, when compared to our peer group in ELA, we scored at 48 %.

Student Sub-Groups

We identified subgroups as the following:

- Students with IEP's
- English Language Learners and Former English Language Learners
- Student scoring below grade level in ELA and/or Math

› Students with IEP's

In ELA, in this area 45% of our students are at the 75th Growth Percentile or higher. Our students did not make exemplary gains in the area.

In Math, our students in this area who made exemplary proficiency gains are 56%; the school received credit of +1.5.

› English Language Learners

In ELA, in this area 42% of our students are at the 75th Growth Percentile or higher. Our students did not make exemplary gains in the area.

P.S. 214x has been fortunate to have experienced accelerated academic achievement and student growth over the last couple of years. Some of our accomplishments entail:

- The beginning steps to implement literacy unit plans
- Maintaining an average of 94% student attendance
- Obtaining an B on our school's progress report for the 2009-2010 school year
- The decertification of special education students for three consecutive years
- School wide goal setting

Literacy Unit Plans

Over the years P.S. 214 has always strived to use the tools given by the city and state to create a seamless, organized and structured curriculum. Through collaborative efforts among teachers and administration we have created a curriculum map that not only integrates The Common Core Standards but also addresses the diverse needs of our students and the teachers responsible for implementing the curriculum. At the beginning the school year teams come together to review the content in the unit plans and to determine its effectiveness in providing a quality education for our students. Changes are often made to ensure that the city and state demands are met in a manner that is conducive to learning.

Student Attendance

Students and student learning are always the focus in the Lorraine Hansberry Academy. In order for students to be their best they must attend school. Through constant praise and school wide incentive programs students are encouraged to attend school on a regular basis.

Students with perfect attendance are recognized at the end of every month during school assemblies and each morning praise is given to classes which have daily perfect attendance. Parents are supported in ensuring that their children attend school by the school secretaries, family workers, teachers, administration and parent coordinator who all work relentlessly to address issues relating to transportation and general concerns related to school attendance.

Progress Report

As a result of a shared vision, a common goal, and hard work, P.S. 214 received an B for the 2009-2010 School Year. The work of classroom teachers in creating highly individualized and differentiated lessons in their classrooms through small group instruction. It can also be attributed to the work of the SST and inquiry teams which developed strategies for effective intervention with these subgroups.

Decertification of Special Education students

An increasing number of students with special needs have been moved into least restrictive environments.

School-Wide Goal Setting

Administration and teacher teams have begun and are effectively implementing a system of school-wide goal setting which has led to increased communication with parents as to their child's academic performance and consistent use of data to drive instruction. Grade Team Leaders were first introduced to the goal setting process. They later broke into grade teams to continue the individual student goal setting process. As a result of these conversations teachers have been using Performance Series, Acuity and Fountas and Pinnell reading assessments to create goals that are individualized to each student's strengths and areas of concern. Teachers are also supported in reaching their data driven goals through support staff to ensure effective use of student data and continued use of the data to ensure student learning.

We have increased parent participation through workshops that explain the curriculum, various aspects of early childhood, nutrition, and health and wellness. We have conducted parent surveys to gain a better understanding of parent concerns and have also used the parents for support in the classroom as Learning Leaders. We have also created a Family Handbook.

We have also increased parental support through various school wide activities such as Grandparents Day, Student Awards Ceremonies and Monthly Informational Meetings and Notices.

Inquiry Teams were started last year on each grade level involving the classroom teachers in an effort to provide targeted instruction for our subgroups.

Some of the barriers we have experienced towards academic achievement have been:

- A lack of parent/school communication for the testing grades.
- A significant increase in students entering grade six from a wide range of elementary schools.

To assist us in addressing these barriers we have created Advisory classes that follow a curriculum designed to address the changes in adolescence.

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.

1. **Significantly decrease the percentage of students performing below grade level in Mathematics and ELA.**

2. **Significantly increase the percentage of students with IEPs who meet standard promotional criteria in ELA and Math.**

3. **Improve the performance of Former ELL (FELL) students by providing targeted support beyond the ESL program.**

4. **Increase instructional cohesion by further developing grade specific unit plans in ELA and all subject areas.**

5. **Increase parental awareness of all academic expectations and supports through integrated family engagement events and activities.**

6. **Improve overall student performance by expanding youth and adolescent support systems into the instructional program.**

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.*

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Significantly improve performance on the NYS English Language Arts and Math Test.</u></p> <p>The total number of students scoring at level 1 who were held-over will be reduced by at least 50% over the prior year by June 2011.</p> <ul style="list-style-type: none"> • At least 14 of 28 students will score a level 2 or better on the NYS ELA Test • At least 10 of 19 students will score a level 2 or better on the NYS Math Test <p>The total number of students performing at or above grade level will be increased by:</p> <ul style="list-style-type: none"> • At least 9% (increase of 65 students) to a total of 41% on the NYS English Language Arts Test • At least 10% (increase of 69 students) to a total of 56.4% on the NYS Math Test.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Each student will be matched to a 1:1 mentor who will serve as his/her academic advisor for the duration of the year. Ongoing sessions will be held to monitor student progress, and mentors will advocate on behalf of their mentees for attaining the resources and additional supports available when needed.</p> <p>Using the rigorous Common Core standards in ELA, teachers will be required to develop academically rigorous lessons which are differentiated with a clear plan for supporting this subgroup of students.</p> <p>Every student included in this subgroup will be targeted by at least one academic intervention service provider who will be programmed for regular in-class support. This subgroup’s progress will be reported-out to the Student Support Team.</p> <p>Slots in the school’s Expanded Learning Time (afterschool) program will be reserved for this subgroup. In addition to the standard afterschool ELA curriculum, this subgroup will be scheduled for intervention services to receive additional instruction in effective reading</p>

	<p>strategies, and engage in rich recreational activities which include the Inside Broadway musical drama residency.</p> <p>Increase time on task in Mathematics by increasing the number of Math instructional periods to 12</p> <p>Math program will be fully departmentalized to include CTT classes in middle school grades by hiring one additional Math teacher</p> <p>Hire one additional full-time Math Staff Developer to provide in class support and facilitate professional development in designing and implementing appropriately challenging tiered instructional activities.</p> <p>Provide ongoing professional development in the full utilization of the Everyday Math Curriculum in grades 3-5.</p> <p>Create an Integrated Algebra Regents class (grade 8) and begin the Regents track classes beginning in grade 6 7. Include a Regents tutorial in the expanded learning time program (afterschool) to provide expanded instructional time.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Fountas and Pinnell Benchmark Assessment System will be used to measure student progress on the literacy continuum.</p> <p>The Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to reduce their achievement gap to no more than one year below grade level as measured by the GLE by the winter assessment.</p> <p>Monthly unit assessments in ELA will be administered and reviewed on a monthly basis to track student progress. Students are expected to make an average increase of between 5-10 percentage points after each assessment.</p> <p>Student overall ELA class grades will be reviewed quarterly. Students will be expected to make an average increase of 10 points after each marking period.</p> <p>A part-time Common Core Standards Coach will be hired to provide ongoing professional development and support to teachers with a focus on using the Common Core Standards to plan and implement rigorous learning opportunities and supports for students who have been held-over.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The frequency of review will be every eight weeks. Projected gains will be measured by indicators mentioned above.

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Significantly increase the percentage of students with IEPs who meet standard promotional criteria in ELA and Math by June 2011.</p> <ul style="list-style-type: none"> The total number of students meeting the standard promotional criteria indicators in ELA and Math and scoring at least a level 2 on the NYS tests will increase by at least 50% (At least 52 of 78 students).
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to make accelerated gains and approach their grade appropriate GLE by the Spring assessment.</p> <p>Student Support Team will begin providing an almost exclusively push-in model of related service and at-risk support.</p> <p>Expand the Wilson Reading Intervention Program to target additional students with IEPs reading below grade level. One additional targeted intervention in ELA will be integrated during the year.</p> <p>The V-Math targeted intervention program will be fully implemented five sessions per week to select students who will receive additional intervention outside of the traditional math block.</p> <p>The number of students who are mainstreamed in ELA and Math will be increased and will now include transitional support provided by the SETSS provider.</p> <p>Promotional Criteria Portfolios will be maintained and updated throughout the year and the grade specific rubric in ELA and Math will be used to assess all final student pieces.</p> <p>The Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to reduce their achievement gap to no more than one year below grade level as measured by the GLE by the winter assessment.</p> <p>Monthly unit assessments in ELA will be administered and reviewed on a monthly basis to track student progress. Students are expected to make an average increase of between 5-10 percentage points after each assessment.</p> <p>Student overall ELA class grades will be reviewed quarterly. Students will be expected to make an average increase of 10 points each marking period</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>A full time Specialized Services and Compliance Coach will be hired to provide professional development and support in the area of modifying instruction to meet the needs of students with disabilities.</p> <p>One additional ELA and Math teacher will be hired so that all CTT classes on each grade in the middle school will be fully departmentalized.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The frequency of review will be every eight weeks. Projected gains will be measured by indicators mentioned above.</p>
<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve the performance of English Language Learners and Former English Language Learners by providing targeted support beyond the ESL program.</p> <ul style="list-style-type: none"> • At least 50% of ELLs (28 of 55 students), performing below grade level will achieve proficiency or better on the June 2011 on the NYS English Language Arts Test. • At least 50% of former ELLs (25 of 50 students), performing below grade level will achieve proficiency or better by June 2011 on NYS English Language Arts Test.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Student groupings of FELLs and intermediate to advanced level ELLs will be created in each grade so that teachers will develop lessons that differentiate learning to meet the needs in ELA for this subgroup.</p> <p>Two ESL Teachers will schedule 75% of the weekly units of instruction to provide push-in support during the ELA block to the mandated ELL and FELL groups.</p> <p>Students will be integrated into the Expanded Learning Time (afterschool) program and classes will be formed to provide additional instruction in ELA to former ELLs. Wrap around support in the areas of ELA, homework, and recreational activities will be provided. The Academic Workout curriculum will be purchased to provide direct instruction in English Language Arts.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Three teachers will be programmed to provide at-risk intervention services for a caseload of FELL students outside of the ELA block. Rewards will be purchased to jump-start the intervention program and then will be supplemented by Making Meaning in order to enhance student comprehension skills</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to gain at least one year of progress as measured by the GLE by the spring assessment.</p> <p>Monthly unit assessments in ELA will be administered and reviewed on a monthly basis to track student progress. Students are expected to make an average increase of between 5-10 percentage points after each assessment.</p> <p>Student overall ELA class grades will be reviewed quarterly. Students will be expected to make an average increase of 10 points after each marking period.</p>
<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase instructional cohesion by further developing grade specific unit plans in ELA and all subject areas.</p> <ul style="list-style-type: none"> • Common Core Standards-Based units of study will be completed for all genre-based units across all grades, and subjects by June 2011
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The various ELA assessments used school-wide will be replaced by one contiguous ELA assessment system. The Fountas and Pinnell Benchmark Assessment System will be purchased for each teacher of ELA. Kick-start professional development will be contracted through Heinemann Books; ongoing training and support will be provided by the newly hired ELA Coach.</p> <p>Year one of the transition from the traditional NYS Standards-based ELA curriculum map will begin with the inception of the newly generated Units of Study. Teacher teams will be scheduled for one additional period of common planning to provide increased time for inquiry work focused on improving learning outcomes for student subgroups in need of additional support.</p> <p>An ELA Curriculum Task Force, including the ELA Coach, and representative teachers will be formed to review and revise the draft Common Core Standards Unit Overviews generated by each grade team, with a focus on ensuring the key standards are adequately addressed and appropriately scaffolded for increased academic rigor throughout the grades.</p> <p>Grade-specific and genre-based instructional materials which align with the genres of the month</p>

	<p>unit plans will be purchased and integrated into the unit planning process.</p> <p>The ELA Block will be stream-lined to include reading, writing, and/or grammar and vocabulary workshop daily and additional test-prep two periods per week. Grammar and vocabulary workshop materials that will further expand the scope of unit plans will be purchased for all grades</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>A part-time Common Core Standards Liaison will be hired to attend all turn-key training and provide direct one-to-one support to individual teachers and teacher teams in the area of using the performance indicators to plan for rigorous instruction.</p> <p>A part-time Assessment and Accountability Coach will be hired to provide in-house training and support to teachers and teacher teams in how to access, catalog, and track student performance data with a focus on specific sub-groups throughout the year</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Performance Series computer adaptive assessment will be administered to all students in all subgroups at least three times during this school year to monitor progress. Students in need of additional support are expected to make at least 1.5 year of progress by the spring assessment as measured by their individual GLE scores.</p> <p>Unit assessments in ELA will be administered and reviewed on a monthly basis to track student progress. Students are expected to make an average increase of between 5-10 percentage points after each assessment.</p> <p>Student overall ELA class grades will be reviewed quarterly. Students will be expected to make an average increase of 10 points after each marking period.</p> <p>All teacher teams will meet with the principal for progress briefings every six-to-eight weeks to discuss the progress of all students in each subgroup and to brainstorm improvement efforts that are or will be implemented as a result of the team's inquiry. Adjustments will be made to action plans as appropriate throughout the year.</p>

<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Improve overall student performance by expanding youth and adolescent support systems into the instructional program.</p> <ul style="list-style-type: none"> At least 85% of all students will report that there is someone they can go to for help when
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	<p>something is bothering them, need additional support, and feel they are well-known by at least one adult in the school, on the 2011 Learning Environment Survey</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The peer mediation program will be expanded to include grade five for the first year since its inception and the roster of peer mediators and responsibilities will be expanded.</p> <p>The 4Rs (Reading, WRiting, Respect, and Resolution) curriculum will be expanded to include all grades PreK-8. Two consultants will be hired to support teachers and teacher teams in supporting students' development of social-emotional competencies.</p> <p>Provide ongoing professional development and 1:1 coaching to all middle school advisors focused on conducting effective student advisories and the effective use of the <u>4R's</u> and <u>Be the Change</u> Curricula.</p> <p>Expand the Advisory Design Team to include representation of all levels of expertise and experience.</p> <p>The Better Bucks incentive system will be expanded to include individual student behaviors. The PBIS committee will orient the entire school to the behavior expectations matrix and lesson plans to kick-off the next phase of the program. The Lorraine Hansberry School Store will be planned and opened by the end of November 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Working in collaboration with The After School Corporation (TASC) and The Morningside Center (CBO Partnership), the after school program will be enhanced by adopting the Expanded Learning Time model for after school programming. At least four teachers will be hired to provide instructional support using Academic Workout (English Language Arts) and Quick Start (Math) to augment the range of recreational offerings, and expanded homework support. For the first time, the program will be expanded to include students in grade five.</p> <p>The Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to reach no more than one year below grade level as measured by the GLE by the winter assessment.</p> <p>Three student and advisor surveys will be administered throughout the year in order to gather data aligned with the goals of the advisory and 4Rs curriculum.</p> <p>Student overall GPAs will be reviewed quarterly. Students will be expected to make an average increase of 10 points after each marking period.</p> <p>The Online Occurrence Reporting System will be used to track and monitor the impact on</p>

	<p>disciplinary incidents and student suspensions.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Performance Series computer adaptive assessment will be administered to all students in this subgroup at least three times during this school year to monitor progress. Students are expected to reach no more than one year below grade level as measured by the GLE by the winter assessment.</p> <p>Three student and advisor surveys will be administered throughout the year in order to gather data aligned with the goals of the advisory and 4Rs curriculum.</p> <p>Student overall GPAs will be reviewed quarterly. Students will be expected to make an average increase of 10 points after each marking period.</p> <p>The Online Occurrence Reporting System will be used to track and monitor the impact on disciplinary incidents and student suspensions.</p>
<p>Annual Goal #6 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase parental awareness of all academic expectations and supports through integrated family engagement events and activities The parent and family participation rate for all family activities will increase by 25% as compared to the prior year as measured by rates maintained and tracked by the parent coordinator.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Two August family orientations (incoming Grade 6 Family BBQ, and Early Childhood Breakfast) will be held to introduce parents and guardians to school-wide expectations and initiatives for the school year.</p> <p>Middle school family community-building event will be held in August to orient families to the middle school at 214 and outline ambitious academic agenda for the year.</p> <p>Family Handbook will be revised to include enhanced information and important contacts for supporting students throughout the year. The handbooks will be distributed and the parent coordinator will track and monitor the percentage of parents who sign the family acknowledgement and agreement.</p> <p>Monthly parent workshops and sessions will be strategically linked with well-attended, positive school-wide events, and content specialists will partner with the parent coordinator and PTA volunteers to facilitate sessions.</p>

	<p>Periodic automated phone calls and flyers (back-packed and mailed) will be sent as reminders for all family engagement activities, including back-to-school night.</p> <p>Monthly parent newsletter will include instructional and curricular expectations and updates</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improved parent response rates during the administration of the 2011 Learning Environment Surveys with a special focus on the area of academic expectations.</p> <p>Evidence will be based on sign-in and attendance sheets from school functions, workshops, and parent activities.</p> <p>The new parent outreach system will be used to track parent involvement participation</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	-	-	-	2
1	-	-	N/A	N/A	2	-	-	6
2	-	-	N/A	N/A	2	-	-	10
3	10	5	N/A	N/A	5	-	-	14
4	15	8	10	-	2	-	1	22
5	8	6	-	-	1	-	1	14
6	24	5	-	-	-	-	2	21
7	38	14	-	-	-	-	4	17
8	24	12	10	10	1	-	-	8
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Type of Program or strategy: Wilson, Read Well, 100 Book Challenge, Academic Workout, Small Group Instruction, Readers Are Leaders, AIS Service Providers, After School Program, Morningside After School Program Method for Delivery: Small Group, Push- In Services, Pull-out Services, Differentiated Instruction When the Service is Provided: During the school day and after school
Mathematics:	Type of Program or strategy: Voyager Math, Everyday Math, Impact Math, Small Group Instruction, AIS Service Providers, After School Program, Morningside After School Program Method for Delivery: Small Group, Push- In Services, Pull-out Services, Differentiated Instruction When the Service is Provided: During the school day and after school
Science:	Type of Program or strategy: Textbooks, Prentice Hall FOSS Kits, Urban Advantage Method for Delivery: Small Group, Push- In Services, Pull-out Services, Differentiated Instruction, Field Trips When the Service is Provided: During the school day, after school and Saturdays
Social Studies:	Type of Program or strategy: Prentice Hall , Trade Books, Food/Coat Drive Group, Penny Harvest Method for Delivery: Small Group, Push- In Services, Pull-out Services, Differentiated Instruction When the Service is Provided: During the school day and after school
At-risk Services Provided by the Guidance Counselor:	Type of Program or strategy: Bibliotherapy, art, puppets, toys and games, film, and computers, A.D.I.P. Method of Delivery: Individual Counseling/ Small Group/ Push in-Pull out services, home visit(s) When the Service is Provided: During the school day
At-risk Services Provided by the School Psychologist:	Type of Program or strategy: An array of support for the at risk student Method of Delivery: Varies - one to one, group When the Service is Provided: Works collaboratively as a mentor of the Student Support Team
At-risk Services Provided by the Social Worker:	Type of Program or strategy: art, toys, games, discussion, books, films, computers , Advisory, Peer Mediation, Las Niña’s Support Group(s), Each One Reach One Mentoring Program Method for Delivery: Individual counseling/ Small Group, Crisis Intervention-Pull Out services, Push In Services When the Service is Provided: During the school day

At-risk Health-related Services:	Type of Program or strategy: 504, Open Airways For Schools Program Method for Delivery: Depends on each students individual form filled out by the doctor and parent, Parental consent form (non-passive)/Small Group Sessions (6)/Weekly (1X) When the Service is Provided: Schedules vary throughout the school day; During school day
Positive Behavior Intervention System:	Type of Program or strategy: A system that rewards positive behavior in order to decrease the frequency of negative infractions Method for Delivery: School wide When the Service is Provided: From arrival until dismissal

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.

Language Allocation Policy 2010-2011

PART I: School ELL Profile

A. Language Allocation Team Composition

Lorraine Hansberry Academy (P.S. 214) is part of District 12. Our Language Allocation Team is comprised of: David Cintron, Principal, Michelle Gonzalez, Parent Coordinator, Marisol Torres, Parent, Wojciech Schneider and Eliss Maehara, ESL Teachers, Richard Foster, Guidance Counselor, and Elizabeth Perez, SETSS Provider.

B. Teacher Qualifications

Lorraine Hansberry Academy has three certified ESL teachers, Wojciech Schneider (Elementary K-5), Eliss Maehara (Middle School 5-8), Phoebe Chang (Elementary 4th Grade Classroom Teacher), one certified bilingual teacher, Maximo Emiliano, one certified NLA/FL Teachers, Linda Williams, two content area teachers with bilingual extensions, Elizabeth Perez and Maximo Emiliano, and two special education teachers with bilingual extensions, Luz Santiago and Linda Williams.

C. School Demographics

Lorraine Hansberry Academy's total student population is 933. Of this total, 79 students (8.5%) are identified as ELLs.

PART II: ELL Identification Process

1. The ELL identification process begins with the Home Language Identification Survey (HLIS), in which trained personnel and a licensed pedagogue informally interview parents in English and Spanish (the first language of most of our ELL population) and assist them in filling

out the HLIS form. Translation services are made available for parents of ELLs (who speak languages other than Spanish) in a timely manner. The ESL teachers review the HLIS forms and administer the LAB-R accordingly (within ten days of the students' admittance). In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER and LBR reports are generated. Students who do not pass the English version of the LAB-R are administered the Spanish LAB in order to assess their proficiency in their native language. A certified bilingual teacher or a teacher with a bilingual extension administers the Spanish LAB. In cases of ELLs that have taken the NYSESLAT, RLAT and RNMR reports are used to identify these ELLs and their proficiency levels. The ESL teachers use these reports and other tools on ATS to research the students' home language and exam history.

To identify Special Education ELLs, IEPs are checked and cross-checked with the information documented in the CAPS system.

This screening and identification process of LEP/ELLs is done on an ongoing basis throughout the year as new admits filter into the school.

2. Structures set in place to aid in parents' understanding of the three program choices include the presentation of the Board of Education's informational video, as well as staff, teachers, and translators to answer parents' questions.

The ESL teachers provide the parent coordinator with a list of students whose parents need to view the ESL orientation video and complete the Parent Survey and Program Selection Form. The parent coordinator then sends these parents letters within two weeks of ELLs being identified. These letters inform parents of dates that they can view the video and complete the form at school. Parents of ELLs who did not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. This is done on an ongoing basis throughout the school year. In addition to meetings schedule solely to view the orientation video, attempts are made to have parents view the video and complete the form during parent-teacher conferences. The first orientation session is done in October and followed up by parent-teacher conferences in early November, and in the spring. Orientation sessions and other communications/consultation activities with parents are done in parents' native language(s).

3. Entitlement, non-entitlement, and continued entitlement letters are mailed directly to parents at the beginning of the school year. Entitlement and continued entitlement letters, in cases where Parent Surveys and Program Selection forms have not been returned, include dates and times of future parent orientation sessions. Parents complete the Parent Surveys and Program Selection forms at video orientation sessions in the school.
4. Parents of identified ELLs whose language/literacy skills are low in their native language (often according to the Spanish Lab) are encouraged to enroll their student in a TBE program. Identified ELLs with strong language/literacy skills in their native language should be able to easily transfer those skills when learning English through a free-standing ESL program. Therefore, parents are open to make the choice based on their personal preferences.

During parent orientation sessions, native-language support by bilingual staff is present to answer/translate any questions or concerns parents may have.

5. As of the beginning of the 2010-2011 school year, 35% of the ELLs who have been in the school since at least last school year have returned the Parent Survey and Program Selection form. (Accounting for the total ELL population, which includes new admits, 38% of the parents returned the form.) A majority of the parents, 87%, chose free-standing English as a Second Language program; 13% chose Bilingual; and, 0% chose the Dual Language programs. Because this has been a trend for the past few years, our school only offers the Free-Standing ESL program. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer these types of programs.

LEP/ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of LEP students whose IEPs recommend bilingual instruction are made aware that X214 does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. However, if X214 had twelve students in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would create a bilingual program.

6. The program models offered at our school are aligned with the majority of parent requests—free-standing ESL.

PART III: ELL Demographics

A. ELL Programs

Lorraine Hansberry Academy offers nine free-standing ESL classes and three push-in classes: one in the second grade and two in the seventh grade (where the majority of ELLs are concentrated in one class). There are no TBE or Dual Language programs offered at X214.

For current LEP/ELLs, we prefer to utilize the push-in model as much as possible. We acknowledge the benefits of the push-in model, which affords students with consistency in their day and the in-class assistance they need. Furthermore, pushing-in does not disrupt the students' class programs, or affect their class performance due to being pulled out for ESL and missing work.

B. ELL Years of Service and Programs

Lorraine Hansberry Academy has an English Language Learner (ELL) population of 79 students, which constitutes about 8.5 % of the total student population (933 students). Thirty-five (44%) ELLs have received three years or less of English as a Second Language (ESL) services. Twenty-seven (34%) ELLs have received four to six years of ESL services. Eight (10%) ELLs have received more than six years of ESL services and are thus considered Long-Term ELLs. Our school has sixteen (20%) *Beginner*, twenty-six (33%) *Intermediate*, and thirty-seven (47%) *Advanced* level ELLs. Twenty (25%) of our ELLs have IEPs. None of the ELLs in X214 belong to the Students with Interrupted Formal Education (SIFE) category

C. Home Language Breakdown and ELL Programs

Most of the ELLs' home language is Spanish, with the exception of one student whose home language is Albanian and four others whose home language is Arabic. The breakdown by grade by home language is as follows:

	K	1	2	3	4	5	6	7	8
Albanian:	-	-	-	-	-	-	-	-	1
Arabic:	-	-	-	-	-	-	-	2	2
Spanish:	5	7	3	9	7	5	21	8	8
Vietnamese	-	-	-	1	-	-	-	-	-
TOTALS:	5	7	3	10	7	5	21	10	11

Programming and Scheduling Information

1. Instruction for ELLs is delivered primarily in pull-out free-standing ESL classes (45 minutes each class period, or a 90 minute double period, or a 45 minute period plus a 45 minute push-in period). In some instances, ELLs receive instruction in a push-in manner. In elementary school, ELLs are grouped in a heterogeneous fashion, mixing varying proficiency levels; however, when possible, students are grouped according to their NYSESLAT levels—*Beginner*, *Intermediate*, or *Advanced*. In middle school, ELLs are grouped homogenously according

to their proficiency level and some classes contain mixed grades. Instructional approaches and methods that are used to make content comprehensible and enrich language development are based on the workshop model with a focus on vocabulary, skill-building, comprehension, and test-taking strategies.

2. We have two certified ESL teachers and they are able to fully meet the mandated number of instructional minutes for the *Beginner*, *Intermediate*, (360 minutes each per week) and *Advanced* (180 minutes a week) proficiency levels.
3. ELA and content area instruction is delivered by classroom/content area teachers. These subjects are reinforced by ESL teachers whose philosophy is to help students master English through content area instruction--using the SIOP model, scaffolding techniques, and cooperative learning activities. This is facilitated by a revamped curriculum map that guides instruction.
4. Instruction is differentiated for ELL subgroups based on their NYSESLAT and Interim Assessments proficiency levels. Within our class groupings, students receive differentiated instruction according to their proficiency levels.

An after school program, H.A.C.E. (Hansberry Academy for Cultural Education) Program, also affords students with extra opportunities to practice their reading, writing, listening, and speaking skills. Upper middle school ELLs work to create a bimonthly news show, highlighting events at Lorraine Hansberry and the greater community. Students brainstorm stories of interest, research their topic, interview subjects, write news stories, and are engaged in the video production process until the final news program is produced and aired in the school. All students are involved in each of the production phases: pre-production, production, and post-production. Once ELLs find their niche, or preferred production phase, they work primarily in leadership roles of that phase; however, students remain involved in all aspects of the news program. Lower middle school ELLs work to create a monthly school newspaper. Likewise, students brainstorm stories of interest, research their topic, interview subjects, write news stories, and are engaged in the print production process until the final newspaper is printed in the school.

Furthermore, H.A.C.E Program gives ELLs interactive educational and cultural experiences through a variety of fieldtrips within NYC. Goals for the H.A.C.E. Program include further implementing more technology-based projects through the means of media literacy instruction.

- a. Since our school currently has no Students with Interrupted Formal Education (SIFE), we have an evolving instructional plan for SIFE students. Both ESL teachers received training through professional development workshops on SIFE identification and early assessments (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on additional one-to-one or small group instruction with an ESL teacher during an administrative period and one-to-one or small group instruction in the SIFE students' native language. Being aware of the relationship between the students' level of literacy in their native language and the process of second language acquisition, we work on strengthening the first language literacy skills of these students. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during small group instruction, after-school programs, and the H.A.C.E. Program (Hansberry Academy Cultural Education).

- b. Our plan for newcomer ELLs in US schools for less than three years mirrors the intensity of English language instruction that SIFE students receive (albeit less emphasis would be placed on the formalities of a school environment). Our focus for these newcomers is to provide them with salient vocabulary, attention to their receptive skills (listening and reading), as well as introducing basic structures for written and spoken language. Initially, teachers assess where students' strength lies among the multiple intelligences and encourage output of this form. Once students have developed confidence in their English skills, teachers branch off with more challenging and rigorous activities. Since the No Child Left Behind Act (NCLB) now requires ELA testing for ELLs after one year, our instructional plan for newcomer ELLs is to immerse newcomers in an active English environment, as a means to minimize the "silent period," typical of newcomers, and expose them early on to the cognitive demands/skills required of them on the New York State ELA and Math Tests.

In the ESL classroom, we emphasize meaningful exposure to English that encourages communication in all forms (reading, writing, listening, and speaking). Oftentimes content areas are bridged according to the school's curriculum map to provide students with consistency and reinforce their classroom learning. An emphasis is also placed on ELA and math test-taking strategies to improve LEP/ELLs' standardized test scores (particularly in English Language Arts). Kinesthetic learning is practiced, particularly in the elementary grades and with Beginner LEP/ELLs. Additionally, high interest activities, such as field trips related to class studies and creative cooperative group projects, are used to build student engagement and enrich the language-learning process.

- c. ELLs receiving service for four to six years in an ESL program are made aware of their strengths and weaknesses on the NYSESLAT. ESL teachers target the students' weakest NYSESLAT modality, which is often reading and writing.

To target improvement in LEP/ELLs' writing skills, instructors emphasize the writing process. Writing styles (narrative, descriptive/expository, procedural, and persuasive, etc.) are context rich, aligning with the ELA curriculum's genre of the month. Furthermore, homework assignments often consist of responding to questions that bridge class work with students' personal experiences, encouraging students to make text-to-self and text-to world connections.

Improvement of LEP/ELLs' reading skills is achieved through the Kaplan Program (for testing grades, building reading comprehension and test-taking strategies), Making Meaning (a program that aims to build a community of readers to discuss texts), and Read Well (a program that aims to develop reading and writing skills, from letter recognition to improving fluency). Elementary school LEP/ELLs (as well as newcomers and SIFE students) work on phonics instruction (Words Their Way) and sight word recognition. Middle school LEP/ELLs interact with meaningful texts that can lend themselves to discussions, such as Internet and newspaper articles. Additionally, differentiated-levels of high-interest reading material, designed with LEP/ELLs in mind, like Eye Openers is used to engage LEP/ELLs.

Listening skills of LEP/ELLs are improved by emphasizing the need of following directions, listening/identifying key transitional words (i.e. first, however, even though, etc.), and differentiating between important and unimportant supporting details within texts. Students are exposed

to listening passages of varying genres; however, non-fiction listening texts are used most commonly in lieu of ELA test practice. All LEP/ELLs are explicitly instructed on how to take notes and are given note-taking drills.

Most of X214's LEP/ELLs are at Advanced or Proficient levels for speaking. However, speaking skills are enhanced through skits, speeches, oral presentations of projects, and a middle school news program involving LEP/ELLs.

- d. Long-term ELLs with more than six years in an ESL program, as well as special education students, face particular challenges in the acquisition of Cognitive Academic Language Proficiency (CALP). They demonstrate a good command of social language, but they perform below grade level in terms of academic language. In order to improve their rate of CALP acquisition, and to make academic language less abstract, teachers of those students are encouraged to use ESL scaffolding strategies (SIOP—Sheltered Instruction Observational Protocol) during their normal instruction.
- e. For ELLs having special needs, our plan is to create an inclusive environment where there is no distinction between special needs students and general education ELLs. Particular attention is given to scaffolding techniques, such as modeling, and implementation of differentiated instruction. This includes the use of manipulatives and realia, as well as hands-on group activities that encourage cooperation among students.

LEP/ELLs who are referred to the Committee on Special Education are evaluated by a bilingual evaluator. The evaluator determines which language the student is most dominant. If the evaluator finds that the student is English dominant, ESL services are removed from their IEP. These students may receive additional academic intervention services. If the evaluator finds that the student is dominant in their L1, the student will continue to receive ESL services and may receive additional intervention services after being presented to X214's Student Support Team.

- 5. In order to support LEP/ELLs progress toward English language proficiency and mastery of academic content at X214, we provide students with a number of intervention and enrichment programs to address their diverse educational needs.

The following programs are offered at our school: After-School Program with Morningside Center (for middle school students) (Monday-Thursday, 3:00 pm - 5:30 pm), After-School Program (for elementary school students) (Monday-Thursday, 3:00 pm – 5:30 pm), Small Group Instruction (Monday-Friday, 8:00 am – 8:38 am), school musicals, piano lessons, literature circles, peer-tutoring, Great Leaps/Wilson (reading intervention programs), V-Math, AIS, SETSS, speech, O.T. (occupational therapy), P.T. (physical therapy), Data Inquiry Team, counseling, advisory (all grades—once-twice a week), *Each One, Reach One* (a middle school mentorship program, pairing students with a teacher or staff member as a mentor), Lorraine Hansberry Eagles (middle school basketball team), and a student-run school/parent newsletter. In addition to these programs, most of which are offered to all students at our school (some programs are offered only if the student's IEP mandates the service or if they are seen “at-risk”—i.e. SETSS, speech, O.T., P.T., and counseling), ELLs receive language and content support through push-in and pull-out ESL program models.

In the past couple years; many LEP/ELLs were targeted by the X214's Data Inquiry Team. This team has worked hard with small cohorts of LEP/ELLs, utilizing and developing innovative strategies in order to improve students' ELA and math skills. Results/strategies that have proven successful from the Data Inquiry Team are then shared with classroom teachers through professional development sessions. This team has been successful, making many rewarding discoveries.

All of these programs are offered in English, with some native language support.

6. P.S. X214's philosophy for the education of LEP/ELLs, as well as any student, is "Achieving starts with believing!" Our goal for our LEP/ELLs is that they test proficient on the NYSESLAT, performing at grade level and having achieved enough CALP to make a seamless transition to a general education class without further ESL, or academic intervention services.

Continuing transitional support for ELLs reaching proficiency on the NYSESLAT is provided by allowing extended time and separate testing locations on the New York State ELA and Math tests. However, due to a limited number of certified ESL teachers whose schedules are currently at full capacities, direct instruction for these students is not possible. Ideally, those students would receive additional language support according to their performance on the NYSESLAT, New York State ELA and Math tests.

7. A new program for this school year that targets ELL/FELL involvement during the expanded learning time initiative is a school/parent newsletter. Students learn skills of a journalist/reporter, while improving skills relating to the NYSESLAT testing modalities (particularly: listening, reading, and writing—their weakest performing modalities). Students who excel in the print journalism team will be given more responsibilities later in the year as they transfer their skills to create a video news broadcast to be aired school-wide. This broadcast will be in addition to the student/parent newsletter.

This program is unique because it will be seamlessly embedded in the already existing Morningside After School Program within the school and will serve as the recreational component for the students involved. Furthermore, this program will be an innovative tool for parental outreach and seeks to increase parental involvement in the school community.

8. No previously set in place program aimed at servicing ELLs will be discontinued for the current school year.
9. ELLs are afforded equal access to all school programs and, in fact, encouraged to partake in all after school/Saturday programs to provide them with additional academic support (including assistance with homework).

After school and supplemental services offered to ELLs are the following: After-School Program with Morningside Center (for middle school students), After-School Program (for elementary school students), Small Group Instruction, school musicals, piano lessons, literature circles, peer-tutoring, Great Leaps/Wilson, V-Math, AIS, SETSS, speech, O.T., P.T., Data Inquiry Team, counseling, advisory, *Each One, Reach One*, and the Lorraine Hansberry Eagles (middle school basketball team).

10. Instructional materials used to support ELLs are content integrated textbooks like *Highpoint* (middle school), *Read 180* (middle school), *On Our Way to English* (elementary school), *Amazing English* (elementary school), *Read Well* (elementary school), *Eye Openers* (all grades), ELL readers, as well as originally produced materials. Our ESL teachers make use of realia, functional documents, photographs and visuals, art and technology projects/media literacy program, and hands-on manipulatives.
11. Native Language support is delivered in our school's ESL pull-out model mainly for facilitating understanding of some low frequency academic vocabulary or texts and materials lacking context clues (e.g. test preparation materials). This is done by providing students with bilingual dictionaries for class work and state tests. In addition, classroom libraries contain titles in both Spanish and English versions. Furthermore, we aim to enrich lessons with materials that tap into students' home languages/cultures, thus bridging the gap between content and possible language barriers and motivating students.
12. Required services support, and resources correspond to ELLs' ages and grade levels. ELLs receiving related services, or academic interventions, are always grouped by their grade and work is differentiated to their level.
13. Currently X214 does not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year.

Professional Development and Support for School Staff

1. The professional development plan for all teachers of ELLs at the school consists of formal and informal meetings between classroom/content area teachers and ESL teachers to discuss ELL needs on an individual basis and set up students' annual goal plans.
2. Since Lorraine Hansberry Academy is a K-8 school, the structure of our school allows us the opportunity to closely monitor students as they transition from elementary to the middle school grades academically and emotionally. Issues that come up can be easily addressed by classroom teachers, staff, and counselors/social workers with a variety of interventions. Supports provided by staff to assist ELLs, and the greater school population, as they transition from middle school to high school are: advisory, in-house high school fairs, field trips to area high schools, in addition to rigorous 8th grade exit projects in the content areas of Social Studies and Science.
3. To implement the 7.5 hours of ELL training for teachers of our LEP/ELL population, staff attend a variety of workshops pertaining to scaffolding instruction for LEP/ELLs via the SIOP (Sheltered Instruction Observational Protocol) Model and QTEL. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students' stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

Parental Involvement

1. In the beginning of the school year, members of the PTA hold an election. Parents and teachers are encouraged to attend. All members present at the election vote upon their new PTA representatives. The PTA is in charge of organizing fundraising events for the school and assisting the Parent Coordinator with parental outreach to the greater school community.

Parents of LEP/ELLs and the X214 community as a whole are informed and encouraged to partake in school events throughout the year. These events include: International Night, Grandparent’s Day, Awards Assemblies, dance, theatre, and chorus performances, etc.

Additionally, parents of LEP/ELLs (as well as non-LEP/ELL parents) are encouraged to take free ESL courses, Pre-GED, and/or GED courses offered at the school.

2. Currently, the school is partnered with the Morningside Center, a community-based organization that serves both ELLs and non-ELL populations during an after school program.

Furthermore, the School Parent Coordinator keeps parents of LEP/ELLs informed about workshops that they can attend throughout the city. The workshops are often conducted in the Central/District Offices.

3. To evaluate the needs of parents X214 relies heavily on the feedback from the Learning Environment Survey.

PART IV: Assessment Analysis

A. Assessment Analysis

See LAP worksheet (pages 5-7).

B. Reviewing and Analyzing the Assessment Data

NYSESLAT

1. The data patterns across proficiency levels reveal that 47% of our ELLs are *Advanced*, 33% are *Intermediate*, and 20% are *Beginners* (see Figure 4). A bulk of our ELLs falls into the sixth grade (21 ELLs - 27%). Of the ELLs receiving special education services, they tend to be of *Beginner* proficiency level—six *Beginners*, five *Intermediate*, and one *Advanced*.

The data patterns at X214 across grades show that students are progressing to higher language proficiencies by the time they reach the upper-middle school grades. In Grades K-2 most ELLs are at the *Beginner* or *Intermediate* levels; however, most Kindergarten ELLs are at the *Advanced* level (see Figure 1). In Grades 2-4 the balance between combined *Beginner and Intermediate* and *Advanced* levels begins to shift

towards the *Advanced* proficiency level (see Figure 2). In Grades 5-8 the majority of ELLs tend to be at the *Intermediate* and *Advanced* proficiency levels (see Figure 3).

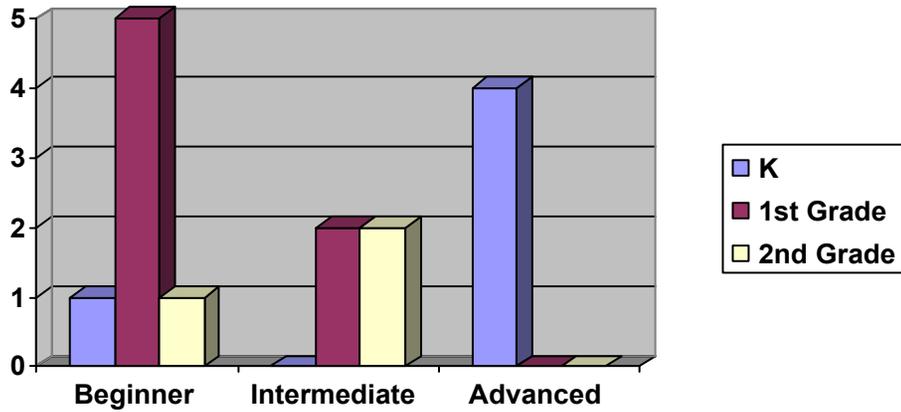


Figure 1: ELL Performance on 2010 NYSESLAT Test: Pattern across Grades K-2 (Including special education ELLs)

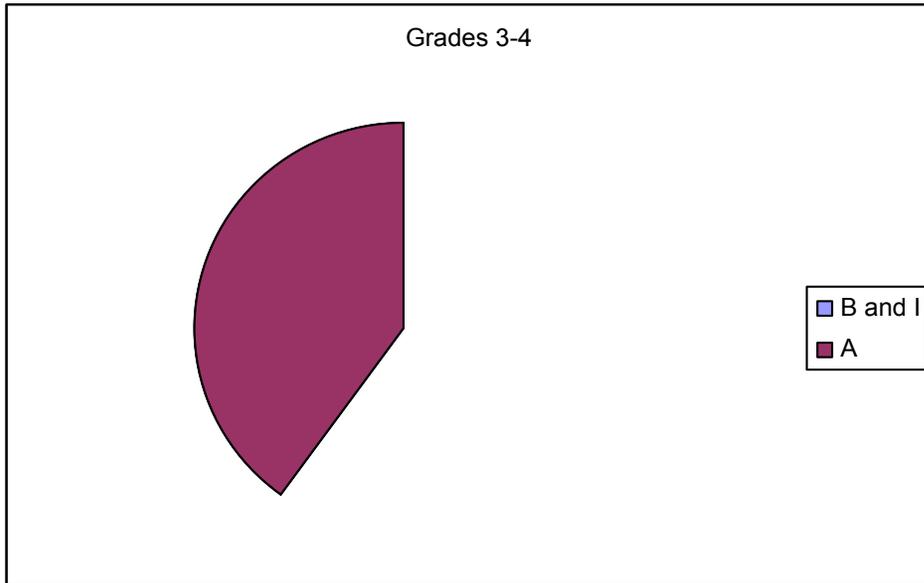


Figure 2: ELL Performance on 2010 NYSESLAT Test: Pattern across Grades 3-4 (Including special education ELLs)

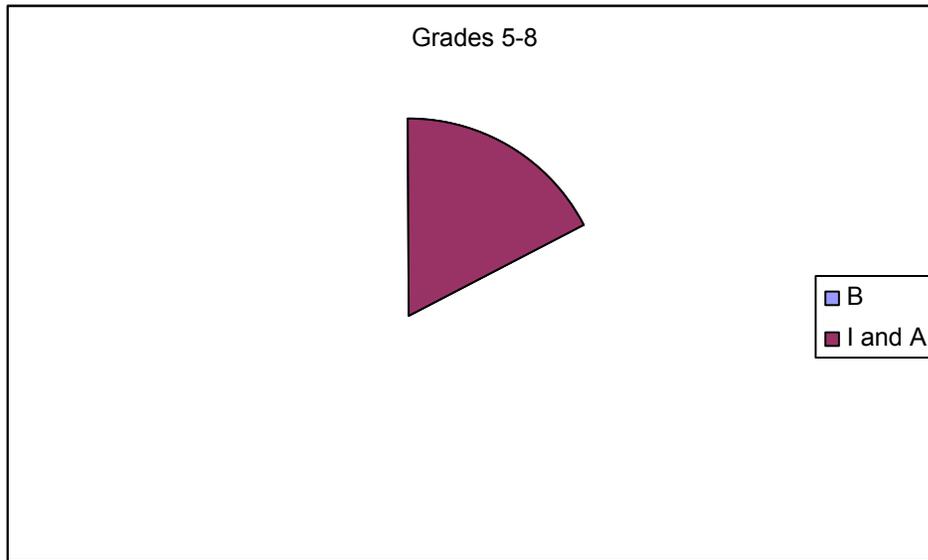


Figure 3: ELL Performance on 2010 NYSESLAT Test: Pattern across Grades 5-8 (Including special education ELLs)

2. The 2010 New York State English as a Second Language Achievement Test (NYSESLAT) data patterns across the four modalities (listening, speaking, reading, and writing) show that a majority (94%) of the students' strength lies in the speaking modality. The second strongest modality that students are performing in is listening (67%), followed by writing (16%), and reading (13%). The modality that students perform weakest in is reading (47%), followed by writing (41%), and listening (10%). Therefore, instruction will be geared mostly towards improving reading and writing skills among our ELLs. Students with IEPs were included in this cross-modality analysis.

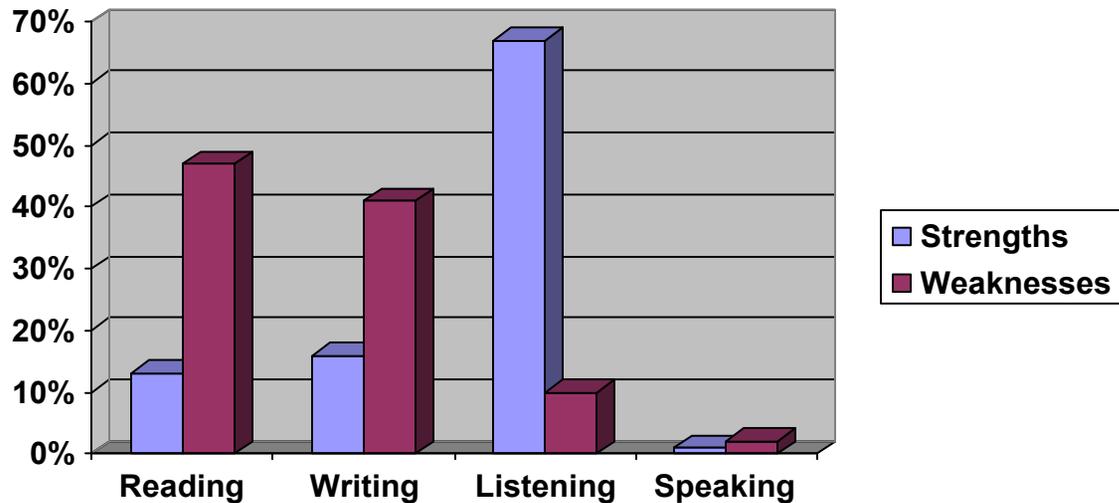


Figure 4: ELL Performance on 2010 NYSESLAT: Pattern Across Modalities in Grades K-8*

**NOTE: Strengths are graphed according to the second highest modality score students received. Since 94% of students scored the highest in the speaking modality, this information would have been less useful for us to visualize.*

NYS ELA and Math Tests

According to the data from the English Language Arts Test (ELA Test), ELLs are scoring primarily at a Level I (32%); whilst the majority score at a Level II (38%) on the State Math Test (see Figure 5 and Figure 6). This is in direct correlation with the majority of the ELLs' underdevelopment of reading and writing skills. This illustrates a need for ESL teachers to coordinate greater efforts with content area teachers, particularly ELA teachers, to better serve ELLs and their needs. Currently, efforts are taken in aligning the ESL curriculum with the school's ELA curriculum map and training content area teachers on how to use ESL techniques in the classroom. The school is also underway in using assessment data (i.e. *Scantron* and *Acuity Predictor* tests), as well as *ARIS* to differentiate instruction and group students accordingly.

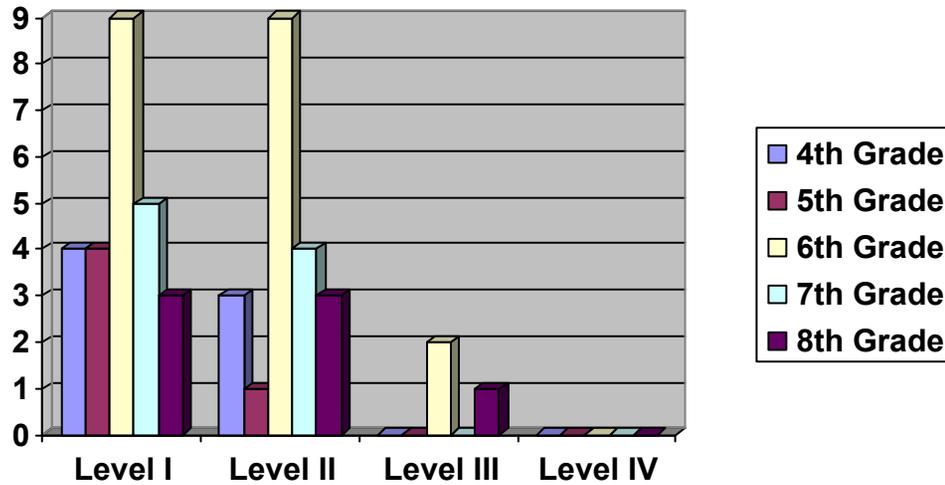


Figure 5: ELL Performance on 2010 ELA Test: Pattern Across Grades (Including special education ELLs)

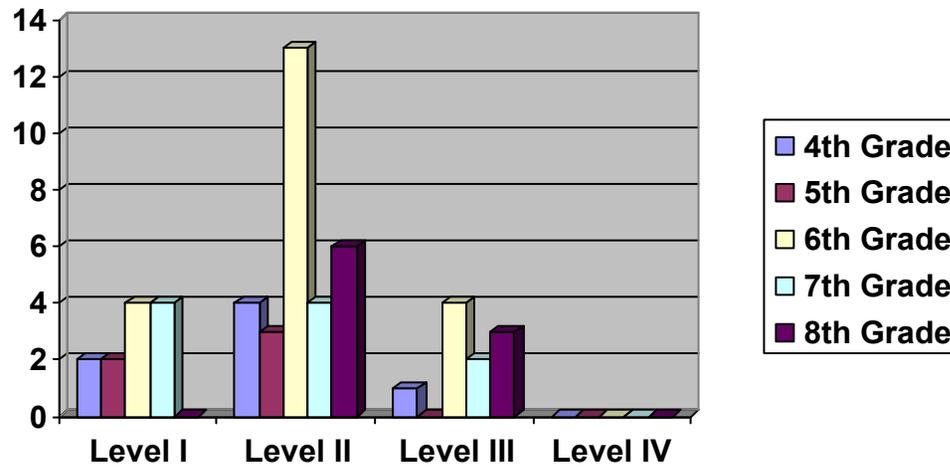


Figure 6: ELL Performance on 2010 Math Test: Pattern Across Grades (Including special education ELLs)

3. The school learns about ELLs from Interim Assessments by receiving snapshots of data containing skill areas that may be in need of improvement, particularly in reading and writing. School leadership and teachers are using the results of the aforementioned Interim Assessment tools by targeting lower achieving students and assisting them in small group settings in content areas (both during school hours, after school programs, and a data inquiry cohort of students). Teachers will have accurate, up to date information on student progress and be able to adapt skill foci accordingly.

Assessments for LEP/ELLs are done in intervals throughout the year. In addition to quizzes, unit tests, and midterms/finals, all students at X214 take the Scantron assessment (three times a year), Acuity (three-four times a year), and Kaplan ELA and Math practice state tests. Periodically, LEP/ELLs are also administered NYSESLAT practice tests.

4. The ESL teachers evaluate the success of Lorraine Hansberry Academy's free-standing ESL program by measuring the Annual Measurable Annual Objective I (AMAO I) and AMAO II. Of the former, students should advance by one proficiency level by the end of the NYSESLAT testing period, or maintain the same proficiency level and make a total scale score gain of 43 points between two consecutive years. According to these evaluations, 70% of the elementary ELLs at X214 have made progress, which exceeds the 2009-10 AMAO I Target of 62.1%; including the middle school ELLs the AMAO I is 55%.

Another measure of progress is AMAO II. It is the percentage of students exiting the ESL program by attaining proficiency in all NYSESLAT modalities. It should be 11.8% or higher in order for the school to be making progress with its ELL population. According to the 2010 NYSESLAT results, 10% of our ELLs have exited the ESL program in 2010.

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Lorraine Hansberry Academy (K-8) currently offers our 72 English language learners (ELLs) a freestanding ESL class, under the pull-out and push in models. In some cases where a high number of ELLs are clustered into one class, a certified ESL teacher pushes into that classroom during students' Read Well or Making Meaning period (English Language Arts programs). In the elementary grades (K-4) there are five classes for the program. In the middle school grades (5-8), there are four classes for the program. The elementary grade band's program features small group learning sessions (no more than twelve students in a class), grouped by grades and/or student proficiency level. The middle school grade band's program likewise features small learning group sessions (no more than thirteen students in a class). Middle school ELLs are grouped primarily according to their NYSESLAT (New York State English as a Second Language Assessment Test) scores (i.e. Beginner, Intermediate, and Advanced levels). LEP students who scored at the Beginner or Intermediate level on the 2010 NYSESLAT receive eight 45- minute periods (360min.) of ESL instruction per week (one or two periods a day), while those at the Advanced level receive ESL instruction for four 45-minute periods (180min.) per week (one period per day, four days a week). LEP students are served by one of two certified ESL teachers.

The language of instruction for all ESL classes in Lorraine Hansberry is English. Instructional strategies focus on communicative group work activities, content-based instruction, and an emphasis on ELA and math test-taking strategies to improve ELLs' scores.

To target improvement in ELLs' writing skills, instructors emphasize the writing process. Writing styles (narrative, descriptive/expository, procedural, persuasive, etc.) are context rich, aligning with the ELA curriculum's genre of the month. Furthermore, homework assignments often consist of responding to questions that bridge class work with students' personal experiences, encouraging students to make text-to-self and text-to world connections.

Improvement of ELLs' reading skills is achieved through the Kaplan Program (for testing grades, building reading comprehension and test-taking strategies), Making Meaning (a program that aims to build a community of readers to discuss texts), and Read Well (a program that aims to develop reading and writing skills, from sound recognition to improving fluency). Elementary school ELLs (as well as newcomers and SIFE students) work on phonics instruction (Words Their Way) and sight word recognition. Middle school ELLs interact with meaningful texts that can lend themselves to discussions, such as Internet and newspaper articles. Additionally, differentiated-levels of high-interest reading material, designed with ELLs in mind, like Eye Openers is used to engage ELLs.

Listening skills of ELLs are improved by emphasizing the need of following directions, listening/identifying key transitional words (i.e. first, however, even though, etc.), and differentiating between important and unimportant supporting details within texts. Students are exposed to listening passages of varying genres; however, non-fiction listening texts are used most commonly as an ELA test practice. All ELLs are explicitly instructed on how to take notes and are given note-taking drills.

Most of 214x's ELLs are at Advanced or Proficient levels for speaking. However, speaking skills are enhanced through skits, speeches, oral presentations of projects, and a middle school news program involving ELLs.

An after school program, H.A.C.E. (Hansberry Academy for Cultural Education), also affords students with extra opportunities to practice their reading, writing, and math skills. Upper middle school ELLs work to create a bimonthly news show, highlighting events at Lorraine Hansberry and the greater community. Students brainstorm stories of interest, research their topic, interview subjects, write news stories, and are engaged in the video production process until the final news program is produced and aired in the school. All students are involved in each of the production phases: pre-production, production, and post-production. Once ELLs find their niche, or preferred production phase, they work primarily in leadership roles of that phase; however, students remain involved in all aspects of the news program. Lower middle school ELLs work to create a school monthly newspaper. Likewise, students brainstorm stories of interest, research their topic, interview subjects, write news stories, and are engaged in the print production process until the final newspaper is printed in the school.

Furthermore, H.A.C.E Program gives ELLs interactive educational and cultural experiences through a variety of fieldtrips within NYC. Goals for the H.A.C.E. Program include further implementing more technology-based projects through the means of media literacy instruction.

The only program model offered at our school is aligned with the majority of parent requests, freestanding ESL. A majority of LEP/ELL parents (60%) chose free-standing English as a Second Language program; 20% chose Bilingual; and, 20% chose the Dual Language programs. Because this has been a trend for the past few years, our school only offers the Free-Standing ESL program model. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer these types of programs.

LEP/ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of LEP students whose IEPs recommend bilingual instruction are made aware that 214x does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. At this time the number of parents opting for a bilingual program is too low to warrant a creation of a bilingual program

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development at Lorraine Hansberry Academy for teachers of the ELL population consists of attending a variety of workshops pertaining to scaffolding instruction for ELLs via the SIOP (Sheltered Instruction Observational Protocol) Model and QTEL. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students’ stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

Section III. Title III Budget

School: 12x214 BEDS Code: 32-12-00-01-0214

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,184.16	72 hours of per session for one ESL and one bilingual teacher to support ELL Students in the after school program and Saturday enrichment program: 72 hours x \$49.89 (current teacher per session rate with fringe) = \$7,184.16
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional	\$4,315.84	Student Media Program Materials will include: Video monitors, Video Camcorder, extension cables, microphones, supply of DVDs, and memory cards.

materials. Must be clearly listed.	\$500.00	Parent Involvement: supplies and refreshments
Educational Software (Object Code 199)		
Travel	\$3,000.00	Educational field trips on Saturdays will be planned to cultural institutions such as Statue of Liberty, Museum of NY, and Theater programs intended to immerse students in cultural experiences which directly link to classroom instruction
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

There is one staff member who is designated as the translator of all documents for parents who do not read or comprehend English. Translation is done on an as needed basis.

There is one staff member designated to provide oral translation for parents that do not speak nor understands English well, at all public parent meetings. Also the school has a number of Bilingual Teachers, Administrators and other support staffers than can *assist with oral translations during Parent/Teacher Conferences*

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.

Only a few parents need translation. This is articulated through the PTA, Parent Coordinator and sometimes the parents request for the translation. Notification letters to parents, parent letters and any other documents as needed are translated by the translator in a timely manner.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All translated services are done in house because of the small number. We are able to manage well.

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.

Also the school has a number of Bilingual Teachers, Administrators and other support staffers than can assist with oral translations during Parent/Teacher Conferences

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>.

Prominently displayed in the Parent Coordinator's office is a blown-up copy of the Chancellor's Regulation A-663 placard with 15 languages for parents.

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 School wide 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:	716,053	342,525	1,058,578
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,161	3,425	10,586
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,803	*	
4. Enter the anticipated 10% set-aside for Professional Development:	71,605	*	

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

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

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

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly**

recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

LORRAINE HANSBERRY ACADEMY-C.S.214X
School

MARISOL TORRES
Parent(s)

JUNE , 2010
Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide 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. **Information can be found on pages 11-26.**
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any. **All responses can be found on pages 11-55.**
3. Instruction by highly qualified staff. **Information can be found on pages 34-36 and 40- 55.**
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 School wide Program to meet the State's student academic standards. **Information can be found on pages 12-61**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

6. Strategies to increase parental involvement through means such as family literacy services. **Information can be found on pages 27, and 40-61**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **The plans our school has in place for assisting transitional Early Childhood Education students are: The turning 5 program; Parent interviews; Parent/Child interviews; Day Program; Child visitations, Workshops hosted by the Social Worker for the parents. The workshops are: literacy, childhood development, social therapy, and play therapy; Also, the day is staggered for new students until they build the capacity to remain in school all day.**

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. **The measures we use to improve the achievement of individual students and the overall instructional program are: Periodic assessments; Performance testing series; Internally organized pre and post assessments based upon NYS Standards; Regular dialogue and training of all pedagogues, as well as systematic review of classroom data.**

The implementation of Data is when support is designed and provided to students at their point of need. We have differentiated professional development and planning meetings that include but are not limited to the fulfillment of the Goal Setting Process, skills each student should master, and a clear understanding of key concepts in the content area subjects. In Addition, the extension of the Inquiry Teams for students with Individualized Educational Plans (IEP's).

For more information on the ways in which pedagogues are included in the decision making process in maintaining high expectations of academic achievement, for their students, and the overall instructional program, please refer to pages 12-61

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. **Information can be found on pages 6, 7, and 32.**

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. **Information can be found on pages 6-61.**

Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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, School wide 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide 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 School wide 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 school wide 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 School wide 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” ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide 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 ² 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - There are currently 17 students identified as STH.
2. Please describe the services you are planning to provide to the STH population.
 - The services PS 214x provides for STH is as follows-
 - Attendance Incentives and Monitoring
 - AIS services and After school Program
 - Preventative Counseling
 - Referrals to mental health providers on an add need basis

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 214					
District:	12	DBN:	12X214	School		321200010214

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	53	54	54		91.4	93.8	93.8
Kindergarten	53	74	77				
Grade 1	72	65	73	Student Stability - % of Enrollment:			
Grade 2	82	76	64	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	81	82	81		96.8	92.4	95.3
Grade 4	76	83	88				
Grade 5	68	79	78	Poverty Rate - % of Enrollment:			
Grade 6	126	117	158	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	99	133	123		82.5	91.3	91.7
Grade 8	106	97	126				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	31	38
Grade 12	0	0	0				
Ungraded	0	5	2	Recent Immigrants - Total Number:			
Total	816	865	924	(As of October 31)	2007-08	2008-09	2009-10
					5	8	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	23	23	Principal Suspensions	37	28	29
# in Collaborative Team Teaching (CTT) Classes	70	83	90	Superintendent Suspensions	63	27	15
Number all others	37	37	53				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	72	74	72
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	22	11
# receiving ESL services only	65	63	TBD				
# ELLs with IEPs	17	33	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	5	4	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	7	15	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	59.7	67.6	81.9
				% more than 5 years teaching anywhere	55.6	54.1	68.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	81.0	83.3
American Indian or Alaska Native	1.2	1.2	2.6	% core classes taught by "highly qualified" teachers	90.9	98.3	98.4
Black or African American	30.9	29.8	27.3				
Hispanic or Latino	66.1	65.1	67.5				
Asian or Native Hawaiian/Other Pacific	1.2	2.0	0.2				
White	0.5	0.9	2.4				
Male	49.6	47.6	48.9				
Female	50.4	52.4	51.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 608	District 12	School Number 214	School Name Lorraine Hansberry
Principal David Cintron		Assistant Principal Victor Willert/Nancy Castro	
Coach Helen Sherman		Coach	
Teacher/Subject Area Wjociech Schneider/ESL		Guidance Counselor Richard Foster	
Teacher/Subject Area Eliss Maehara/ESL		Parent	
Teacher/Subject Area Phoebe Chang/4th Grade		Parent Coordinator Michelle Gonzalez	
Related Service Provider Elizabeth Perez/SETSS		Other	
Network Leader		Other	

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	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	933	Total Number of ELLs	78	ELLs as Share of Total Student Population (%)	8.36%
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Part II: ELL Identification Process

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

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

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

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

1. The ELL identification process begins with the Home Language Identification Survey (HLIS), in which trained personnel and a licensed pedagogue informally interview parents in English and Spanish (the first language of most of our ELL population) and assist them in filling out the HLIS form. Translation services are made available for parents of ELLs (who speak languages other than Spanish) in a timely manner. The ESL teachers review the HLIS forms and administer the LAB-R accordingly (within ten days of the students' admittance). In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER and LBR reports are generated. Students who do not pass the English version of the LAB-R are administered the Spanish LAB in order to assess their proficiency in their native language. A certified bilingual teacher or a teacher with a bilingual extension administers the Spanish LAB. In cases of ELLs that have taken the NYSESLAT, RLAT and RNMR reports are used to identify these ELLs and their proficiency levels. The ESL teachers use these reports and other tools on ATS to research the students' home language and exam history.

To identify Special Education ELLs, IEPs are checked and cross-checked with the information documented in the CAPS system.

This screening and identification process of LEP/ELLs is done on an ongoing basis throughout the year as new admits filter into the school.

2. Structures set in place to aid in parents' understanding of the three program choices include the presentation of the Board of Education's informational video, as well as staff, teachers, and translators to answer parents' questions.

The ESL teachers provide the parent coordinator with a list of students whose parents need to view the ESL orientation video and complete the Parent Survey and Program Selection Form. The parent coordinator then sends these parents letters within two weeks of ELLs being identified. These letters inform parents of dates that they can view the video and complete the form at school. Parents of ELLs who did not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. This is done on an ongoing basis throughout the school year. In addition to meetings schedule solely to view the orientation video, attempts are made to have parents view the video and complete the form during parent-teacher conferences. The first orientation session is done in October and followed up by parent-teacher conferences in early November, and in the spring. Orientation sessions and other communications/consultation activities with parents are done in parents' native language(s).

3. Entitlement, non-entitlement, and continued entitlement letters are mailed directly to parents at the beginning of the school year. Entitlement and continued entitlement letters, in cases where Parent Surveys and Program Selection forms have not been returned, include dates and times of future parent orientation sessions. Parents complete the Parent Surveys and Program Selection forms at video orientation sessions in the school.

4. Parents of identified ELLs whose language/literacy skills are low in their native language (often according to the Spanish Lab) are encouraged to enroll their student in a TBE program. Identified ELLs with strong language/literacy skills in their native language should be able to easily transfer those skills when learning English through a free-standing ESL program. Therefore, parents are open to make the choice based on their personal preferences.

During parent orientation sessions, native-language support by bilingual staff is present to answer/translate any questions or concerns parents may have.

5. As of the beginning of the 2010-2011 school year, 35% of the ELLs who have been in the school since at least last school year have returned the Parent Survey and Program Selection form. (Accounting for the total ELL population, which includes new admits, 38% of the parents returned the form.) A majority of the parents, 87%, chose free-standing English as a Second Language program; 13% chose Bilingual; and, 0% chose the Dual Language programs. Because this has been a trend for the past few years, our school only offers the Free-Standing ESL program. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer these types of programs.

LEP/ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of LEP students whose IEPs recommend bilingual instruction are made aware that X214 does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. However, if X214 had twelve students in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would create a bilingual program.

6. The program models offered at our school are aligned with the majority of parent requests—free-standing ESL.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1	2	1	2					11
Total	1	1	1	1	1	1	2	1	2	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	41		10	22		6	15		2		78
Total	41	0	10	22	0	6	15	0	2		78

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	7	3	7	9	4	20	9	7					72
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	2					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other				1										1
TOTAL	6	7	3	8	9	4	20	11	10	0	0	0	0	78

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

1. Instruction for ELLs is delivered primarily in push-in free-standing ESL classes (45 minutes each class period, or a 90 minute double period, or a 45 minute period plus a 45 minute push-in period). In some instances, ELLs receive instruction in a pull-out manner. In elementary school, ELLs are grouped in a heterogeneous fashion, mixing varying proficiency levels; however, when possible, students are grouped according to their NYSESLAT levels—Beginner, Intermediate, or Advanced. In middle school, ELLs are grouped homogeneously according to their proficiency level and some classes contain mixed grades. Instructional approaches and methods that are used to make content comprehensible and enrich language development are based on the workshop model with a focus on vocabulary, skill-building, comprehension, and test-taking strategies.

2. We have two certified ESL teachers and they are able to fully meet the mandated number of instructional minutes for the Beginner, Intermediate, (360 minutes each per week) and Advanced (180 minutes a week) proficiency levels.

3. ELA and content area instruction is delivered by classroom/content area teachers. These subjects are reinforced by ESL teachers whose philosophy is to help students master English through content area instruction--using the SIOP model, scaffolding techniques, and cooperative learning activities. This is facilitated by a revamped curriculum map that guides instruction.

4. Instruction is differentiated for ELL subgroups based on their NYSESLAT and Interim Assessments proficiency levels. Within our class groupings, students receive differentiated instruction according to their proficiency levels.

An after school program, H.A.C.E. (Hansberry Academy for Cultural Education) Program, also affords students with extra opportunities to practice their reading, writing, listening, and speaking skills. Upper middle school ELLs/FELs work to create a monthly student/parent newsletter and online news blog, highlighting events at Lorraine Hansberry and the greater community. Students brainstorm stories of interest, research their topic, interview subjects, and write/edit news stories to publish in print and online. The program intends to expand to include a video news broadcast in which students will be engaged in the entire video production process. The final product would then be aired in the school as a monthly program. All students would be expected to be involved in each of the production phases: pre-production, production, and post-production. Once ELLs find their niche, or preferred production phase, they will work primarily in leadership roles of that phase; however, students will remain involved in all aspects of the news program.

Furthermore, H.A.C.E Program gives ELLs interactive educational and cultural experiences through a variety of fieldtrips within NYC. Goals for the H.A.C.E. Program include further implementing more technology-based projects through the means of media literacy instruction.

a. Since our school currently has no Students with Interrupted Formal Education (SIFE), we have an evolving instructional plan for SIFE students. Both ESL teachers received training through professional development workshops on SIFE identification and early assessments (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on additional one-to-one or small group instruction with an ESL teacher during an administrative period and one-to-one or small group instruction in the SIFE students' native language. Being aware of the relationship between the students' level of literacy in their native language and the process of second language acquisition, we work on strengthening the first language literacy skills of these students. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during small group instruction, after-school programs, and the H.A.C.E. Program (Hansberry Academy Cultural Education).

b. Our plan for newcomer ELLs in US schools for less than three years mirrors the intensity of English language instruction that SIFE students receive (albeit less emphasis would be placed on the formalities of a school environment). Our focus for these newcomers is to provide them with salient vocabulary, attention to their receptive skills (listening and reading), as well as introducing basic structures for written and spoken language. Initially, teachers assess where students' strength lies among the multiple intelligences and encourage output of this form. Once students have developed confidence in their English skills, teachers branch off with more challenging and rigorous activities. Since the No Child Left Behind Act (NCLB) now requires ELA testing for ELLs after one year, our instructional plan for newcomer ELLs is to immerse newcomers in an active English environment, as a means to minimize the "silent period," typical of newcomers, and expose them early on to the cognitive demands/skills required of them on the New York State ELA and Math Tests.

In the ESL classroom, we emphasize meaningful exposure to English that encourages communication in all forms (reading, writing, listening, and speaking). Oftentimes content areas are bridged according to the school's curriculum map to provide students with consistency and reinforce their classroom learning. An emphasis is also placed on ELA and math test-taking strategies to improve LEP/ELLs' standardized test scores (particularly in English Language Arts). Kinesthetic learning is practiced, particularly in the elementary grades and with Beginner LEP/ELLs. Additionally, high interest activities, such as field trips related to class studies and creative cooperative group projects, are used to build student engagement and enrich the language-learning process.

c. ELLs receiving service for four to six years in an ESL program, are made aware of their strengths and weaknesses on the NYSESLAT. ESL teachers target the students' weakest NYSESLAT modality, which is often reading and writing.

To target improvement in LEP/ELLs' writing skills, instructors emphasize the writing process. Writing styles (narrative, descriptive/expository,

procedural, persuasive, etc.) are context rich, aligning with the ELA curriculum’s genre of the month. Furthermore, homework assignments often consist of responding to questions that bridge class work with students’ personal experiences, encouraging students to make text-to-self and text-to world connections.

Improvement of LEP/ELLs’ reading skills is achieved through the Kaplan Program (for testing grades, building reading comprehension and test-taking strategies), Making Meaning (a program that aims to build a community of readers to discuss texts), and Read Well (a program that aims to develop reading and writing skills, from letter recognition to improving fluency). Elementary school LEP/ELLs (as well as newcomers and SIFE students) work on phonics instruction (Words Their Way) and sight word recognition. Middle school LEP/ELLs interact with meaningful texts that can lend themselves to discussions, such as Internet and newspaper articles. Additionally, differentiated-levels of high-interest reading material, designed with LEP/ELLs in mind, like Eye Openers is used to engage LEP/ELLs.

Listening skills of LEP/ELLs are improved by emphasizing the need of following directions, listening/identifying key transitional words (i.e. first, however, even though, etc.), and differentiating between important and unimportant supporting details within texts. Students are exposed to listening passages of varying genres; however, non-fiction listening texts are used most commonly in lieu of ELA test practice. All LEP/ELLs are explicitly instructed on how to take notes and are given note-taking drills.

Most of X214’s LEP/ELLs are at Advanced or Proficient levels for speaking. However, speaking skills are enhanced through skits, speeches, oral presentations of projects, and a middle school news program involving LEP/ELLs.

d. Long-term ELLs with more than six years in an ESL program, as well as special education students, face particular challenges in the acquisition of Cognitive Academic Language Proficiency (CALP). They demonstrate a good command of social language, but they perform below grade level in terms of academic language. In order to improve their rate of CALP acquisition, and to make academic language less abstract, teachers of those students are encouraged to use ESL scaffolding strategies (SIOP—Sheltered Instruction Observational Protocol) during their normal instruction.

e. For ELLs having special needs, our plan is to create an inclusive environment where there is no distinction between special needs students and general education ELLs. Particular attention is given to scaffolding techniques, such as modeling, and implementation of differentiated instruction. This includes the use of manipulatives and realia, as well as hands-on group activities that encourage cooperation among students.

LEP/ELLs who are referred to the Committee on Special Education are evaluated by a bilingual evaluator. The evaluator determines which language the student is most dominant. If the evaluator finds that the student is English dominant, ESL services are removed from their IEP. These students may receive additional academic intervention services. If the evaluator finds that the student is dominant in their L1, the student will continue to receive ESL services and may receive additional intervention services after being presented to X214’s Student Support Team.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Programming and Scheduling Information

5. In order to support LEP/ELLs progress toward English language proficiency and mastery of academic content at X214, we provide students with a number of intervention and enrichment programs to address their diverse educational needs.

The following programs are offered at our school: After-School Program with Morningside Center (for middle school students) (Monday-Thursday, 3:00 pm – 6:00 pm), After-School Program (for elementary school students) (Monday-Thursday, 3:00 pm – 6:00 pm), Small Group

Instruction (Monday-Friday, 8:00 am – 8:38 am), school musicals, piano lessons, literature circles, peer-tutoring, Great Leaps/Wilson (reading intervention programs), V-Math, AIS, SETSS, speech, O.T. (occupational therapy), P.T. (physical therapy), Data Inquiry Team, counseling, advisory (all grades—once-twice a week), Each One, Reach One (a middle school mentorship program, pairing students with a teacher or staff member as a mentor), Lorraine Hansberry Eagles (middle school basketball team), and a student-run school/parent newsletter. In addition to these programs, most of which are offered to all students at our school (some programs are offered only if the student's IEP mandates the service or if they are seen "at-risk"—i.e. SETSS, speech, O.T., P.T., and counseling), ELLs receive language and content support through push-in and pull-out ESL program models.

In the past couple years; many LEP/ELLs were targeted by the X214's Data Inquiry Team. This team has worked hard with small cohorts of LEP/ELLs, utilizing and developing innovative strategies in order to improve students' ELA and math skills. Results/strategies that have proven successful from the Data Inquiry Team are then shared with classroom teachers through professional development sessions. This team has been successful, making many rewarding discoveries.

All of these programs are offered in English, with some native language support.

6. P.S. X214's philosophy for the education of LEP/ELLs, as well as any student, is "Achieving starts with believing!" Our goal for our LEP/ELLs is that they test proficient on the NYSESLAT, performing at grade level and having achieved enough CALP to make a seamless transition to a general education class without further ESL, or academic intervention services.

Continuing transitional support for ELLs reaching proficiency on the NYSESLAT is provided by allowing extended time and separate testing locations on the New York State ELA and Math tests. However, due to a limited number of certified ESL teachers whose schedules are currently at full capacities, direct instruction for these students is not possible. Ideally, those students would receive additional language support according to their performance on the NYSESLAT, New York State ELA and Math tests.

7. A new program for this school year that targets ELL/FELL involvement during the expanded learning time initiative is a school/parent newsletter. Students learn skills of a journalist/reporter, while improving skills relating to the NYSESLAT testing modalities (particularly: listening, reading, and writing—their weakest performing modalities). Students who excel in the print journalism team, will be given more responsibilities later in the year as they transfer their skills to create a video news broadcast to be aired school-wide. This broadcast will be in addition to the student/parent newsletter.

This program is unique because it will be seamlessly embedded in the already existing Morningside After School Program within the school and will serve as the recreational component for the students involved. Furthermore, this program will be a innovative tool for parental outreach and seeks to increase parental involvement in the school community.

8. No previously set in place program aimed at servicing ELLs will be discontinued for the current school year.

9. ELLs are afforded equal access to all school programs and, in fact, encouraged to partake in all after school/Saturday programs to provide them with additional academic support (including assistance with homework).

After school and supplemental services offered to ELLs are the following: After-School Program with Morningside Center (for middle school students), After-School Program (for elementary school students), Small Group Instruction, school musicals, piano lessons, literature circles, peer-tutoring, Great Leaps/Wilson, V-Math, AIS, SETSS, speech, O.T., P.T., Data Inquiry Team, counseling, advisory, Each One, Reach One, and the Lorraine Hansberry Eagles (middle school basketball team).

10. Instructional materials used to support ELLs are content integrated textbooks like Highpoint (middle school), Read 180 (middle school), On Our Way to English (elementary school), Amazing English (elementary school), Read Well (elementary school), Eye Openers (all grades), ELL readers, as well as originally produced materials. Our ESL teachers make use of realia, functional documents, photographs and visuals, art and technology projects/media literacy program, and hands-on manipulatives.

11. Native Language support is delivered in our school's ESL pull-out model mainly for facilitating understanding of some low frequency academic vocabulary or texts and materials lacking context clues (e.g. test preparation materials). This is done by providing students with bilingual dictionaries for class work and state tests. In addition, classroom libraries contain titles in both Spanish and English versions. Furthermore, we aim to enrich lessons with materials that tap into students' home languages/cultures, thus bridging the gap between content and possible language barriers and motivating students.

12. Required services, support, and resources correspond to ELLs' ages and grade levels. ELLs receiving related services, or academic interventions, are always grouped by their grade and work is differentiated to their level.

13. Currently X214 has orientation sessions held late in the summer for newly admitted middle school students to familiarize newcomers with school rules, policies, and meet teachers. These sessions are open to all newly enrolled students and their parents.

14. At X214, Spanish is a language elective offered to ELLs and other general education students.

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)?

NA

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 and Support for School Staff

1. The professional development plan for all teachers of ELLs at the school consists of formal and informal meetings between classroom/content area teachers and ESL teachers to discuss ELL needs on an individual basis and set up students' annual goal plans.
2. Since Lorraine Hansberry Academy is a K-8 school, the structure of our school allows us the opportunity to closely monitor students as they transition from elementary to the middle school grades academically and emotionally. Issues that come up can be easily addressed by classroom teachers, staff, and counselors/social workers with a variety of interventions. Supports provided by staff to assist ELLs, and the greater school population, as they transition from middle school to high school are: advisory, in-house high school fairs, field trips to area high schools, in addition to rigorous 8th grade exit projects in the content areas of Social Studies and Science.
3. To implement the 7.5 hours of ELL training for teachers of our LEP/ELL population, staff attend a variety of workshops pertaining to scaffolding instruction for LEP/ELLs via the SIOP (Sheltered Instruction Observational Protocol) Model and QTEL. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students' stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

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?

Parental Involvement

1. In the beginning of the school year, members of the PTA hold an election. Parents and teachers are encouraged to attend. All members present at the election vote upon their new PTA representatives. The PTA is in charge of organizing fundraising events for the school and assisting the Parent Coordinator with parental outreach to the greater school community.

Parents of LEP/ELLs and the X214 community as a whole are informed and encouraged to partake in school events throughout the year. These events include: International Night, Grandparent's Day, Awards Assemblies, dance, theatre, and chorus performances, etc.

Additionally, parents of LEP/ELLs (as well as non-LEP/ELL parents) are encouraged to take free ESL courses, Pre-GED, and/or GED courses offered at the school.
2. Currently, the school is partnered with the Morningside Center, a community-based organization that serves both ELLs and non-ELL populations during an after school program.

Furthermore, the School Parent Coordinator keeps parents of LEP/ELLs informed about workshops that they can attend throughout the city. The workshops are often conducted in the Central/District Offices.
3. To evaluate the needs of parents X214 relies heavily on the feedback from the Learning Environment Survey.

4. Parental involvement activities address the needs of parents by providing them with opportunities to learn English as a second language with their children, participate in parent workshops, and celebrate cultural diversity at school events such as International Night.

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)	1	5	1	2	2		1	2	2					16
Intermediate(I)		2	2	1	1	3	7	4	4					24
Advanced (A)	5			5	6	1	12	5	4					38
Total	6	7	3	8	9	4	20	11	10	0	0	0	0	78

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	3			7
5	4	1			5
6	9	9	2		20
7	5	4			9
8	3	3	1		7
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									0
4	2		4		1				7
5	2		3						5
6	4		13		4				21
7	4		4		2				10
8			6		3				9
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Analyzing Assessment Data

1. Assessment tools X214 uses to assess early literacy skills of ELLs is Fountas and Pinnell. This provides teachers of ELLs with insight on students decoding skills and reading levels. Fountas and Pinnell helps teachers identify students needs in terms of reading fluency and comprehension level. Most ELLs' comprehension level on Fountas and Pinnell is much lower than their actually reading fluency level.

2. The data patterns across proficiency levels on the NYSESLAT reveal that 49% of our ELLs are Advanced, 31% are Intermediate, and 20% are Beginners (see Figure 4 in ELL portion of CFP). A bulk of our ELLs fall into the sixth grade (20 ELLs - 26%). Of the ELLs receiving special

3. According to the 2010 New York State English as a Second Language Achievement Test (NYSESLAT), data patterns across the four modalities (listening, speaking, reading, and writing) show that a majority (51%) of the students' are proficient in the listening/speaking modality. An additional 40% of students scored at an Advanced proficiency level on the listening/speaking modality (see Figure 4 in the ELL portion of the CEP).

According to the 2010 New York State English as a Second Language Achievement Test (NYSESLAT), data patterns show that 39 % scored at an Advanced proficiency level in the reading/writing modality. An additional 36% of students scored at an Intermediate proficiency level on the reading/writing modality (see Figure 5 in the ELL portion of the CEP).

To target improvement in LEP/ELLs' writing skills, instructors emphasize the writing process. Writing styles (narrative, descriptive/expository, procedural, persuasive, etc.) are context rich, aligning with the ELA curriculum's genre of the month. Furthermore, homework assignments often consist of responding to questions that bridge class work with students' personal experiences, encouraging students to make text-to-self and text-to-world connections.

Improvement of LEP/ELLs' reading skills is achieved through the Kaplan Program (for testing grades, building reading comprehension and

Part VI: LAP Assurances

meaningful texts that can lend themselves to discussions, such as Internet and newspaper articles. Additionally, differentiated-levels of high-interest reading material, designed with LEP/ELLs in mind, like Eye Openers is used to engage LEP/ELLs.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		