



P.S. 279 CAPTAIN MANUEL RIVERA, JR.

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 279 CAPTAIN MANUEL RIVERA, JR.
ADDRESS: 2100 WALTON AVENUE
TELEPHONE: 718-584-6004
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000010279 **SCHOOL NAME:** P.S. 279 Captain Manuel Rivera, Jr.

SCHOOL ADDRESS: 2100 WALTON AVENUE, BRONX, NY, 10453

SCHOOL TELEPHONE: 718-584-6004 **FAX:** 718-584-7220

SCHOOL CONTACT PERSON: JAMES WASLAWSKI **EMAIL ADDRESS** JWaslaw@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bibiana Alba

PRINCIPAL: JAMES WASLAWSKI

UFT CHAPTER LEADER: Verona Prince

PARENTS' ASSOCIATION PRESIDENT: Honorata Tapia

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** CFN 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: SONIA MENENDEZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
James Waslawski	Principal	Electronic Signature Approved.
David Rose	UFT Member	Electronic Signature Approved. Comments: Not available
Samantha Goldstein	UFT Member	Electronic Signature Approved. Comments: Not available
Vincent Bogert	UFT Member	Electronic Signature Approved. Comments: Not available
Amy Carpenter	UFT Member	Electronic Signature Approved. Comments: Discussed
Bibiana Alba	UFT Member	Electronic Signature Approved. Comments: Not available
Betty Hammond	UFT Member	Electronic Signature Approved. Comments: Not available

* 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.

PS/MS 279 opened in September 1992 and finally attained true K-8 status in 1998. PS/MS 279 is still subject to intermittent changes in enrollment, changes in school structure and high student mobility, since it cannot account all students in the school zone. The surrounding community has a poverty rate exceeding 97%, thereby making PS/MS 279 a recipient of Title I School Wide Program funding. Since the current school administration team was formed in 2004 there have been many steady consistent improvements made in student academic performance.

Prior to the recent recalibration of the NYS tests, achievement trends from the school's ASR indicated that there were more students scoring at grade level (level 3) or above (level 4) in literacy and mathematics than in the school's history. PS/MS 279 had shown great improvement in test scores up to the 2010 tests. As of spring 2010 our school progress report card held up as a "B", falling from that of a strong "A". While we did not have a rise in our students' performance on standardized tests, our percentile growth scores were strong, i. e., we did not decline as much as schools similar to ours.

To address these reversals in literacy we have developed two professional development strands for school-wide implementation.

The first is targeted at our formal ELL and informal ELL populations and uses the ExC-ELL methodologies developed by Dr. Margarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teaching vocabulary - academic and informal, reading comprehension and written response to literature. While targeted specifically at the bilingual, native language arts, and ESL teachers we will be "turn-keying" these instructional and assessment methodologies with all teachers in various forms of differentiated professional development workshops and coaching opportunities.

The second strand for professional development is linked to our participation in the Teacher Effectiveness Pilot and involves a school-wide, all-teacher, all-subject writing project that has every student writing in every class at least twice a month. To implement this project - "We Are Writers" we have sent two ELA teachers to a national coaching workshop utilizing the 6+1 Traits of Writing. This methodology for teaching writing is focused on giving teachers the needed understanding to help all students develop and improve their writing using a developmental rubric with analytical elements based on writing genre.

An analysis of the 2010 testing data for ELA revealed a continued deficit with student response to literature questions using a prompt from the passage. Student scores literacy suffered from a misunderstanding of the writing prompts in the 2010 tests. The 6+1 Traits of Writing PD strand is designed to address this weakness and to enlist the time and efforts of **all** teachers in the improvement of student writing at all levels. The reading comprehension, as measured in the multiple choice section of the tests, clearly needs improvement as well and the plan is to utilize Dr. Calderon's

methods for teaching vocabulary (Tier III, Tier II and Tier I words) to give students a foundation for words used in multiple subjects in different ways.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		P.S. 279 Captain Manuel Rivera, Jr.								
District:		10	DBN #:		10X279	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			91.5	92.8	TBD	
Kindergarten		74	84	91						
Grade 1		111	86	102	Student Stability - % of Enrollment:					
Grade 2		109	110	80	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		98	105	114			93.3	93.78	TBD	
Grade 4		99	100	116	Poverty Rate - % of Enrollment:					
Grade 5		115	97	95	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		127	124	96			80.3	84.4	91.1	
Grade 7		135	123	125	Students in Temporary Housing - Total Number:					
Grade 8		153	134	131	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			9	26	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			28	16	28	
Ungraded		5	3	8						
Total		1026	966	958						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		101	89	93	Principal Suspensions		37	25	TBD	
# in Collaborative Team Teaching (CTT) Classes		26	50	39	Superintendent Suspensions		19	14	TBD	
Number all others		83	77	98						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual		161	110	145						

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	173	181	161	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	11	17	68	Number of Teachers	87	81	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	20	21	TBD
				Number of Educational Paraprofessionals	6	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	60.9	70.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	47.1	50.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	74	81	TBD
American Indian or Alaska Native	0.5	0.3	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.6	98.5	TBD
Black or African American	18.7	17.2	15.1				
Hispanic or Latino	73.9	75.3	77.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.4	6.4	5.4				
White	0.5	0.4	0.2				
Multi-racial							
Male	54.2	55.6	55				
Female	45.8	44.4	45				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			

Science:	Y	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	Ysh	√					
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	A			Overall Evaluation:	√		
Overall Score	95			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment (Comprises 15% of the Overall Score)	10.8			Quality Statement 2: Plan and Set Goals	√		
School Performance (Comprises 25% of the Overall Score)	19.3			Quality Statement 3: Align Instructional Strategy to Goals	√		
Student Progress (Comprises 60% of the Overall Score)	54.4			Quality Statement 4: Align Capacity Building to Goals	√		
Additional Credit	10.5			Quality Statement 5: Monitor and Revise	√		
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = 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							

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 schools 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?

Performance Trends

Literacy - A review of our school's annual school report (ASR), NYC progress report and associated RESI report indicates that the significant progress made in literacy over the past six years has been reversed by a "recalibration" of the NYS English Language Arts test for third through eighth graders. The 2010 ELA test results indicate that we did not make any of our AMO's with the exception of Asian student sub-group. This significant reversal will be the primary focus of our CEP for the 2011 school year.

These reports also indicate that we must "recalibrate" our instructional targets and curriculum in order to ensure that our level of "mastery" is high enough for students to confidently attain a level 3.0 or better on the spring 2011 tests. Student performance went down similarly across our sub-groups and grades - many children went from level 3 to level 2 and level 2 to level 1 on the 2010 ELA test. For mathematics our results show a similar drop but not of the same magnitude and again, for the seventh consecutive year we met all of our AMO's for elementary and middle level math.

In literacy, as part of our movement to recalibrate instruction we are implementing the Teacher Effectiveness Pilot on a school-wide basis. Part of this pilot is to facilitate all teachers to design rigorous "Teacher Created Assessments" (TCA's) that assess for mastery of recently taught standards, content and procedural. Each teacher has produced a TCA plan for the school year in each content area. The results of these TCA tests will be linked to the end of the school year rating for each pedagogue. This linkage of accountability has resulted in a careful and deliberate re-organization of units with target standards clearly identified and instructional plans aligned to bring students to mastery level. The effect is that of "uncrowding" instructional units and time with tangential items, activities or standards that have already been addressed and measured for mastery.

For special education and other students identified as academically at-risk, we have used our Phase I pilot status to design team teaching (inclusion and CTT) classes in all the content areas for 4th through 7th grades. Two teachers per class, with an traveling special education support teacher staying with a group through the day, and a classroom paraprofessional we have created focused, behaved content rich classes for these at-risk learners on these four grades. For intervention these students received extended instructional time and are closely monitored by our guidance team.

For our ELL students we are using a new diagnostic, ALLD Academic Language and Literacy Diagnostic, to identify ELL students who do not officially classify as SIFE, but who show many of the

same linguistic deficits as SIFE students. Officially we have only 38 students classified as SIFE, but our school's mobility rate 17.3% and our knowledge of the neighborhood (Entry point neighborhood for immigrant families from Asia, Africa, Central and South America and the Caribbean) would indicate a much higher (as much as 200) number of "almost SIFE" children who need to be addressed as a school specific sub-group for inquiry. These students will be identified by the ALLD and we will track their progress in specific ESL and/or NLA classes. For children who are at risk of becoming long term ELLs (we have 79 students between 4 and 6 years ELL and 19 > 6 years ELL) we will be allocating Title III and other school funds to support strong and consistent development in their Native Language. We are offering PD on NLA instruction and we are using Dr. Caleron's ExC-ELL methodologies to support development in these areas.

A significant development to improve language instruction in our school has been to dedicate and outfit a genuine Language Lab for all students and staff to learn English, Spanish and / or French. This room is the center of our language studies at PS/MS 279. It will have 15 dedicated computers with state of the art language development software and hardware installed.

Additionally, over the past couple of years our greatest accomplishments have been in the areas of supervision and support to newer or struggling teachers. Since the implementation of our PS/MS 279 Teaching Framework in 2009 we have continuously evolved our use and understanding of the Charlotte Danielson Framework for Teaching. These efforts were validated this past summer as much of the New York City Teacher Effectiveness Pilot was modeled after our pre-existing Teaching Framework. As a result we have created a professional learning community based on the research and work of Danielson and our conversations about teacher performance and student outcomes occur with consistency and have impact.

Mathematics – The trend in the data shows a drop-off similar to that of literacy, but not to the same degree of severity. We lost ground in all areas - general education, monolingual classrooms as well as bilingual and special education classes. We remained strong enough to meet all Annual Measurable Objectives for each student sub-group. The work to be done in mathematics is similar to that of literacy. We will be reprogramming our curriculum and implementing assessments that are sufficiently rigorous to ensure students reach mastery and that they confidently attain at least a 3.0 on the 2011 math test.

A barrier to the school's continuous improvement are the policies of the Office of Student Enrollment. This office routinely ignores our class-size, capped classes and grades and continues to send new students to our school throughout the school year. The result is that while we may not be overcrowded during the first two months of school in any particular grade or class, we end up overcrowded by February as parents go to OSE at 1 Fordham Plaza and obtain letters of enrollment for admission to our school. It is nearly impossible to implement a capping plan in after the month of October - when the cut-off for receipt of student funding has passed. Furthermore, often the students who arrive in the month of January or February or later spring have multiple needs - they are new arrivals, or they have had a chaotic educational history or severe family dysfunction. It would seem that the historical acknowledgment of our school serving students from temporary housing or foster care has been forgotten. We are not given consideration of this in our city and federal achievement targets and our budget has been cut by almost \$2 million since 2007.

Science - An recent analysis of the teaching results and student performance trends for elementary and middle school science over the past two years reveals the continued improvement in student test score results. We continue to develop and use a standards-based curriculum around which units were designed for specialty teachers and classroom teachers of science (self-contained classes). Additionally, students in science classes monitor their own progress towards mastery of specific standards by use of an Excel "standards tracker" program brought to us by our TFA teachers. Progress in our science program continues with the hiring of a dedicated science teacher for each

sixth, seventh and eighth grades. In addition we have a science cluster teacher for the 3rd and 4th grades.

Social Studies – trend analysis shows that students continue to make gains and that the writing on the 8th grade test is problematic. We are providing writing and vocabulary development PD to all teachers of social studies - common branch and middle school specialty teachers. For 2011 there will not be a state assessment for 5th and 8th grade and we will continue to assess students with our own in-house assessments on these two grades.

One of the major accomplishments of this past year has been to assign another dedicated social studies cluster to the 4th and 5th grade who is an accomplished ELA teacher to ensure that comprehension and writing instruction goes on consistently in the social studies class. This staff member is also serving as a social studies curriculum coordinator and coach.

Technology and the Arts – Our major accomplishments in the area of technology have been to secure three different legs of professional development for technology integration. We have five teachers working with a Title IId grant for technology. 8 teachers working with a Learning Technology grant from the state of New York and we are recipients of the New York City Connected Learning grant. We have installed six more “SMART boards” in different classrooms throughout the elementary and middle school.

Our major challenges to progress with arts and technology integration are: 1) providing adequate ongoing coaching to classroom teachers in the use of SMART boards and other technology implements available to our school (“clicker” technology, podcasts, i-movies, etc.) 2) multi-generational hardware means many incompatible software programs and high levels of frustration among teachers planning tech lessons at home and implementing in school. 3) inability to find and replace the art teacher who resigned early last school year with a qualified and certified visual arts or performing arts teacher.

An analysis of the student performance trend in the areas of technology and the arts again requires us to observe anecdotal data and various student learning outcomes in the form of middle school exit projects, class or grade-wide publishing celebrations as well as conversations with students to get a sense of a pattern of success or stagnation. PS/MS 279 has offered visual arts instruction on grades 6 to 8 in four of the past seven years. Visual arts as a separate academic discipline has not been taught on grades 3 to 5 for the past six years and in grades K to 2 it has been offered five of the past six years. Finding a willing and qualified visual arts teacher for our school remains our number one goal and obstacle to program development. CBO programs have been considered, but we have had large budget cuts which preclude any significant interventions by LeAp or other arts groups. Turn over in the visual arts seems to correlate with the lack of a concrete instructional framework – developed unit plans – and the inconsistent exposure to art that our students have by the time they enter middle school. Many students express great interest in art that goes on un- or under- developed. Our matriculation rate into performing or visual arts high schools has been very low at less than 7% for the past six years. Visual art is made more difficult to teach because of the need to take art on a cart to many different classrooms.

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.

Annual Goal	Short Description
<p><input type="checkbox"/><input type="checkbox"/> Goal 1a: Literacy By June, 2011, Literacy for ELL students and Students With Disabilities – closing the gap</p> <p>By June 2011 the percentage of ELL and Special Education students scoring at levels 3 or above on the NYS ELA test for grades three to eight will nearly equal (+/- 8%) the percentage of All Students scoring at levels 3 or above for each specific grade.</p>	<p><input type="checkbox"/></p> <p>1a: This goal will be attained through strategic placement of classroom and non-classroom personnel as well as targeted interventions and professional development to address the needs of special education and English language learners i.e. Wilson, Just Words, ExC-Ell, ability grouping, etc. Three simulations will be given throughout the year to track and monitor student progress to ensure their attainment. Running records will be collected quarterly to monitor student reading proficiency.</p> <p>Last year the percentages of ELL / SPED students scoring at levels 3 or above were 4 to 20 percentage points lower than the percentage of All Students scoring at levels 3 or above across each of the tested grades. We will close this achievement gap between monolingual / general education students and ELL and SPED students by closely monitoring the instructional practices in literacy in all classes with high numbers of ELL and SPED students. Classrooms / teachers not showing significant gains in literacy proficiency as measured on new NYS ELA simulation tests will receive push-in teachers, administrative supports and students will be maintained in a highly focused after school program. (Paid for by our SINI grant and Supplemental Allocation grant funds)</p>
<p><input type="checkbox"/><input type="checkbox"/> Goal 2: Mathematics Due to an increase in the preliminary number students performing at Level I in Mathematics on the 2010 NYS Math test, we will provide intensive support in Mathematics to this target group. This small group intervention will have a particular focus on students with disabilities and English Language Learners. By the end of the 2010-</p>	<p><input type="checkbox"/> Reduce the number of students performing at Level I in Mathematics by 50% in all major subgroups.</p>

<p>11 school year, we will reduce the number of students performing at Level I by 50% to under 55 students school-wide. This 50% decrease will occur in all three of the following student populations: General Education, Special Education and English Language Learners.</p>	
<p><input type="checkbox"/> Goal 3: Science and Social Studies By November of 2010, we will create Science and Social Studies Curriculum Maps on 100% of grades K-8. Each unit will include:</p> <p>Lessons and Activities that are aligned with Common Core and NYS process and content standards Interdisciplinary connections to ELA and Math (and Art, Music, Technology and Foreign Language, where applicable) Pre- and Post-assessments that align to Common Core Standards and NYS content and process standards and NYS Test formatting.</p> <p>Data from pre-assessments and post-assessments will be collected for all students. Pre-assessment data will inform unit instruction and post-assessment data will assess teaching and learning and inform future lesson plans.</p>	<p><input type="checkbox"/> Create Curriculum Maps with lessons, interdisciplinary connections and assessments that are aligned to Common Core and NYS standards.</p>
<p><input type="checkbox"/> Goal 4: School Environment By May, 2010, we will improve our ratings in the School Environment categories of the Progress Report by at least 0.2 points in all four categories (Academic Expectations, Communication, Engagement, Safety and Respect) Additionally, we will increase our attendance by 0.5% to 93%. Finally, we will maintain our response rates above the following minimums (Parents: 60%, Teachers: 90% and Students 75%).</p>	<p><input type="checkbox"/> Improve School Environment ratings and student attendance and maintain high response rates on the Learning Environment Survey.</p>
<p><input type="checkbox"/> Goal 5: Student Safety and Respect By June 2011, reduce the number of discipline referrals and reduce the number of total suspensions (Principal and Superintendent suspensions combined by 15% each.</p>	<p><input type="checkbox"/> 25% reduction in discipline referrals and total suspensions (Principal and Superintendent Suspensions combined)</p>

SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal 1a: Literacy By June, 2011, Literacy for ELL students and Students With Disabilities – closing the gap</p> <p>By June 2011 the percentage of ELL and Special Education students scoring at levels 3 or above on the NYS ELA test for grades three to eight will nearly equal (+/- 8%) the percentage of All Students scoring at levels 3 or above for each specific grade.</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><input type="checkbox"/> Target Population: All students in grades 3-8 performing below grade level in English Language Arts</p> <p><u>Actions/Strategies/Activities and Timeline</u></p> <p>Identifying Target Group ELA Target Group will be identified in September. All students who performed at Levels I and II on the 2009-10 NYS Math Test will be in the Target Group Any student performing at Level I or Level II on the Acuity ELA predictive or the January 2011 NYS ELA simulation will be added to the Target Group (if not already in group) Any student performing at Level 3 on an Acuity ELA Predictive can be removed from the Target Group with teacher consultation</p> <p>Classroom Instruction Strategic placement and pairing of classroom and other teaching personnel as well as targeted interventions and professional development to address the needs of special education and English language learners i.e. Wilson, Just Words, ExC-Ell, ability grouping,</p>

etc.

Three NYS ELA simulations will be given throughout the spring to track and monitor student progress and to predict student attainment of a level 3 or better test performance. Running records will be collected quarterly to monitor student reading fluency and comprehension. Professional development will be provided in literacy instruction (vocabulary building, pre and post reading comprehension strategies, and the 6+1 Traits of writing program)

Professional Development will be provided on differentiating Literacy instruction

English Language Learner/Special Education Specialists will support classroom teachers in differentiating lessons for ELL/Special Education students (especially those in the Target Group)

Instructional Rounds will target Literacy instruction every other month of the 2010-11 School Year (September, November, January, March)

Interventions

Students in Target Group will be provided with extended time instruction, small group instruction, technology-based interventions and SES ELA tutoring by October, 2010.

Special Education students and English Language Learners will be provided with push in/pull out support based on their individual needs, strengths and learning styles

Interventions will be planned in direct consultation with classroom teacher and will be based on individual data analysis (NYS Testing data, Acuity, NYCDOE Item Analysis, Unit Tests and ELA quizzes)

All data for target group students will be shared with all parties responsible for instruction and intervention

Bi-Weekly ELA Quizzes

ELA Quizzes based on NYS Standards and Test-aligned strands and skills will be administered every other week beginning in October. A calendar of skills/strands to be quizzed will be shared in October and, to the extent possible, all classes will be quizzed on the same skill on the same week (e.g., "Main Idea," or "Inferencing"). This will help to promote instructional coherence throughout the building and facilitate sharing of best practices and more effective supervision, support, and intervention

Results from ELA Quizzes will inform whole class instruction and interventions for Target Group

Data Talks

Grade Level/Content Meetings will be structured as Data Talks at least once a month
Data Talks will consist of teachers meeting with Administration, Teacher Leaders, Inquiry Team members and/or Data Specialist to analyze informal and formal assessments, computer-generated Target Group reports and student work, to plan

instruction, differentiation, and intervention

3 separate Inquiry Teams will focus on Literacy (Literacy Inquiry Team, ELL Team and Special Education Team) and meet beginning in October

All 3 Teams will meet monthly (at a minimum)

Inquiry Teams will assess data and progress of Target Group, debrief Instructional Rounds, and progress through at least 2 complete inquiry cycles

Inquiry Cycles will include data collection (informal and formal assessment, Instructional Rounds reports, technology-based intervention reports, student work), data analysis, identification of target group, goal-setting, action plan/change strategy, re-collect data to assess results of action plan/change strategy

Instructional Rounds

Literacy-based Instructional Rounds will be done at least every other month during the 2010-11 school year (September, November, January, March)

Instructional Rounds will target a specific literacy "problem of practice"

Classroom teachers teaching literacy will be involved in alternative rounds as either observers or "observees"

An Instructional Rounds Report will be compiled within one week of the Round being completed, and this report will be shared at the next appropriate Grade/Content Meetings, Inquiry Team Meetings and/or Staff Meeting

Parent Workshops

At least 3 Literacy Workshops will be conducted during the 2010-11 School Year including the following Topics: "How to Read with your Child at Home," (September), and "How to Prepare your Child for the NYS ELA," (March)

Staff-Members Responsible

School Data Specialist-identify ELA Target Group, collect data, analyze reports, (Acuity, DOE Item Analyses, ELA Quiz Data, etc) to support targeted instruction and intervention

Literacy Teachers/Lower Grade Literacy Teacher Leaders/ Special Education and ELL Service Providers-Leaders-meet as Inquiry Teams on a monthly basis (at a minimum)

All Teachers-communicate with Extended Day teachers, AIS providers, SETTS teachers, ELL Specialists, and SES providers to share plans and data and to ensure that supplemental services are based on the needs of the Target Group; participate in Instructional Rounds as observers and observed

Parent Coordinator-plan at least three parent Literacy workshops with Literacy Teachers, Teacher Leaders and Administration

Administration-Facilitate Data Talks, ensure Target Group receives intervention services, provide resources and professional development, plan Instructional Rounds

	<p>SLT- Report on Progress towards CEP Literacy Goal on the SLT Meeting Agenda bi-monthly (SLT meeting following Literacy Instructional Round)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> <input type="checkbox"/> Professional Development on Writing Program, Independent Reading and differentiation- Title I - Activity Code 0631 and 7640 Parent Workshops-Title I Parent Involvement, Activity Codes 6960 and 0630</p> <p>Inquiry Work-per session from TL Children's First Inquiry</p> <p>Staff position Job ID G7SEV for \$95,145</p> <p>Per Diem for PD inter-visitations Job ID GEUHG</p> <p>Per Session allocation for literacy Tier II after school intervention October to May (Activity Code 640)</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><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> September</p> <p>Target Group will be formed based on 2010 NYS ELA scores Literacy Instructional Round: How are structures, routines and classroom environment supporting Literacy learning?</p> <p>October All teachers will be expected to differentiate all ELA lessons with support for their Target Group students All Target Group students will receive small-group extended day instruction and technology based intervention services Bi-Weekly ELA Quizzes will begin in all Grades 2-8 Inquiry Teams will be formed and have their first meeting Parent Workshop: "How to Read with Your Child at Home" SLT Meeting Agenda Item: Report on CEP Literacy Goal and Literacy Instructional Round</p>

November

Literacy Instructional Round: "How are Teachers' Questioning Techniques fostering student engagement, accountable talk and higher level thinking skills?"

Grade Level/Content Team meetings will begin to incorporate Monthly Data Talks at least once during the month of November

Inquiry Teams will have first monthly meeting

December

Acuity Predictive results will be analyzed and shared with all service providers. Interventions and supports will be adapted based on item analyses

Inquiry Team will incorporate Acuity data into its first Inquiry cycle

SLT Meeting Agenda Item: Report on CEP Literacy Goal and Literacy Instructional Round

January

Literacy Instructional Round: How is data being used to differentiate instruction?

Inquiry Teams will finish first inquiry cycle this month and share results with Grade/Content Teams and entire school staff, as applicable

February

SLT Meeting Agenda Item: Report on CEP Literacy Goal, January's Literacy Instructional Round, and findings of Literacy Inquiry Teams

March

Literacy Instructional Round: "How is Test Preparation being integrated into literacy instruction?"

Weekly ELA Quiz pre-planned calendar topics should all be completed by the end of March

April

Weekly Quiz topics will consist of strands and skills that needed to be re-taught based on Weekly Quiz data and/or will consist of a combination of all strands/skills

SLT Meeting Agenda Item: Report on CEP Literacy Goal, March Literacy Instructional Round.

May

Parent Workshop: Send of to Summer: (Summer Activities to Promote Literacy, Camp Opportunities, Library Cards, Summer Reading Lists, etc)

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal 2: Mathematics Due to an increase in the preliminary number students performing at Level I in Mathematics on the 2010 NYS Math test, we will provide intensive support in Mathematics to this target group. This small group intervention will have a particular focus on students with disabilities and English Language Learners. By the end of the 2010-11 school year, we will reduce the number of students performing at Level I by 50% to under 55 students school-wide. This 50% decrease will occur in all three of the following student populations: General Education, Special Education and English Language Learners.</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><input type="checkbox"/> Target Population: All students in Grades 3-8 who performed at Level 1 during the 2009-10 school year on the NYS Math test. <u>Actions/Strategies/Activities Timeline</u></p> <p>Identifying Target Group</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Math intervention target group will be identified in September. All students who performed at Level I on the 2009-10 NYS Math assessment will be put into Target Group • Any students performing at Level I on Acuity Math Predictor will be added to target group (if not already in group). • Any student performing at Level 3 on Math Predictors will be subject to removal from program with teacher consultation. <p>Classroom Instruction</p> <ul style="list-style-type: none"> • Classroom Mathematics instruction will focus on academic rigor, deep conceptual understanding, correct answers and sound mathematical reasoning and explanation beginning by October • Teachers will differentiate instruction in order to provide support to the target group by October • ELL/Special Education Specialists will support classroom teachers in differentiating lessons for ELL/Special Education students (especially those in Target Group) • Instructional Rounds will focus on Mathematics instruction every other month from

October through April

Professional Development

- Math Inquiry Group and Instructional Rounds will identify best practices that lead to differentiation and support, academic rigor, deep conceptual understanding, correct answers and sound mathematical reasoning and explanation
- Math Teacher Leaders will be assigned for each non-departmentalized lower grade. Teacher Leaders will be responsible for keeping grade on appropriate pace, co-planning units and curriculum, designing assessments, and modeling best practices.
- Professional Development will focus on identifying and disseminating internal best practices in Mathematics

Mathematics Intervention

- Students in Target Group will be provided with extended time, small group math instruction, technology-based intervention using Neufeld and Study Island software and SES Math tutoring by October 2010
- Special Education Students and English Language Learners will be provided with push-in/pull out support based on their individual needs, strengths and learning styles using menu item teachers from grades seven and eight
- Tier II after school Interventions will be planned in direct consultation with teacher combined with analysis of individual student data (Acuity, Unit Tests, Math Quizzes)
- All data for Target Group students will be shared with all parties responsible for instruction and intervention

Bi-Weekly Math Quizzes

- Math Quizzes based on NYS Standards and Test-Aligned strands and skills will be administered every other week beginning in October. A calendar of skills/strands to be quizzed will be shared in October and, to the extent possible, all classes will be quizzed on the same skill on the same week (e.g., "Fractions," or "Place Value"). This will help to promote instructional coherence and facilitate sharing of best practices and more effective supervision, support, and intervention
- Results from Math Quizzes will be used to inform whole class instruction and

interventions for Target Group

Data Talks

- Grade Level/Content Meetings will be structured as Data Talks at least once a month. Students in the Target Group will be discussed at every Data Talk
- Data Talks will consist of teachers meeting with Administration, Data Specialist or Math Teacher Leaders to analyze informal and formal assessments, computer generated Target Group reports and student work to plan instruction and intervention

Inquiry Team

- Inquiry Team focused on Math will be formed and will include Data Specialist, all upper grade Math teachers and at least Math Teacher Leader from each tested lower grade by October
- Team will meet monthly (at a minimum) to assess data and progress of target group, debrief Instructional Rounds and progress through at least two inquiry cycles
- Inquiry Team will assess data and progress of Target Group, debrief Instructional Rounds, and complete 2 inquiry cycles
- Inquiry cycles will include data collection (informal and formal assessment, Instructional Rounds Reports, technology-based intervention reports, student work), data analysis, identification of target group, goal-setting, action plan/change strategy, re-collect data to assess action plan/change strategy
- Findings from Inquiry Team will be disseminated by lower grade Teacher Leaders at Grade Level Meetings once a month.

Instructional Rounds

- Mathematics-based Instructional Rounds will be done every other month from October through April
- Instructional Rounds will identify best practices (October), review dissemination of best practices (December), and examine data-based differentiation (February), and integrated test preparation (April)
- Math Teachers and Classroom teachers teaching Math will be observers and "observees" at least once.
- An Instructional Rounds Report will be compiled within 1 week of the Round being completed. This report will be shared at the next applicable grade/content team

	<p>meeting or staff meeting.</p> <p>Parent Workshops</p> <ul style="list-style-type: none"> • Conduct at least 2 Parent Math Workshops: "How to Help your Child at Home in Math (October) and How to Prepare for the NYS Math Test (April) <p><u>Staff-Members Responsible</u></p> <p>School Data Specialist-identify Target Group, collect data, analyze reports (Acuity, DOE Item Analyses, Math Quiz Data) to support targeted instruction and intervention Math Teachers/Lower Grade Math Teacher Leaders-meet as Inquiry Team on a monthly basis All Teachers-communicate with Extended Day Teachers, AIS providers, SETTS teachers and SES providers to ensure all supplemental instruction is based on the needs of Target Group students. Participate in Instructional Rounds as an observer and observed. Parent Coordinator-plan at least two Math workshops with Math Teachers/Teacher Leaders Administration-Facilitate data talks, ensure Target Group is receiving intervention services, provide resources and professional development, as necessary. SLT-request reports on Math progress (especially Target Group) at least bi-monthly</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p><input type="checkbox"/>Technology-based Mathematics Intervention for Tier I and II interventions with Neufeld and Study Island software. (activity code 0015)</p> <p>Parent Workshops</p> <ul style="list-style-type: none"> • Title I Parent Involvement Funds for incidental costs of parent workshops - incentives, food and coupons (activity code 6960) <p>Professional Development - Per Diem costs for math teacher inter-visitations withing and outside of school (Job ID code GEUHG)</p> <p>PerSession costs for after school program with struggling math learners on grades 3 to</p>

	<p>8 October through May (activity code 640)</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><input type="checkbox"/> September Target Group will be formed based on 2010 NYS Math scores</p> <p>October All teachers will be expected to differentiate all Math lessons with support for their Target Group students All Target Group students will receive small-group extended day instruction and technology based intervention services Bi-Weekly Math Quizzes will be given in all Grades 2 Math Instructional Round: Identifying Best Practices in the Mathematics Classroom (Differentiation, rigor, deep conceptual understanding) Inquiry Teams will be formed</p> <p>November First Parent Math Workshop Grade Level/Content Team meetings will begin to incorporate Monthly Data Talks at least once during the month of November Inquiry Teams will have first monthly meeting</p> <p>December Acuity Predictive results will be analyzed and shared with all service providers. Interventions and supports will be adapted based on item analyses Inquiry Team will incorporate Acuity data into its first Inquiry cycle</p> <p>March Weekly Math Quiz Pre-planned calendar topics should all be completed by the end of March</p> <p>April Weekly Quiz topics will consist of strands and skills that needed to be re-taught based on Weekly Quiz data.</p>

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**Subject Area
(where relevant) :**

Science and Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 3: Science and Social Studies By November of 2010, we will create Science and Social Studies Curriculum Maps on 100% of grades K-8. Each unit will include:</p> <p>Lessons and Activities that are aligned with Common Core and NYS process and content standards Interdisciplinary connections to ELA and Math (and Art, Music, Technology and Foreign Language, where applicable) Pre- and Post-assessments that align to Common Core Standards and NYS content and process standards and NYS Test formatting.</p> <p>Data from pre-assessments and post-assessments will be collected for all students. Pre-assessment data will inform unit instruction and post-assessment data will assess teaching and learning and inform future lesson plans.</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><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <u>Target Population</u></p> <ul style="list-style-type: none"> • All K to 8 teachers of science and social studies • All students of social studies and science <p><u>Actions/Strategies/Activities Timeline</u></p> <p>Curriculum Mapping Convene a science and social studies Curriculum Team to study curriculum resources and</p>

	<p>analyze 2009-10 test score data by September Complete Curriculum Maps for all grades K-8 that are aligned with Common Core Curriculum and NYS content and process standards by November Design pre-assessments, student learning goals and post-assessments on an ongoing basis Adapt curriculum and instruction based on assessment on an ongoing basis</p> <p><u>Inquiry Team</u> Science and Social Studies Teachers will meet a minimum of once a month and progress through a minimum of 2 inquiry cycles (Data Analysis, Identify Target Group, Set Goals, Create Action Plan) starting in October Findings from the Inquiry Team will be disseminated at at least one Grade Level meeting per month</p> <p><u>Staff Responsible</u> Social Studies Specialists-Develop curriculum maps and assessments, instruction, professional development for classroom teachers Science Specialists-Develop curriculum maps and assessments, instruction, professional development for classroom teachers Administration-Ensure that resources are allocated as needed, that curriculum maps are developed and taught, and that teachers are adequately supported to teach the Science and Social Studies curriculum SLT-monitor implementation and effectiveness of Science/Social Studies plan a minimum of every other month</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Allocation of per session funds for teacher planning and after school work of the five member inquiry team. (activity code 640) Scheduling of common planning time at least once a week for test review, data analysis and unit development. (menu item from SBO) Allocation of funds for a PD consultant to coordinate the workshop delivery of unit plans and assessments to staff in late winter and early spring 2011. (per diem job ID GEUHG) (Curric and Staff Devel Code -Activity code 0631)</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><input type="checkbox"/></p> <p><input type="checkbox"/> September</p> <ul style="list-style-type: none"> • Science and Social Studies Curriculum Team convened <p>October</p> <ul style="list-style-type: none"> • Inquiry Team has its first monthly meeting <p>November</p> <ul style="list-style-type: none"> • Curriculum maps complete for all grades K-8 • Findings from Inquiry Team disseminated to at least one Grade Level Meeting per month starting in November
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Subject Area
(where relevant) :

School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal 4: School Environment By May, 2010, we will improve our ratings in the School Environment categories of the Progress Report by at least 0.2 points in all four categories (Academic Expectations, Communication, Engagement, Safety and Respect) Additionally, we will increase our attendance by 0.5% to 93%. Finally, we will maintain our response rates above the following minimums (Parents: 60%, Teachers: 90% and Students 75%).</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

**Learning Environment Survey Initiative**

- The LES will be discussed at the first SLT meeting and priorities and plans will be made based on the results of the survey.
- A "Response to the Survey" Report will be created describing the school's responses to the 2009-10 Survey and how survey data has informed policy changes. This will be shared with staff at November's staff meeting and with parents at November's Parent Teacher Conferences
- Interim Surveys will be distributed at Parent Teacher Conferences in November with all the same questions as the Learning Environment Survey.
- A response to these Interim Surveys will be created and disseminated at February Parent Teacher Conferences

Communication

- Parent Coordinator will create an email distribution list and provide parents with weekly updates on important school and community news and opportunities by October
- Teachers will provide a monthly newsletter about classroom and curriculum news by October
- School staff will plan a Community Walk with a Community Based Organization to identify community resources and foster better parent-teacher relations by November
- Intensive parent outreach will occur to increase parent attendance at PA and SLT meetings by October
- Parents will be recruited for consistent SLT meeting attendance.
- SLT meetings will be a vehicle to clearly articulate the school's mission and vision and its CEP goals.
- Parent workshops will be held monthly on topics chosen by the PA by October
- Saturday GED/ESL and Computer classes will continue by October
- Google Pages comprehensive school calendar will be revised weekly – all staff have g-mail accounts to receive updates
- All important evaluation documents and rubrics will continue to be posted on the Google Pages the school site.
- Administrative open door policy extended to all administrators using one office location.
- Frequent classroom observations of teaching and learning will be debriefed.

- Data discussions at grade meetings convened by peers and administration will occur a minimum of once a month.
- Weekly Staff Reminders bulletin will continue to disseminate important school news and information on events and professional learning activities.
- K to 8 meetings in literacy will disseminate important literacy curriculum information to all literacy staff from one source.
- Morning announcements to students and staff will focus on specific aspects of school functioning that work well and the individuals who support them to do so.
- Focus Group Fridays will occur once a month for teachers to provide input into school policies and practices

Engagement

- K-2 students will be trained through an classroom-based social-emotional curriculum and they will be trained as Peacekeepers.
- 25 Peer Mediators will be trained in the 5th and 7th grades to handle student disputes and resolve conflicts.
- A Mentoring program (matching "At Risk" youth with Adult Mentors that began in Spring 2010 will be continued beginning in October 2010
- Student – teacher town hall meetings will give students input into what is taught and how for all core subject areas (grades 4 to 8) fall to spring 2011
- Students will receive a minimum of twice monthly conferences in reading and writing to support their individualized development in these academic pursuits.
- Student government will be funded appropriately for trips outside of school and to conduct community action projects for student service learning. Trips will include further work with Alley Pond, Men of Strength, GRACE and Start Strong Bronx

Academic Expectations

- Vision, Mission, CEP goals, and Inquiry Goals will be posted prominently outside main office and/or principal's office
- Monthly Data Talk Grade Level Meetings will focus on school goals, classroom goals and students goals and progress towards goals.
- Standards will be communicated to parents through parent workshops, Parent Teacher Conferences, Montly Newsletters, and Weekly Updates.
- Students will set goals for all subjects by October and they will set interim goals for both report card marking periods

	<ul style="list-style-type: none"> • Teachers will confer with students bi-weekly to discuss progress. <p>Attendance</p> <ul style="list-style-type: none"> • Attendance Team will be assembled by October. • Monthly Attendance Team meetings begin by October • Team-members will meet monthly to discuss attendance progress, interventions, and positive reinforcement.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Parent Workshops Title I Parent Involvement Money will be used to inform parents of the new Core Curriculum standards and school expectations in the Social Studies, Science content areas. Workshops in parent-student communication will continue to take place with the assistance of T4C</p> <p>Professional Development provided by Morningside Center and Turn Around 4 Children</p> <p>Attendance Incentives will continue to be offered three times a year</p> <p>Principal Leadership Principal blocks time weekly to maintain an open door policy for students, parents and staff Principal meets weekly with the guidance staff to monitor the development of the advisory curriculum, and the implementation of social emotional learning initiatives provided by outside agencies. Principal meets with staff to review and assist in the development of the teacher professional development plans with interim benchmarks.</p> <p>Weekly informal and formal observations with teachers monitor the communication of academic expectations between students and teacher.</p>

Indicators of Interim Progress and/or Accomplishment

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

□

Interim Surveys

The SLT will convene in September to review the 2009-10 Learning Environment Survey and plan how to address and prioritize improvement areas.

A report on the school's response to the 2009-10 Learning Environment Survey will be distributed in October to Teachers and in October and November to parents

An Interim Survey will be distributed again in November

A response to these surveys will be distributed in February

For each cycle of 1. Survey analysis, 2. Plan for improvement, 3. Implementation, 4. Re-survey (1st cycle: September-November, 2nd Cycle: December-February) there should be significant progress on at least 3 high-priority questions

Communication

Parent Coordinator Email Distribution List should have at least 100 email addresses by the end of September, and 300 by the end of November, and 500 by the July 2011.

Principal's Staff Reminders bulletins for every week of school.

Parent Coordinator will report to the SLT and/or PA each month about previous month's workshops and upcoming month schedule

Engagement

Focus Group Fridays will occur a minimum of twice a month and notes, plans and responses will be shared at subsequent Focus Group Meeting. Notes, plans and actions taken based on previous meetings will be shared at subsequent meetings.

Open Family Forums will occur at 4 times in the school year (October, January, March and May). Notes, plans and actions taken based on previous meetings will be shared at subsequent meetings.

Attendance

A school-wide attendance rate of _____ or better. Attendance month will be shared each month at the SLT meeting to ensure goal is met

Principal's Open family forum meeting agendas and sign in sheets.

Subject Area

School Safety and Respect

(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal 5: Student Safety and Respect</p> <p>By June 2011, reduce the number of discipline referrals and reduce the number of total suspensions (Principal and Superintendent suspensions combined by 15% each.</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><input type="checkbox"/></p> <p>Professional Development</p> <ul style="list-style-type: none">• 1st-3rd Grade Teachers will be trained in a 4 Rs Curriculum (Reading, Writing, Respect and Resolution) in September, 2010• Guidance Counselors and select teachers will be trained in Peer Mediation by October, 2010 <p>Curriculum</p> <ul style="list-style-type: none">• The 4Rs Curriculum (Reading, Writing, Respect and Resolution) from the Morningside Center for Teaching Responsibility will be integrated into the 1st-3rd grade literacy curriculum <p>Intervention</p> <ul style="list-style-type: none">• Turnaround for Children will facilitate weekly child studies and intervention plans for "At Risk" students, their teachers and their families <p>Youth Development</p> <ul style="list-style-type: none">• A Mentoring Program (pairing "At Risk" students with adult mentors) will be continued starting in October

- 1st-3rd Grade students will all receive a 4 Rs Curriculum (Reading, Writing, Respect and Resolution)
- 1st-3rd Grade "Peacekeepers" will be trained by the Morningside Center for Teaching Social Responsibility
- 5th and 7th Grade Peer Mediators will be trained by Morningside Center and by Guidance Counselors by October. Mediations will begin in November
- Student Government will meet weekly to discuss problem-solving, policy, and community service

Data Collection and Analysis

- Student Disciplinary Referrals will be logged by teachers. These data will be collected and analyzed at Weekly Administration Meetings, and at Monthly Grade Level Meetings starting in October
- Meetings will be used to put classroom-based intervention plans into place and, as necessary, refer children to Turnaround for Children Child Study

Lunch/Recess

- There will be one teacher, guidance counselor, or AP supervising each lunch period
- Professional Development will be provided to each Lunch/Recess Supervisor in the 4Rs and Peacekeeper curriculum, Peer Mediation, and designing structured activities, games and sports to involve students positively during recess.
- At least 2 Peer Mediators and/or Peacekeepers will be "on duty" at each lunch/recess in order to handle disputes on the spot.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>4 Rs Curriculum-provided by Morningside Center, paid for with Title I and C4E funds</p> <p>Peer Mediation Training-provided by Morningside Center, paid for with Title I and C4E funds</p> <p>Professional Development for Lunch Coordinators-PD will be done by intervisitation and/or professional reading and research and will be coordinated in grades K to 3 by Phys Ed teacher Mr. Otero; in grades 4 to 8 this will be coordinated by the work of Erika Ortiz and Elaine Taylor-Sanders working with Turn Around 4 Children</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student Disciplinary Referral and Suspension rates will be collected monthly and compared to rates from 2009-10 to ensure that we remain on track for a 15% reduction in both areas • Professional Development on 4Rs curriculum will take place in early September. Implementation should begin in September. • Peer Mediation Training will take place in October, Mediations will begin in November • Mentoring Program will begin in October • Turnaround for Children Meetings will begin in October

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	98	10	N/A	N/A	15			
1			N/A	N/A	20			
2	75	25	N/A	N/A	15			
3	100	20	N/A	N/A	18			
4	120	18	20	9	22			
5	45	16	19	11	25			
6	65	14	20	3	25			
7	75	21	21	3	10			
8	45	24	21	1	12			
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ELA: Foundations (K-1) Fountas and Pinnell Phonetics (2) Voyager Reading (1) Comprehension Strategies Kits Wilson Reading Program (SPED 3-8) Wilson Just Words (4-6) Guided Reading (K-8) Read (1st grade) ESL AIS ELA AIS - SES Providers - READ, School Professionals and Brienza SES Program (2-8)	<p>Foundations is an`Orten-Gillingham based program targeting K-1 which focuses on phonemic awareness and enhancing basic reading skills. This is a 30 minute program three days a week conducted by classroom teachers for small group instruction. Wilson Just Words is a reading program in grades 4-6 Tier 2 intervention for students with mild to moderate gaps in their decoding and encoding. The program also works on fluency and comprehension. It is used for small groups in class and after school 3-5 days a week. Wilson Reading System is a reading program for students at academic risk in grades 3-8 during the day, which is an intervention model developed for students with deficits in decoding, encoding, writing, fluency, and comprehension. This small group program takes place for 45 minutes, at least three days per week. Comprehension Strategies Kit Is a program that teaches the six comprehension strategies to construct meaning from text that leads to higher level comprehension. The program is used four days a week for 30 minutes. Fountas and Pinnell Phonetics is a word study program that is used whole class four days a week for 30 minutes. Guided Reading instruction is provided in class for approximately 45 minutes for three to five days per week. Read is an after school program designed for first grade students that have literacy deficiencies. ESL AIS provides small group instruction for second language learners, during the day and after school. Instruction is guided to develop speaking, listening, and writing English language skills through the use of visuals and modeling. ELS AIS provides small group instruction after</p>

		school for students at risk for failure, as well as students targeted as slip-ables and push-ables. The program enhances test taking strategies, building reading skills, and strategies to improve reading comprehension. After school provide small group instruction for grades 1-8 to students with rigorous intervention services for a total of four hours after school.
Mathematics:	<input type="checkbox"/> Mathematics: Math Intervention Guided Math AIS Small Group Instruction - Investigations (K-2) -Scott Foresman online resources(1-5)	Guided Math and Math Intervention provides small group instruction guided by the identified academic needs of the students. Both academic intervention programs are provided by classroom teachers during the day for 35 minutes, two to three times a week. Math AIS- Small Group Instruction is provided after school for students that have demonstrated a need to increase basic math skills or other identified areas through the IEP or Kaplan SES programs
Science:	<input type="checkbox"/> Differentiated small group instruction is provided during each science class with students grouped according to academic needs as measured on a progress towards mastery of standard tracker. If required, instruction will provide one-to-one tutoring for identified students. The TASC after school program offers students a science-based curriculum to support instruction and improve academic achievement in science on grades 1 to 8.	
Social Studies:	<input type="checkbox"/> Small Group Instruction is provided during class with students grouped according to academic needs. The after school Geography Club has students from 3rd to 8th grade and provides academic support in addition to enrichment through project based learning.	
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small Group Counseling or One to One Counseling is offered to students "at risk" for academic failure as a result of exhibiting inappropriate or challenging behaviors. The Student Intervention Team is made up of teachers, counselors, service providers and the professional guidance of Turn Around 4 Children staff members. Referrals made to this committee utilize an interdisciplinary approach to solution finding and problem solving. If deemed necessary, the SBST will conduct an initial review or re-open the case to add counseling to the student's IEP. We have also implemented a character education curriculum and program in grades K to 2 and a conflict mediation program for grades 3 and 7. All total, these programs will affect over 450 students.	

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A at this time.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A at this time.
At-risk Health-related Services:	<input type="checkbox"/> One to One Health Related Services will be provided if the student exhibits a new medical condition which warrants a health paraprofessional until budgetary approval can mandate services. Services will also be provided for any new transfer student that the school deems necessary, until budgetary approval can mandate services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 300

Non-LEP 120

Number of Teachers 11

Other Staff (Specify) AP

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.

- PS/MS 279 provides students with a Transitional Bilingual Program, a Freestanding ESL Program, and ESL Pull-out/Push-in Program. Through a Saturday tutoring program, PS/MS 279 will use title III funds to improve English language proficiency, support native language development, and to advance math learning to a high performance. We will have small groups, and one to one instruction as needed using a variety of materials and techniques. We will provide explicit, intensive and focused instruction. Materials and activities may include picture files, graphic organizers, charts, flash cards, games and songs, listening centers, classroom library, dictionary thesaurus for ELLs, math manipulative, English at your Command and Math investigation books.
- We will serve one hundred fifty (300) students, K - 8th grades.
- Language of instruction: English and native language.
- Selection of the program is according to the students needs (students functioning below grade level, students with interrupted formal schooling, students that are not exempt from English Language Arts test.
- Program duration and time: 3 cycles of 10 Saturday, 3.00 hours each session. Eleven teachers will participate in each cycle. Teachers will have group of 12 to 15 students. Each session will cover Math, English As a Second language and/or Native Language.
- Providers : Bilingual, ESL certified teachers.

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.

A series of workshops will be conducted for bilingual/ESL teachers and literacy coaches with emphasis on:
-Scaffolding strategies to facilitate the linguistic transition of ELLs.
-Reading, writing and Learning in ESL

Section III. Title III Budget

—

School: PS/MS 279

BEDS Code: 321000010279

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	\$35,805.-	<input type="checkbox"/> 90 hours of per session for ESL and General Ed teacher to support ELL Students: 90 hours x \$49.89 (current teacher per session rate with fringe) = \$4,475.00 x 8 teachers
Purchased services - High quality staff and curriculum development contracts	\$2,000.00	<input type="checkbox"/> Consultant, Mardi Gorman, working with teachers, 2 days a week on development of literacy curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,135.-	<input type="checkbox"/> Leveled Books, NL and English Phonic Workbooks, Cornerstone Workbooks, 1 Book on Tape, Notebooks, Folders, Writing Paper.
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	\$1,700.-	<input type="checkbox"/> Trips to museums, Zoo, Performance Art (activities tie to curriculum)
Other	\$3,580.-	<input type="checkbox"/> ESL classes for parents: 2 teachers, 12 sessions, 3 hours each session.
TOTAL	0	

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.

PS/MS 279's alternate language population consists of 75.3% Hispanic and 6.4% Asian or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including 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.

At PTA general meetings the policy of distributing material in two languages was discussed. We have determined from our experiences at parent open school nights that we would have need of Bengali translation services if they were ever available. We have hired two paraprofessionals that speak Bengali and use them for many translation situations. Currently we have staff members for translation in Spanish, Bengali and French.

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.

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and, as needed, in Bengali. Special documents are translated as needed by individual family need by school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages

(Spanish and English) was discussed. We have determined from our experiences at the principal's open family forum that we need to notify in writing our Bengali families well in advance if we are to have their meaningful participation in our school and community meetings.

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.

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by our bilingual guidance counselor. A staff member fluent in Bengali is available and has provided translations at various meetings for our Bengali population. The principal and foreign language teacher provide translation in French for our West African families.

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>.

As above, home language is determined upon a student's entrance to our school, and that data updated based on the home language survey. All material is distributed in English and Spanish, and interpretations of that material created by the school is presented to families speaking languages other than English and Spanish at home. Upon approval, our school will request translation of our CEP into Bengali and French by the translation and Interpretation Unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$993,950	\$299,709	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$12,937		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$49,968	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$99,395	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

We continue to recruit and place the most highly qualified teachers to positions which do not currently have such individuals. We also continue to encourage teachers to achieve the necessary certification by subsidizing (if performance merits) coursework to attain such credentials.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/MS 279

SCHOOL PARENTAL INVOLVEMENT POLICY PART I GENERAL EXPECTATIONS

School Parental Involvement Policy must establish the school’s expectation for parental involvement based upon the DOE Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

PS/MS 279 agrees to implement the following:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning.

Parents are encouraged to be actively involved in their child's education at school.

Parents are full partners in their child's education and – are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement (a) Local Educational Agency Policy-(2) Written Policy of ESEA].

1. PS/MS 279 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings.
 - PTA Executive Board members will be involved with DOE personnel through PA organizations to provide further information and support.
2. PS/MS 279 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the School Leadership Team will participate in the annual Review of the School
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. PS/MS 279 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with all other programs in the school
4. PS/MS 279 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation will be conducted by the SLT providing opportunity for parents to give feedback and suggestions on school improvement

strategies. The survey will be the responsibility of the Parent Coordinator. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PS/MS 279 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and — local academic assessments including alternate assessments;
- the — requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing Parent workshops and courses dealing with computer training. Also included are special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.

- Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Involving parents in the regular activities of the school
- Involving parents in the Student Recognition activities

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other

activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

School letters are translated into two or three languages

Translation services information is posted in the school lobby and with our Parent Coordinator

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- arranging school meetings at a variety of times, or conducting extra conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

PART IV ADOPTION

By the PS/MS 279 School Leadership Team on May 14, 2007

2. School-Parent Compact - Attach a copy of the school's 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.

PS/MS 279 FAMILY SCHOOL COMPACT

The following represents an agreement by all parties concerned regarding individual roles in improving student achievement. Every member of the PS/MS 279 school community has been made aware of the specific tasks assigned to them in this mission. The PS/MS 279 community believes that we must aspire to help each student achieve to the best of their ability. While our goals and aspirations are the same for all students, we must reach deeper and work better to help those who are not achieving as well as their peers to meet and exceed all learning standards.

Students agree to:

- attend school regularly
- arrive on time well equipped and ready for work
- respect school rules and policies
- complete all homework assignments
- always try to do my best work at home and in school
- assist others with their learning
- believe in myself and my own abilities
- respect others and recognize that everyone learns in different ways and at a different pace.

Families/Parents agree to:

- make every effort to send child(ren) to school on time every day ready to learn
- attend curriculum partnership nights to become more familiar with child(ren)'s learning

- maintain a home environment that allows a place and time for completion of homework every day
- review all homework assignments and sign completed homework every night
- encourage their child(ren) to read at least 30 minutes a day
- be available to assist child(ren) with homework and other inquiries
- provide enriching learning experiences for child(ren) at or away from home
- support the school uniform and discipline policies
- monitor child(ren)'s academic progress and attend school conferences
- communicate regularly with the school
- show patience and respect when addressing concerns or difficulties at school
- volunteer time at school whenever possible
- be their child(ren)'s strongest advocate, but always look critically at student work and progress.

Teachers agree to:

- provide an environment that is safe and conducive to learning
- develop interesting and challenging lessons that facilitate student achievement
- maintain high expectations for every child
- work to instill a love of learning in each child
- enforce school and class rules fairly and consistently
- communicate with families/parents regularly
- provide meaningful homework assignments in accordance with school policy that reinforce daily learning
- support family/parent involvement in student learning
- provide special learning activities to give students in need another chance at learning
- participate in professional development to be better equipped to meet the challenge of addressing individual student needs
- work to help each student progress toward meeting grade standards
- work to integrate efforts with grade teams and support school plans for standardizing content across the grades.

Administration and School Support Staff agree to:

- provide support to teachers in their daily work
- identify students with varying learning needs and develop plans to meet those needs
- allocate resources fairly and equitably to support achievement by all students
- enforce discipline and dress code policies
- open and maintain lines of communication with families/parents and students
- identify special family and/or community needs and create a plan to address

those needs

- be proactive in research and planning to meet current needs and anticipate future trends.

Agreed:

_____, Principal Date _____

_____, Teacher Date: _____

_____, Student Date: _____

_____, for the family Date: _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See needs assessment above.

2. Schoolwide reform strategies that:

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



See other sections.

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 We will have funded over \$83,000 of Title I, Title III and FSF after school programming funds for our at-risk students of literacy and mathematics on grades three through eight. We also will spend over \$21,000 on our students for academic and social enrichment in the content areas, fitness, performance and chess.

- o Help provide an enriched and accelerated curriculum.



- o We will be maintaining our 12 year relationship with Chess In the Schools (\$5K), our seven year relationship with Community Word Project (\$10k) and initiating a relationship with The Morning Side Center (\$19K) to provide an enriched social and academically stimulating classroom and school environment.

- o We will be offering a Regents Science course during the school day schedule this year. nvironment.

- o Meet the educational needs of historically underserved populations.

Our programs are all catering to historically underserved populations as we are a predominantly Hispanic, African-heritage and poor school.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



- We employ a full-time middle school articulation counselor and provide the services of two mandated service counselors and 1 at-risk SAPIS counselor. We have developed our guidance staff into an operational team that provides group and individual social and emotional supports to students in crisis, students with persistent need and students with periodic specific needs. Guidance staff are present at every lunch period and they have assisted in managing the development of a Student Intervention Team in conjunction with Turn Around For Children.
- This coming school year our guidance team (four members) a Peer Mediation / Phys Ed cluster and classroom teachers on grades K to 2 will implement the Morning Side Center's Four R's curriculum. In addition we will be training over 30 students on grades 5, 6 and 7 to be effective Peer Mediators with the M. S. C. peer mediation training. Two paraprofessionals will be working with students to implement the peer mediation process in the school day.
- Are consistent with and are designed to implement State and local improvement, if any.

- Our instructional design and goals as set this past school year and next are meeting with New York City's overall plan to provide effective differentiated instruction in literacy, math, social studies and science using the data collection tools and analysis protocols we have worked to establish and make functional for our school community. In the pursuit of this great goal we have developed assessment practices, purchased assessment programs and trained staff in the analysis of data to provide this real, differentiated, scaffold supported classroom learning experience in small groups everyday of school. This represents a "local" reform measure but has enormous implications for use direction of school human and physical resources.

3. Instruction by highly qualified staff.

We currently have 98.5% of our core classes being taught by highly qualified staff and we have used the 5% set-aside to support acquiring the necessary credentials for the other 1.5% of the time.

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

As part of our on-going professional development we will continue to engage all school personnel in differentiated professional development to support each content area. For 2010 - 2011 we will be participating in the Teacher Effectiveness Pilot Project with the Talent Office of the DOE. This process will involve, train and include staff in developing and understanding the teaching performance measures / rubrics the school uses to evaluate and pace professional teaching development. An aspect of this work is to continue to develop quality curriculum units measuring specific learning outcomes in all four core content areas, the arts and physical fitness using New York State performance indicators as well as the nationally developed core standards. Teachers will also continue to participate in city-wide, network and regional workshops

designed to familiarize them with grade specific standards and assessments. All teachers set and work towards the attainment of at least one professional goal each school year.

Additionally, we are providing CTT coaching and workshops through Gold Mansour LLC. We are also contracted to work with the Center for Applied Linguistics on the implementation of a school-wide language development methodology that will improve reading comprehension for all students. We have also bought into the implementation of the Six Plus One Traits of Writing by sending staff members to a national training and doing a school-wide launch of these methodologies for teaching and evaluating writing on November 2nd.

Finally, we have become part of three technology integration projects - Title IId Project KIM, a NYS Learning Technology Grant and we are part of the first round of NYC Connected Learning for our sixth grade students.

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

- a. Utilize informal teacher networks to hire qualified and reliable teachers through the Open Market Transfer System
- b. Attend hiring fairs sponsored by colleges.
- c. Host our own "Teach at 279" teacher fair during the Summer School session
- d. Utilize the mentor, lead teachers and coaches as a professional and personal support network for new teachers beginning their teaching career
- e. Offer differentiated professional development aligned to target teacher's individual professional goals established early in the school year as part of the instructional rounds process or early (sept/oct) classroom observations.
- f. Assign each teacher to an informal buddy pair that works to mutually support professional growth throughout the year.

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

Parent workshops, sponsored by the Parent Coordinator, throughout the school year to assist with literacy skills for both the parent and the child. These are done with instructional lead teachers during the school day or with our instructional coaches and also with after school on Saturdays during the family ESL classes with parents and students. Every opportunity to meet with families has this as an objective, whether principal to family open forum on the second Tuesday of the month or parent teacher conferences. Our after school program sponsored by The Committee for Hispanic Children and Families contains a significant component of family literacy development through their Family Literacy program that supported families to tell their stories and then published them into formal books. Additionally, we will have part of our contract with Morningside Center be direct training with parents on a "Peaceable Household".

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.

Child and parent interviews will be conducted to determine the student's level of readiness and based on these interview results we organize our kindergarten program. Parents will also be provided with literature informing them of educational activities that they can engage their children in order to prepare them for Kindergarten. Parents will be invited to Kindergarten orientation workshops, as well as Open Houses, in order to help the child make a successful transition into Kindergarten or first grade, depending on whether their child attended K at PS/MS 279.

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.

- a. On-going professional development focusing on data driven instruction with teachers to ensure that instruction meets the needs of individual students; this work will be documented in the individual student goals that are set by each core content area teacher; teacher professional learning goals will be set according to the needs of each teacher's class and in consultation with each individual teacher
- b. Quality curriculum development will be ensured through the active support and development of our school leadership team's content sub-committees – literacy, math, social studies, science, the arts and technology.

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.

- a. The development of individual student goals in literacy, math, social studies and science will greatly aid in setting benchmarks for student progress throughout the school year. This data and performance information will be reviewed and new goals or strategies developed during the data discussions conducted with all staff at five points during our school year. Furthermore, academic intervention teams will align student's individual needs with certain academic intervention programs and Academic intervention providers. These providers will track student progress and make decisions for next steps in the child's academic future.
- b. Data collected from in class and formative assessments will be used to target students for the daily after school programs to help develop math and literacy skills to ensure grade level success – using a Tier II model of providing extra instruction but in the context of the regular daily curriculum and program.

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.

The school guidance team, organized under the student intervention team (SIT) will be responsible for coordinating violence reduction programs, family support classes, providing student recognition dinners and gifts and guiding the school curriculum on conflict resolution. We

are currently collaborating with five different social support programs ranging from domestic violence awareness, drug and alcohol use resistance, sex education, healthy living and child – parent communication.

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

Explanation/Background:

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

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

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

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

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

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

designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (<i>I.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$934,312	True	Action plans and goals 1 through 5 utilize Title I basic SWP funds for after school and non-contractual service expenses
Title I, Part A (ARRA)	Federal	Yes			\$296,712	True	Action plans and goals 1 through 5 utilize Title I part A ARRA funds for after school salaries, and non-contractual service expenses
Title II	Federal	Yes			\$293,089	True	Goals 1, 2 and 5 use Title IIa Supplemental funds for supplementary teacher salary and Per Session/ Per Diem PD activities
C4E	State	Yes			\$379,217	True	Goals 1, 2 and 3 use Per Diem funds to accomplish in school and out-of-school professional learning opportunities
Tax Levy	Local	Yes			\$4,454,240	True	All five goals utilize Tax Levy funds for salaries, PD contracts, per session and Per Diem costs needed to carry out intervention and professional development
IDEA	Federal	Yes			\$375,028	True	Goals and action plans 1 and 2 require the staff members funded by IDEA for successful attainment
Title IV	Federal	Yes			\$71,552	True	Action plans from goals 4 and 5 require the input and activity of our Title IV SAPIS worker

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

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 Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (Advanced)
 - Comprehensive **SURR 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.

For the 2010 school year we missed six out of seven accountability measures for English Language Arts Elementary/Middle level. We met our AMO for ELA with our Asian student sub-group.

SINI Status and Literacy - A review of our school's annual school report (ASR), NYC progress report and associated RESI report indicates that the significant progress made in literacy over the past six years has been reversed by a "recalibration" of the NYS English Language Arts test for third through eighth graders. The 2010 ELA test results indicate that we did not make any of our AMO's with the exception of Asian student sub-group. This significant reversal will be the primary focus of our CEP for the 2011 school year.

The general decline in literacy performance indicates that we must "recalibrate" all of our instructional targets and curriculum in order to ensure that our school-wide level of "mastery" is set high enough for students to confidently attain a level 3.0 or better on the spring 2011 tests. While our mathematics results show a similar drop, it is not nearly of the same magnitude. Again, for the seventh consecutive year, we met all of our AMO's for elementary and middle level math. Even with our math AMO's fulfilled, we are going to reprogram all curriculum and ensure that the mathematics TCA's are appropriately rigorous and provide enough curricular coverage for improvement on the 2011 assessment.

As part of our movement to recalibrate instruction we are implementing the Teacher Effectiveness Pilot on a school-wide basis. The Teacher Effectiveness Pilot will provide the supervisory structure and professional development linkages to support focused delivery of content, real improvement of skills and rigorous assessment of student ability throughout the school year. A significant aspect of this pilot is to facilitate all teachers to design rigorous "Teacher Created Assessments" (TCA's) that assess for mastery of recently taught standards, content and

procedural. The TCA is the mechanism through which we will focus and improve instruction and adequately prepare students for state assessment.

Additionally, we will be following two professional development strands for the whole school throughout this school year to support rapid and high leverage gains in literacy proficiency. The first of these two PD programs is targeted at our formal ELL and informal ELL populations and uses the ExC-ELL methodologies developed by Dr. Margarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teaching vocabulary - academic and informal, reading comprehension and written response to literature. While targeted specifically at the bilingual, native language arts, and ESL teachers we will be "turn-keying" these instructional and assessment methodologies with all teachers in various forms of differentiated professional development workshops and coaching opportunities. The reading comprehension, as measured in the multiple choice section of the tests, clearly needs improvement as well and the plan is to utilize Dr. Calderon's methods for teaching vocabulary (Tier III, Tier II and Tier I words) to give students a foundation for words used in multiple subjects in different ways (polysemous). The reading comprehension components of this workshop series will also aide all teachers in the assessment and analysis of student comprehension problems.

An analysis of the 2010 testing data for ELA revealed a continued deficit with student response to literature questions using a prompt from the passage. Scores overall in literacy suffered from student misunderstanding of the assigned writing prompt. The 6+1 Traits of Writing PD strand is designed to address this weakness and to enlist the time and efforts of all teachers in the improvement of student writing at all levels.

This second strand for professional development is linked to our participation in the Teacher Effectiveness Pilot and involves a school-wide, all-teacher, all-subject writing project that has every student writing in every class at least twice a month. To implement this project - "We Are Writers" we have sent two ELA teachers to a national coaching workshop utilizing the 6+1 Traits of Writing. This methodology for teaching writing is focused on giving teachers the needed understanding to help all students develop and improve their writing using a developmental rubric with analytical elements based on writing genre.

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.

Please see the needs assessment, goals page and action plans in previous sections.

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.

We have a professional mentor on staff who will work on an as-needed basis for new teachers. We project a very low number of first or second year teachers for the coming fall so we will utilize this person also as a staff developer for any teacher in need of a focused personalized professional rehabilitation plan.

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.

As with previous years, this will be done by our family worker collaborating with our Parent Coordinator to get the student notices out to all parents by the end of this school year, followed by a late July letter confirming our status or noting our removal from the SINI or Corrective Action lists. We will also hold a parent forum at our mid-July health fair and during the first two weeks of school next September. At this forum we will have translation services and describe the school's accountability status and what we are doing to address these issues.

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:

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.)
59 from the 2010 school year
2. Please describe the services you are planning to provide to the STH population.

WE maintain a staff of four full time family workers to ensure that the STH population maintains a high rate of attendance. We maintain four full time guidance counselors to provide in-school supports to STH. We hold regular parent meetings with children of our STH population and work to maintain student enrollment at our school until matriculation into high school. We maintain after school programming for children on all grades K to 8 up through 6 pm five days a week with many programs on Saturday throughout the school year.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_10X279_110510-134126.doc

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 CFN 109	District 10	School Number 279	School Name Manuel Rivera
Principal James Waslawski		Assistant Principal Jean Dalton	
Coach		Coach	
Teacher/Subject Area Delba Puello/Bilingual		Guidance Counselor Judith Galarza	
Teacher/Subject Area Norma Martinez/Guided Reading		Parent Mairene Coronado	
Teacher/Subject Area Lilian Lasanta/ESL		Parent Coordinator Andrea Decena	
Related Service Provider Daisy Villalobos		Other type here	
Network Leader Maria Quail		Other type here	

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	8	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	995	Total Number of ELLs	317	ELLs as Share of Total Student Population (%)	31.86%
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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. At PS/MS 279, we follow the guidelines for program placement procedure as delineated under CR Part 154. The steps under these guidelines include screening, initial assessment, parent orientation, program placement and annual assessment. With the screening procedure we classify students who may possibly be ELL, gifted or who may have a possible handicapping condition. Parents or guardian of new applicants complete the Home Language Survey, which is provided in the language parent best understand. Both the screening and the Home Language Survey are administered by a qualified or trained staff that is competent to communicate with the parent and the student in English and the student's native language if necessary. If the HLS determines that a language other than English is spoken in the child's home, the child is administered a Language Assessment Battery- Revised (LAB-R). Spanish students that score below proficiency on the LAB-R are administered a Spanish LAB to determine language command. Students' placement in an appropriate program is primarily guided by the parent/guardian surveys and program selection. These surveys are completed following the parents' attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Annually, students are retested with the NYSESLAT and parents are notified of the students' NYSESLAT result and program choices.
2. LAB-R test is provided within the first ten days of school, and without delay parents are informed of the LAB-R result with the notification of entitlement letter, which provides specific information about ELL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ELLs, translated material, brochures and DVDs. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ESL teachers schedule one-on-one meeting or phone conversations.
3. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Annually, parents are notified of the students' NYSESLAT results, their entitlement and their program choices. If students have not reached the proficient level, and parents do not select a program, the students remain in the same program as before.
4. Students who score below proficiency level in the LAB-R are entitled for Bilingual or ESL instructional programs. Students who score at or above proficiency level on the LAB-R are not entitled for bilingual or ESL programs.
5. Reviewing the program selection forms for the past year, we found out that one hundred fifty five (160) parents selected an ESL program, followed by one hundred twenty five (130) parents who selected a bilingual program.
6. To pursue with the parents demand, we are providing both programs.

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 (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In	1	1	1	1	1	1								6
Total	2	2	2	2	2	2	1	1	1	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	317	Newcomers (ELLs receiving service 0-3 years)	219	Special Education	37
SIFE	38	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	19

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	120	9	0	30	0	0	0	0	0	150
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	95	17	8	53	12	8	19	0	2	167
Total	215	26	8	83	12	8	19	0	2	317

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	25	27	24	28	29								161
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	28	25	27	24	28	29	0	161						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	14	14	7	8	6	35	28	18					133
Chinese														0
Russian														0
Bengali				1	1	3		1	2					8
Urdu														0
Arabic														0
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3	0	3	2	0	2	1					13
TOTAL	3	16	17	8	13	12	35	31	21	0	0	0	0	156

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

A. ELL Programs

PS/MS 279 is a kindergarten to eight grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fourth grade, one fifth grade transitional bilingual (Spanish) class, a freestanding departmentalized ESL sixth grade, seventh grade and eighth grade, and a pull-out/push-in ESL program. We provide services to approximately eighty students in a push-in/ pull out ESL program.

B. ELLs years of Service and Programs

There is a total of 317 English Language Learners. They are classified as follow: Newcomers (ELLs receiving service 0-3 years 215; ELLs receiving service 4-6 years 83; long term completed 6 years 19; Special Education 37, and SIFE 38.

Number of ELLs receiving service from 0 to 3 years in a Transitional Bilingual Class are 120, SIFE 9, Special Education 0. Number of ELLs receiving service from 0 to 3 years in an ESL Class are 95, SIFE 0, Special Education 8.

Number of ELLs receiving service from 4 to 6 years in a Transitional Bilingual Class are 30, SIFE 0, Special Education 0. Number of ELLs receiving service from 4 to 6 years in an ESL Class are 56, SIFE 12, Special Education 8.

Long Term ELLs that have completed 6 years or more in a Bilingual Class are 0, SIFE 0, Special Education 2. Long Term ELLs that have completed 6 years or more in a ESL Class are 19, SIFE 0, Special Education 2.

C. Home Language Breakdown and ELL Programs

The numbers of ELL students by grade in a Transitional Spanish Bilingual Program are as follow: grade k-28, grade 1-25, grade 2-27, grade 3-24, grade 4-28, grade 5-29.

The numbers of ELL students by grade in each language group in an ESL Program are as follow:

Spanish grade K-3, grade 1-14, grade 2-14, grade 3-7, grade 4-8, grade 5-6, grade 6-35, grade 7-23, grade 8-18.

Bengali grade k-0, grade 1-0, grade 2-0, grade 3-1, grade 4-1, grade 5-3, grade 6-0, grade 7-1, grade 8-2.

Other Language grade K-0, grade 1-2, grade 2-3, grade 3-0, grade 4-3, grade 5-2, grade 6-0, grade 7-2, grade 8-1.

1. Our ELLs' programs include a self contained transitional bilingual (Spanish) class in grades K to 5, a freestanding departmentalized ESL sixth grade, a freestanding ESL self-contained seven grade, a freestanding ESL self-contained, and a pull-out/push-in ESL program. In our Pull-out model, which are generally the beginning level students, we assure that the mandated number of instructional unit is provided according to the proficiency level, teachers will include short-long term goals and lessons planning to develop and support the instructional needs of the beginner, intermediate, and advanced students. We will ensure that the ESL units of instruction are aligned to the mandated units required for the CR Part 154 Regulations. Self contained classes are blocks of mixed proficiency levels. Push-in/Pull-out model are grouped by levels.

2. The students receive the required amount of NL, ESL and ELA everyday. All bilingual classes receive Spanish instruction, English as a second language and/or English Language Arts according to the language level.

Level / All Programs	B	I	A
ESL	360 minutes per week	360 minutes per week	180 minutes per week
ELA	-	-	180 minutes per week
TBE Programs			
Native Language Art	90 minutes daily	90 minutes daily	45 minutes daily

3. Content Area instruction in both instructional Programs is aligned to citywide comprehensive core curriculum. Content Area instruction in the Bilingual Program is taught in the native language and in English. The amount of time for each language will depend on a profile of student language proficiencies in both languages. Content Area instruction in a Freestanding ESL Education Program is taught using ESL methodologies. The ESL based content area instruction helps to develop English Language skills and to comprehend what is being taught.

4.

- Plan for SIFE students

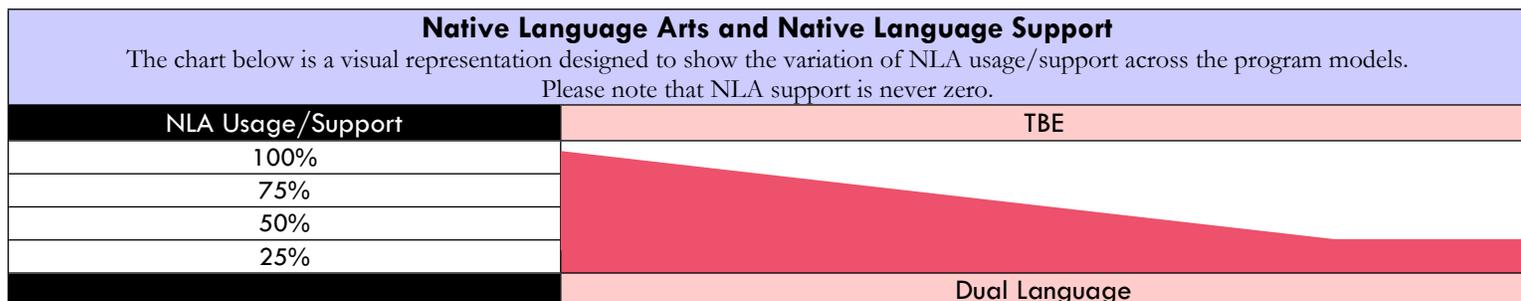
After collecting data and creating a profile for each student, an individualized plan will be generated. Students will receive one to one or

small group instruction according to their academic needs. Students will receive explicit instruction of the five components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension using the Exc-ELL approach. Standards-based lessons will be adapted in a way that the most important information is clear to the students. We will develop the native language content and literacy instruction in order to build up the second language. These students will participate in an after school and/or a Saturday program.

- Plan for ELL students with less than three (3) years**
Primarily, provide the students with literacy skills and content knowledge in the native language while learning the second language, English. Create a supporting environment with multiple opportunities for growth and become ready for a transition to an only English setting. Students will participate in small group instruction, and an after school and/or a Saturday program.
- Plan for ELL students with more than six (6) years**
To meet the students language and academic gap, using the NYSESLAT data analysis in listening, speaking, reading and writing, we will create individualized plans in order to select and use the appropriated skills and strategies needed for learning a particular modality . We will integrate language development across the curriculum. Vocabulary will be taught before any lesson or learning occasion. Teachers will select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. We will incorporate the Bloom's Taxonomy into lesson plans and tests, emphasizing higher level thinking. We will offer Tutoring Program for additional support*
- Plan for ELL students identified as having special needs**
The population that has special needs will receive additional resource room; their needs will be continually addressed by closely reviewing the students' Individualized Educational Plans (IEP). A reading intervention program (Wilson) will be integrated in the literacy program along with the Literacy Balanced Approach.

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



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?

Paste response to questions 5-14 here

5.

- Plan for ELA, Math and other content area

In ELA, we provide a curriculum that addresses the needs for our ELL students through collaborative learning techniques. In reading workshop there will be a strong emphasis on strengthening reading comprehension skills and increasing vocabulary. Emphasis will also be placed on developing critical thinking skills. In writing workshop students will practice all aspects of writing including assessment writing.

In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly, for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. We make data-driven decisions for whole group, small group or one-to-one instruction.

6.

- Plan for transitional support for students reaching proficiency on the NYSESLAT-

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. We also use authentic and formal assessment for data analysis to guide instructional needs. Transitional support for former ELL students will also include tutoring, additional ESL instruction, if needed, and cultural awareness activities.

7.

- For grades k-2 the school is launching Expediting Comprehension for English Language Learners (ExC-ELL); Ex-C-ELL is a research-based professional development program developed by Dr. Margarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teach vocabulary, reading comprehension and written response to literature.

8.

- N/A

9.

- School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. Particularly for ELL students, we offer Title III after school/Saturday tutor programs in the subject and language of the students' need.

10.

- Instructional materials used for ELL students are quality standards-based aligned to citywide core curriculum. In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In technology, all students in the school, including bilingual/ESL students, have access to the current technology project.

11.

- In our Transitional Bilingual Program we support the academic and linguistic development of the students in the native language until students achieve a level of English that will allow them to function in an English only class. Although an ESL program does not provide instruction in the students' native language, our ESL program is sensitive to the first language and culture of the students.

12.

- In servicing and supporting ELL students we consider not only the student's level, but also the student's age and the grade. We draw on the student's age to select books with a topic of interest for a particular student or group of students.

13.

- For newly enrolled ELL students, we provide ESL and bilingual services during summer school program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

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

1.
A series of workshops will be conducted for monolingual, bilingual/ESL teachers, and paraprofessionals. Professional development will emphasize on literacy, mathematics, planning aligned to ESL, ELA and NL standards. Participants will be introduced to ESL methodologies and successful instructional strategies.

2.
Teachers are supported by modeling lessons, coaching, and team teaching, and by establishing continuing meetings for ELL teachers, and inter-visitiation opportunities.

E. Parental Involvement

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

1.
Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively), The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students.

2.
The school partner with different Community based Organizations which are providing different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc.

3.
We evaluate the needs of parents through SLT Surveys, data from School Environment Survey, Parent Teacher Association meetings etc.

4.
By translation of important documents or information sent to parents such as the Home Language Survey, the Emergency Cards, and all letters and brochures.

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)	13	19	16	7	10	12	10	10	10					107
Intermediate(I)	5	13	12	13	12	12	15	5	8					95
Advanced (A)	13	2	11	13	18	22	15	15	6					115
Total	31	34	39	33	40	46	40	30	24	0	0	0	0	317

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

	A	0	13	21	11	12	9	14	10	8			
	P	0	9	8	16	16	21	13	8	10			
READING/ WRITING	B	0	21	16	0	4	9	6	5	7			
	I	0	10	11	14	10	13	10	10	8			
	A	0	1	9	14	19	21	10	20	6			
	P	0	0	0	0	0	0	0	0	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	16	5	0	33
4	8	25	5	0	38
5	17	12	1	0	30
6	12	11	1	0	24
7	12	7	1	0	20
8	12	15	0	0	27
NYSAA Bilingual Spe Ed	1	0	0	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	0	36	0	36	0	16	0	113
4	18	5	56	2	35	1	10	0	127
5	8	2	53	3	27	0	2	0	95
6	22	5	56	2	18	1	2	0	106
7	15	2	50	2	42	0	17	0	128
8	12	4	54	0	51	0	14	0	135
NYSAA Bilingual Spe Ed	3	0	0	0	0	0	0	0	3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	5	4	10	1	2	0	26
8	5	4	20	0	3	0	0	0	32
NYSAA Bilingual Spe Ed	2								2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	7	5	0	12	0	0	0	29

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	25	4	3	0	0	0	0	0	32
NYSAA Bilingual Spe Ed	2								2

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	27	8	13	1				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Examining the results in the four modalities -listening, speaking reading and writing -, we noticed that students are more proficient in listening and speaking in all grades. In the reading and writing modality most of the grades fall in the advanced level with the exception of the Kindergartens and first grade that fall in the beginning level.
2. Such a pattern will be used to provide the required units of language instruction, and to determine which instructional standards teachers must focus. Furthermore, we will continue developing the four modalities of the language with close attention to the reading and writing modality, especially, to the kindergarten and first grades.
3.
 - a. Examining the ELA results from grades 3 to 8, the predominant rank is level 2 with 86, and level 1 with 74 students. 13 students fall in level 3.
 - b. Teachers are using the results of the Periodic Assessments to mix ability grouping where students work together, relying on each others' strengths.
 - c. Periodic assessment gives comprehensive information about how well students are developing the reading, writing and listening skills. It gives idea about items and skills analysis linked to NYS ESL and ELA standards. It gives points of reference to appropriate instructional resources.
4. We evaluate the success of the program according to how the students develop in the language acquisition, along with how they performance in the overall areas, by students getting higher scores in the Periodic Assessment, improving their NYSESLAT levels moving to a higher level, or a proficient grade.

Part V: LAP Team Assurances

The instructional time allocated for both languages in the Bilingual Program– English and Spanish- is as follow:

Literacy

For all grades (k-8th) students at a beginning level will have 60% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction - 45 minutes daily, and two periods of ESL, daily.

For all grades (k-8th) students at an intermediate level will have 50% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction- 45 minutes daily, two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will have 45 minutes of the literacy instructional time in the native language, daily, one period of ESL and one of English Language Arts.

Content Areas

Math

For grades (k-2nd) all language level students, the first trimester will have 60% (3 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% (2 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

Science/Social Studies

Part VI: LAP Assurances

(ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 279 Captain Manuel Rivera, Jr.					
District:	10	DBN:	10X279	School		321000010279

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.5	92.8	91.9
Kindergarten	84	91	98				
Grade 1	86	102	103	Student Stability - % of Enrollment:			
Grade 2	110	80	104	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	105	114	88		93.3	93.8	92.6
Grade 4	100	116	129				
Grade 5	97	95	127	Poverty Rate - % of Enrollment:			
Grade 6	124	96	120	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	123	125	98		80.3	91.1	94.8
Grade 8	134	131	121				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	26	62
Grade 12	0	0	0				
Ungraded	3	8	5	Recent Immigrants - Total Number:			
Total	966	958	993	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					28	16	28

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	89	93	75	Principal Suspensions	37	25	30
# in Collaborative Team Teaching (CTT) Classes	50	39	43	Superintendent Suspensions	19	14	25
Number all others	77	98	90				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	110	145	TBD	Number of Teachers	87	81	74
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	21	12
# receiving ESL services only	181	161	TBD				
# ELLs with IEPs	17	68	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	5	17

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
	4	4	28	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	60.9	70.4	82.4
				% more than 5 years teaching anywhere	47.1	50.6	64.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	81.0	87.8
American Indian or Alaska Native	0.3	0.0	0.9	% core classes taught by "highly qualified" teachers	94.6	98.5	98.5
Black or African American	17.2	15.1	15.8				
Hispanic or Latino	75.3	77.9	79.1				
Asian or Native Hawaiian/Other Pacific	6.4	5.4	4.0				
White	0.4	0.2	0.1				
Male	55.6	55.0	53.0				
Female	44.4	45.0	47.0				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

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:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	51.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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