



**[PS/MS 315, THE LAB SCHOOL FOR CHILDREN]  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (10X315)  
ADDRESS: 2246 JEROME AVE  
TELEPHONE: 718-584-7441  
FAX: 718-584-7433**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 315      **SCHOOL NAME:** PS/MS 315 The Lab School

**SCHOOL ADDRESS:** 2246 Jerome Ave, Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-584-7441      **FAX:** 718-584-7433

**SCHOOL CONTACT PERSON:** Elsie Cardona-Berardinelli      **EMAIL ADDRESS:** Eberardinelli@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Elsie Cardona-Berardinelli

**PRINCIPAL:** Elsie Cardona-Berardinelli

**UFT CHAPTER LEADER:** \_\_\_\_\_

**PARENTS' ASSOCIATION PRESIDENT:** Griselda Suriel

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

**DISTRICT AND NETWORK INFORMATION**

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

**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 |
|-------------------------------|--|-----------|
| Elsie Cardona-Berardinelli    | *Principal or Designee   |           |
| Mildred Tulier-Jimenez        | *UFT Chapter Chairperson or Designee   |           |
| Griselda Suriel               | *PA/PTA President or Designated Co-President   |           |
| Ruth Arias                    | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| Carmen Martinez               | DC 37 Representative, if applicable  |           |
| Seleena Phillip Imani Dejesus | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                               | CBO Representative, if applicable  |           |
| Patricia Rivera               | Member/  |           |
| Zoraida Jimenez               | Member/  |           |
| Evelyn Rosado                 | Member/  |           |
|                               | Member/  |           |

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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The **mission** of the Lab School is to provide children and families with a nurturing educational environment for excellence in critical thinking, exploration and experimentation. We are committed to developing each student to his/her full potential so that he/she can attain rigorous content and performance standards as set by the city and state. By encouraging an understanding and appreciation of diversity, human interconnectedness and a relationship to the environment, we will prepare our students to be ethical leaders in their communities to serve the world.

The Lab School, PS/MS 315 is located in the West Tremont section of the Bronx. The Lab School is housed in a leased facility on 183rd Street and Jerome Avenue. Currently enrolled are 228 students in K - 8 grades. 76% of students are Hispanic, 22% African American and 2% are Asian, 1% Multi-Racial and 1% are White. 82% receive free lunch. The small-personalized setting and the safe, nurturing environment that we provide are a few of the unique characteristics of the school.

The Lab School is designed to be a full-day, limited choice K - 8 school. There are currently 9 solid grade classes (one per grade) and two multi-age level Special Education classes. The staff of 11 classroom teachers is complemented with Music/Movement, Dance, Library-Media Specialist, AIS Teacher, SETSS and ESL teacher. In addition, we have one Coach, Coordinator of Student Support, Speech teacher and Related Service Counselor. Students are offered on-site Extended Day Programs, Enrichment, and Saturday Test Preparation Programs.

Our 2009-10 School Federal and State Accountability Status is: In Good Standing, and we made AYP in ELA, Math and Science for grades 4 and 8.

The core curriculum has a humanities basis. It incorporates social studies, and has strong links to literacy and the arts, with a multi-cultural focus. It is this curriculum, which enables our students to learn about diverse cultures through which we also foster development of social values. We respect all children as learners and strive to know our students to build on their strengths to further the knowledge, skills, languages and values they bring to school.

The use of non-fiction library books both during regular instruction and during the Extended Day programs, underscores our efforts to integrate content-based instruction into literacy and project-based learning throughout the curriculum.

The following are distinctive features of our school:

- Students are provided with a small personalized nurturing environment with educators who work collaboratively to meet the learning needs of the whole child.
- All students for the past fourteen years have received a cultural arts education.
- The school is regarded as a safe and secure school by our families and the community at large. We maintain a rate of less than 3% involvement with Police Department Incidents.
- We have an average attendance rate of 94%.
- Our student stability rate is on average 98.7%.

- We are committed to working in partnership with our families and offering an array of options for their involvement.
- Students in grades 4-8 receive physical education at a nearby college.
- An Enrichment program is available within the AIS Plus program (within the school day) and after school for interested students.

We have on-going collaborations with a range of community-based organizations. These include:

- Lehman College
- Literacy Inc.
- LEAP Literacy
- Dreamyards
- Cornell
- Adolescent and Family Comprehensive Services
- Montefiore Hospital
- Kennedy Center
- Day care centers
- Local colleges and universities

These CBO's support curriculum (science, writing, physical education, portfolio development), student leadership development, and provide services above and beyond what the school can provide.

**SECTION III – Cont’d**

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

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |           |               |        |                          |              |
|---|-----------|---------------|--------|--------------------------|--------------|
| <b>School Name:</b>                             | PS/MS 315 |               |        |                          |              |
| <b>District:</b>                                | 10        | <b>DBN #:</b> | 10X315 | <b>School BEDS Code:</b> | 321000010315 |

| DEMOGRAPHICS  |                                       |                                       |                                       |   |                                       |                                       |                                       |                                       |                                       |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>Grades Served in 2009-10:</b>  | <input type="checkbox"/> Pre-K        | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2               | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
|   | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9            | <input type="checkbox"/> 10           | <input type="checkbox"/> 11                         | <input type="checkbox"/> 12           | <input type="checkbox"/> Ungraded     |                                       |                                       |                                       |
| <b>Enrollment:</b>  |                                       |                                       |                                       | <b>Attendance: % of days students attended*</b>     |                                       |                                       |                                       |                                       |                                       |
| (As of October 31)  | 2007-08                               | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Pre-K   | 0                                     | 0                                     | 0                                     |   | 92.4                                  | 94.1                                  | TBD                                   |                                       |                                       |
| Kindergarten  | 25                                    | 23                                    | 24                                    |   |                                       |                                       |                                       |                                       |                                       |
| Grade 1   | 25                                    | 25                                    | 25                                    | <b>Student Stability: % of Enrollment</b>           |                                       |                                       |                                       |                                       |                                       |
| Grade 2   | 33                                    | 26                                    | 26                                    | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Grade 3   | 38                                    | 37                                    | 24                                    |   | 94.9                                  | 98.7                                  | TBD                                   |                                       |                                       |
| Grade 4   | 26                                    | 37                                    | 27                                    |   |                                       |                                       |                                       |                                       |                                       |
| Grade 5   | 24                                    | 29                                    | 33                                    | <b>Poverty Rate: % of Enrollment</b>                |                                       |                                       |                                       |                                       |                                       |
| Grade 6   | 25                                    | 25                                    | 26                                    | (As of October 31)                                  | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Grade 7   | 25                                    | 24                                    | 24                                    |   | 80.8                                  | 81.8                                  | TBD                                   |                                       |                                       |
| Grade 8   | 21                                    | 25                                    | 19                                    |   |                                       |                                       |                                       |                                       |                                       |
| Grade 9   | 0                                     | 0                                     | 0                                     | <b>Students in Temporary Housing: Total Number</b>  |                                       |                                       |                                       |                                       |                                       |
| Grade 10  | 0                                     | 0                                     | 0                                     | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Grade 11  | 0                                     | 0                                     | 0                                     |   | 1                                     | 12                                    | TBD                                   |                                       |                                       |
| Grade 12  | 0                                     | 0                                     | 0                                     |   |                                       |                                       |                                       |                                       |                                       |
| Ungraded  | 0                                     | 0                                     | 0                                     | <b>Recent Immigrants: Total Number</b>              |                                       |                                       |                                       |                                       |                                       |
|   | 242                                   | 242                                   | 228                                   | (As of October 31)                                  | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Total   |                                       |                                       |                                       |   | 2                                     | 1                                     | TBD                                   |                                       |                                       |
| <b>Special Education Enrollment:</b>                                    |                                       |                                       |                                       | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                                       |                                       |                                       |                                       |                                       |
| (As of October 31)  | 2007-08                               | 2008-09                               | 2009-10                               | (As of June 30)                                     | 2007-08                               | 2008-09                               | 2009-10                               |                                       |                                       |
| Number in Self-Contained Classes  | 26                                    | 24                                    | 22                                    |   |                                       |                                       |                                       |                                       |                                       |
| No. in Collaborative Team Teaching (CTT) Classes                        | 0                                     | 0                                     | 0                                     | Principal Suspensions                               | 8                                     | 29                                    | TBD                                   |                                       |                                       |
| Number all others   | 26                                    | 27                                    | 15                                    | Superintendent Suspensions                          | 3                                     | 7                                     | TBD                                   |                                       |                                       |
| <i>These students are included in the enrollment information above.</i> |                                       |                                       |                                       |   |                                       |                                       |                                       |                                       |                                       |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b><br>(As of October 31)          |         |         |         |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |         |
| # in Trans. Bilingual Classes   | 0       | 0       | 0       | CTE Program Participants   | 0       | 0       | 0       |
| # in Dual Lang. Programs  | 0       | 0       | 0       | Early College HS Participants  | 0       | 0       | 0       |
| # receiving ESL services only   | 56      | 51      | 45      | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |
| # ELLs with IEPs  | 6       | 15      | 15      | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   | 24      | 24      | TBD     |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 | 6       | 6       | TBD     |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  | 2       | 2       | TBD     |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           | 100.0   | 100.0   | TBD     |
| American Indian or Alaska Native  | 0.8     | 0.8     | 0       | Percent more than two years teaching in this school                              | 29.2    | 58.3    | TBD     |
| Black or African American   | 20.2    | 21.5    | 19.3    | Percent more than five years teaching anywhere                                   | 41.7    | 45.8    | TBD     |
| Hispanic or Latino  | 76.0    | 74.4    | 76.3    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 1.6     | 2.1     | 1.3     | Percent Masters Degree or higher   | 75.0    | 67.0    | TBD     |
| White   | 1.2     | 0.8     | 1.3     | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 67.9    | 91.9    | TBD     |
| Multi-racial  | 0       | 0       | 0       |  |         |         |         |
| <b>Male</b>   | 49.2    | 49.6    | 50.4    |  |         |         |         |
| <b>Female</b>   | 50.8    | 50.4    | 49.6    |  |         |         |         |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |
|--|---|
| SURR School: Yes <input type="checkbox"/> No ✓   | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> ✓ |   |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>                                  |   |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math | Science | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              | √                              | √    | √       |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |      |         |                        |      |              |                 |
| American Indian or Alaska Native                 | -                              |      |         |                        |      |              |                 |
| Black or African American                        | √                              | -    | -       |                        |      |              |                 |
| Hispanic or Latino                               | √                              | √    | -       |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | -                              | -    |         |                        |      |              |                 |
| White  | -                              | -    | -       |                        |      |              |                 |
| Multiracial                                      |                                |      |         |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |      |         |                        |      |              |                 |
| Students with Disabilities                       | √                              | √    | -       |                        |      |              |                 |
| Limited English Proficient                       | √                              | √    | -       |                        |      |              |                 |
| Economically Disadvantaged                       | √                              | √    |         |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> | 6                              | 5    | 1       |                        |      |              |                 |

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |      | <b>Quality Review Results – 2008-09</b>                       |    |
|--|------|---|----|
| <b>Overall Letter Grade</b>  | A    | <b>Overall Evaluation:</b>                                    | NR |
| <b>Overall Score</b>   | 97.8 | <b>Quality Statement Scores:</b>                              |    |
| <b>Category Scores:</b>  |      | Quality Statement 1: Gather Data                              |    |
| School Environment<br>(Comprises 15% of the Overall Score)                         | 11.8 | Quality Statement 2: Plan and Set Goals                       |    |
| School Performance<br>(Comprises 25% of the Overall Score)                         | 25   | Quality Statement 3: Align Instructional<br>Strategy to Goals |    |
| Student Progress<br>(Comprises 60% of the Overall Score)                           | 55.7 | Quality Statement 4: Align Capacity<br>Building to Goals      |    |
| Additional Credit  | 5.3  | Quality Statement 5: Monitor and Revise                       |    |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> |      |   |    |

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

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

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

### **Student Performance Trends**

**We are very pleased with the progress made by our students in both ELA and Math. After analysis of the data for the 09-10 school year, we have identified the following performance trends:**

- **ELA** scores for students Levels 3 and above had a minor decrease of 1.2% to a total of 68.9%, with ELLs maintaining their gains.
- **Math** scores for students Levels 3 and above went to 85.5%, which maintained the previous year's gains.
- As ELL students advance to upper grades, 78% meet or exceed state standards (Levels 3 & 4)
- ELL's perform better on the mathematics assessment
- Special Education students perform better on the mathematics assessment
- Overall, girls perform better than boys in both ELA and mathematics
- The percentage of Hispanic students meeting or exceeding state standards in ELA continues to increase as they advance in grade level until grade 8
- The percentage of Hispanic students meeting or exceeding state standards in Math continues to increase as they advance in grade level through grade 8

### **Greatest Accomplishments**

In spite of the New York State DOE changes to both the difficulty of the assessments, as well as, the increase in scale scores required to meet state standards, we have maintained and increased student performance in both ELA and Mathematics over a three year period.

- In 2007, we earned recognition from the New York State Education Department for our achievement in accomplishing the dual goal of increasing student achievement while closing the gap in student performance in 2005-06.
- We have met AYP targets and have been in good standing for the past seven years
- We received the Business Council Award during the school year 2005, for significant improvement in both literacy and math at the 4<sup>th</sup> and 8<sup>th</sup> grade levels.
- We received Councilman's Award for Technology and Award for Dance Program improvement.
- Teaching staff have moved on to leadership roles.
- Through a formal high school articulation process, graduates have been admitted to small and or specialized high schools.
- We have written and received grants (i.e. Library, Cultural Arts, Wave Hill, etc.)
- Our 6<sup>th</sup> graders participated in the Poetry Slam competition and won the national round during the school year 2008. (Dreamyards Organization)

### **Significant Challenges**

- The Lab School site is a leased facility that is not designed to be a school building. As a result, we do not have an auditorium, a playground, a computer lab, a science lab or a gym. The building does not have proper ventilation, windows, adequate storage or sinks in the classroom. These defects create major challenges in the implementation of curriculum that meets the needs of students with a wide range of ability levels. Although we are faced with these challenges, we have successfully dealt with them by making provisions for some of our students to receive physical education at another site. We have also made structural changes in rooms to support programming initiatives, such as the Dance room. We closely monitor air quality, and as a school community, we make a special effort to insure that our students are provided with the opportunity to reach high performance expectations. In addition, our music and dance programs both incorporate elements of movement which contribute to the physical education and well being of our students.
- The size of the school, with one class on a grade, impinges on our ability to build capacity and causes staff to often feel over extended as everyone takes on additional responsibilities. In addition, teacher turn over continues to challenge the schools' improvement efforts. It has been difficult to provide in-depth professional development within the confines of the school day.
- Although we have made major strides forward in terms of student performance, we now face the need to move our Level 3 students up to Level 4. We are now supporting students to set strategic goals that will allow them to exceed performance standards. Teachers will receive high quality, professional development essential to increase educators' knowledge, skills, attitudes and beliefs so that they may enable these students to learn at high levels and to reach maximum potential.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### PRIMARY CEP GOALS - SCHOOL YEAR 2010-2011

**Goals # 1-** By June 2011, all students will approach, meet or exceed ELA performance by showing growth in reading and listening comprehension as demonstrated through the lens of written communication. This will be measured by achievement of goals in student portfolios and a 6% increase on the State English Language Arts Test (ELA).

**Goal # 2-** By June 2011, all English Language Learners will approach, meet or exceed ELA performance standards by being provided with differentiated targeted Tier II and Tier III intervention services as per the Response to Intervention framework. This goal will be measured by achievement of goals in student portfolios and a 5% increase on the State ELA test and the NYSESLAT.

**Goal # 3 -** By June 2011, special education students will approach, meet or exceed ELA and Math performance standards by being provided with differentiated targeted intervention services as per the Response to Intervention framework. This goal will be measured by achievement of IEP goals and or an increase of 5% on the State ELA and Math tests.

**Goal # 4 -** By June 2011, 100% of staff will continue to develop best practices in teaching by engaging in a data inquiry activity of their choice. This goal will be measured by: implementation of research based practices in classrooms; differentiation of instruction during low inference and informal observations; monitoring of data; minutes of professional development sessions; progress of targeted students; and collegial sharing.

**Goal # 5-** By June 2011, all teachers will be supported to use a variety of instructional strategies and materials to plan and implement effective and engaging curriculum. This goal will be measured by: an increase in student content knowledge and a deepening of enduring understandings as per student portfolios and state assessments; and an increase in student engagement as per observations, projects based activities, surveys and attendance.

**Goal # 6-** By June 2011, there will be a 20% increase in parent involvement in the school community as evidenced by: support of their children, participation in decision making, active learning, and volunteering. . This goal will be measured by informal school observations, sign-in sheets, agendas, minutes of meetings, surveys, attendance data and parent involvement data spreadsheet.

**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):** English Language Arts

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| <p><b>Annual Goal #1</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>By June 2011, all students will approach, meet or exceed ELA performance by showing growth in reading and listening comprehension as demonstrated through the lens of written communication. This will be measured by achievement of goals in student portfolios and a 6% increase on the State English Language Arts Test (ELA).</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Target Population:</b> K - 8 <b>Responsible Staff:</b> Principal, Assistant Principal, Coach and classroom teachers, out-of-classroom teachers<br/><b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Teachers will administer writing baseline and a practice State ELA test in September/October</li> <li>• Teachers will score and analyze both baseline and writing section of practice test to assess writing strengths and challenges in order to formulate instruction</li> <li>• Teachers will identify students’ developmental writing levels three times a year to identify areas of instruction and monitor progress</li> <li>• Teachers will implement strategies to develop students’ vocabulary through a variety of instructional resources</li> <li>• Teachers will teach grammatical concepts according to grade level</li> <li>• Teachers will develop listening and reading comprehension by incorporating read alouds and shared reading using a variety of genres, across content areas</li> <li>• Teachers will develop strategic lessons to support students to think critically</li> <li>• Teachers will plan writing units of study and support students to write for a variety of purposes and audiences</li> <li>• AIS Provider will provide small group instruction to at-risk students in grades K-5</li> <li>• Students will publish a writing piece every 4-6 weeks</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Teachers , Out-of-Classroom Teachers, Coach, Principal and Assistant Principal will review students' progress monthly to determine instructional practices that will address students' learning needs</li> <li>• Teachers will administer and analyze midline writing pieces</li> <li>• Students will be expected to share work at classroom celebrations every 4-6 weeks and at Writers' Café two times a year</li> <li>• Teachers will support students to use criteria checklists/rubrics aligned with standards to assess their work</li> <li>• Teachers will provide a variety of prompts to support students in writing</li> <li>• Students will take at least 5 practice tests that include writing to a prompt</li> <li>• Teachers will support students to make portfolio picks that show evidence of their growth as writers in all content areas</li> <li>• Teachers will administer and analyze end-line writing assignments</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Teachers will be supported by a coach, mentor, and colleagues to provide them with professional development support on developing rigorous writing units of study; content-specific writing assignments; analyzing student work to inform instruction and the scoring of practice and state assessments.</li> <li>• Teachers will engage in professional learning opportunities during school staff curriculum meetings, network sponsored workshops, UFT and DOE workshops</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Tax Levy, Fair student funding</li> <li>• Title I – professional development</li> <li>• Title II</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review:</b></p> <ul style="list-style-type: none"> <li>• Acuity data (5 Practice tests include writing -1 week after administration of test)</li> <li>• Simulation tests (three times a year)</li> <li>• Writing Base, Mid and End-lines</li> <li>• Analysis of students' data 1x a week for 35 minutes</li> <li>• ELA test (annually)</li> <li>• Math test (annually)</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• Science test for grades 4 &amp; 8 (annually)</li><li>• First Steps Writing Map of Development</li><li>• End of Unit Tests/Projects/Work Products</li></ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"><li>• Portfolios</li><li>• Base, Midline and End-line Writing</li><li>• Class work</li><li>• Class Developmental Writing Profile</li></ul> <p><b>Projected Gains:</b> 6% increase in ELA tests and demonstrated improvement in portfolio review, as evidenced by a comparison of ELA baseline, midline and endline results</p> |
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**Subject/Area (where relevant):** English Language Arts/ESL

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| <p><b>Annual Goal #2</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>By June 2011, all English Language Learners will approach, meet or exceed ELA performance standards by being provided with differentiated targeted Tier II and Tier III intervention services as per the Response to Intervention framework. This goal will be measured by achievement of goals in student portfolios and a 5% increase on the State ELA test and the NYSESLAT.</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Target Population: ELLs</b><br/><b>Responsible Staff:</b> Principal, Assistant Principal, Coach, ESL teacher, general classroom and out-of-classroom teachers.<br/><b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• ELL students will be presented with differentiated intervention services during the school day as follows: <ul style="list-style-type: none"> <li>○ Guided Reading</li> <li>○ Targeted small group instruction by an AIS Teacher</li> <li>○ Content area – small group instruction</li> <li>○ AIS Plus program (37 ½ minutes-Extended Day)</li> <li>○ At risk support by ESL teacher</li> </ul> </li> <li>• ESL students will be offered targeted intervention services after school as follows: <ul style="list-style-type: none"> <li>○ Saturday Test Preparation Program</li> <li>○ Enrichment Program</li> </ul> </li> <li>• Special materials/resources/methodologies will be used to support ELLs <ul style="list-style-type: none"> <li>○ New Heights Program</li> <li>○ Realia and visuals</li> </ul> </li> <li>• Students will take practice tests as well as school-based in-house diagnostic tests such as DRA, ECLAS2, and teacher-made tests every two weeks. Students will be assessed formally and informally on an ongoing basis in order to inform teaching practice and to support ELLs’ needs</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• ELL teacher will attend outside workshops, including those offered by our Network, to stay abreast with the most current thinking and strategies in their fields, with the purpose of both</li> </ul> |

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|   | <p>implementing and turn-keying them to other school staff</p> <ul style="list-style-type: none"> <li>• ELL teacher will turnkey ESL strategies to all other teachers</li> <li>• Professional development will be provided to teachers during the school day as needed by ESL teacher and coaches; In addition, teachers will receive professional development through monthly staff curriculum meetings, grade conferences, and other in-house learning opportunities</li> <li>• Teachers will engage in action research through their respective professional activity data work with a focus on targeted ELLs</li> <li>• F Status teacher will work with ELL teachers on the use of ELL strategies</li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• TL- Fair student funding</li> <li>• Title I</li> <li>• Title III</li> <li>• Title II</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review:</b></p> <ul style="list-style-type: none"> <li>• Acuity data (5 Practice tests include writing -1 week after administration of test)Teacher-made tests</li> <li>• DRA (3 times a year – beginning, middle and end)</li> <li>• ECLAS2 (2 times a year – beginning and end)</li> <li>• Running Records (regularly)</li> <li>• Periodic NYSESLAT Assessments</li> <li>• Writing baselines (3 times a year – beginning, middle and end)</li> <li>• First step writing continuum (3 times a year – beginning, middle and end)</li> </ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Class work</li> </ul> <p><b>Projected Gains:</b> 5% on State ELA</p> |

**Subject/Area (where relevant):** English Language Arts and MATH/  
Special Education

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| <p><b>Annual Goal #3</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>   | <p>By June 2011, special education and general education students identified at risk will approach, meet or exceed ELA and Math performance standards by being provided with differentiated targeted intervention services as per the Response to Intervention framework. This goal will be measured by achievement of IEP goals, achievement of goals in student portfolios, and or an increase of 5% on the State ELA and Math tests.</p>  |
| <p><b>Action Plan</b><br/><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><b>Target Population:</b> Special Education<br/> <b>Responsible Staff:</b> Principal, Assistant Principal, Coach, Special Education teachers, Resource Room Teacher, general classroom and out-of-classroom teachers along with educational assistants.<br/> <b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Special Education students will be provided with differentiated Tier 1 and 2 intervention services during the school day as follows: <ul style="list-style-type: none"> <li>○ 1 to 1 tutoring with Great Leaps Program (math and reading)</li> <li>○ 1 to 1 test preparation program</li> <li>○ Guided Reading Groups in class</li> <li>○ Content Area – small group instruction</li> <li>○ AIS Plus program (37 ½ minutes-Extended Day)</li> </ul> </li> <br/> <li>○ Special Education students will be provided with all mandated services as per their IEP <ul style="list-style-type: none"> <li>○ Resource Room services</li> <li>○ Counseling</li> <li>○ Occupational Therapy</li> <li>○ Speech instruction</li> </ul> </li> <br/> <li>• Special Education students will be offered targeted interventions services after school as follows: <ul style="list-style-type: none"> <li>○ Enrichment Program</li> <li>○ Test-Prep/Remediation</li> </ul> </li> </ul> |

- Special materials/resources will be used to support special education students such as
  - Foundations
  - Use of technology
  - High interest/low readability materials for students reading below grade level
  - Puppetry in Practice artist will work with Special Education students using alternative learning methods to develop literacy skills
  - Just Right Program (Books used for special education students during AIS-Plus/Extended Day)
- Students will take practice tests as well as school-based in-house diagnostic tests such as DRA, ECLAS2, and teacher-made tests every two weeks.
- Special education students will be recommended for mainstreaming or CTT classes when significant progress is noted. An action plan will be developed to supports students transition into a general education classroom.

General Education students identified at risk will be provided with targeted Tier 1 and 2 intervention services during the school day as follows:

- Tier 1 interventions- guided reading, Great Leaps, differentiated tasks, one to one tutoring
- Tier 2 interventions- AIS Plus- 35 minutes small group instruction, Enrichment Extended Day Saturday Test Preparation program, counseling
- Students' progress will be monitored weekly.
- Students not making significant progress will be referred to the Response to Intervention team for a child study, and an action plan will be developed.
- Action plan will be implemented by teachers and progress monitored through ongoing assessment.

**Professional Development:**

- SETSS/Special Education teachers will attend outside workshops, including those offered by our Network, to stay abreast with the most current thinking and strategies in their fields
- SETSS teacher will turnkey professional development to special education and general education teachers
- SETSS teacher will support general education and special education teachers with strategies for special education students in all classrooms.
- SETSS teacher will support the general education teachers as well as the special education teachers with implementation of IEP goals.
- Professional development will be provided to teachers during the school day as needed by the SETSS teacher and coaches; in addition, teachers will receive professional

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|   | <p>development through monthly staff curriculum meetings, grade conferences, and other in-house learning opportunities</p> <ul style="list-style-type: none"> <li>• Special Education Teachers will attend Crisis Intervention Strategies Training sponsored by the DOE</li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Fair student funding</li> <li>• TL-IEP</li> <li>• IDEA</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review:</b></p> <ul style="list-style-type: none"> <li>• IEP annual goals revisited 3 marking periods (November, March, June)</li> <li>• Projects (Monthly)</li> <li>• Acuity data (5 Practice tests include writing -1 week after administration of test)Teacher-made tests</li> <li>• DRA (3 times a year – beginning, middle, end)</li> <li>• ECLAS2 (2 times a year – beginning and end)</li> <li>• Running Records (regularly)</li> <li>• Writing baselines (3 times a year, beginning, middle and end)</li> <li>• First step writing continuum (3 times a year, beginning, middle and end)</li> </ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Class work</li> <li>• Performance indicators</li> </ul> <p><b>Projected Gains:</b> 5% on State ELA<br/> 5% on State Math</p> |

**Subject/Area (where relevant):** English Language Arts/Data Inquiry

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| <p><b>Annual Goal #4</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>   | <p>By June 2011, 100% of staff will continue to develop best practices in teaching by engaging in a data inquiry activity of their choice. This goal will be measured by: implementation of research based practices in classrooms; differentiation of instruction during low inference and informal observations; monitoring of data; minutes of professional development sessions; progress of targeted students; and collegial sharing.</p>   |
| <p><b>Action Plan</b><br/> <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><b>Target Population:</b> Staff<br/> <b>Responsible Staff:</b> Principal, Assistant Principal, Coach, and teachers<br/> <b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• All teachers will engage in the data inquiry process in an activity of their choice to support students’ writing; progress will be monitored monthly.</li> <li>• Primary Data Inquiry Team will meet twice a month to analyze data school wide; monitor the progress of school data inquiry work; and determine next steps for professional development and interventions.</li> <li>• Collegial sharing of data inquiry work will be scheduled.</li> <li>• Staff is surveyed regularly to help us to design a differentiated professional development plan for the year</li> <li>• All teachers have assigned coach/Assistant Principal to support them with data analysis, differentiation of instruction and research based instructional strategies and materials</li> <li>• Professional development is offered by a coach on a weekly basis, providing demonstration lessons, co-teaching, and one-to-one support. In addition, inter-visitations will be scheduled, and teachers will be supported to identify resources, for planning.</li> <li>• Staff curriculum meetings are planned and facilitated by coach /Principal, Assistant Principal and/or teachers; teachers are grouped according to their differentiated needs</li> <li>• Teachers are encouraged to attend Department of Education sponsored workshops</li> <li>• Teachers are encouraged to turnkey learning gained through external professional development</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Inquiry Team funds</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal observations by Principal and Assistant Principal (on-going throughout the year)</li> <li>• Low inference observations (on-going throughout the year)</li> <li>• Student data (on-going throughout the year)</li> <li>• Staff Survey</li> <li>• Reflections on data inquiry work by teachers and Primary Data Team</li> </ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"> <li>• One to one conversations with teachers</li> <li>• Video of teaching practice/sharing of work</li> </ul> <p><b>Projected Gains:</b> All teachers will implement new teaching methods</p> |

**Subject/Area (where relevant):** Professional Development

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| <p><b>Annual Goal #5</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p>By June 2011, all teachers will be supported to use a variety of instructional strategies and materials to plan and implement effective and engaging curriculum. This goal will be measured by: an increase in student content knowledge and a deepening of enduring understandings as per student portfolios and state assessments; and an increase in student engagement as per observations, project based activities, surveys and attendance</p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>Target Population:</b> Staff<br/><b>Responsible Staff:</b> Principal, Assistant Principal, Coach and teachers<br/><b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Staff is surveyed regularly to help us to design a differentiated professional development plan for the year</li> <li>• Professional development plan is developed in collaboration with professional development team</li> <li>• Consultants are identified to provide services</li> <li>• All teachers have assigned coach, and new teachers also have mentors to work with them to refine their units of study in all content areas and/or support areas of need</li> <li>• Professional development is offered by coach on a weekly basis, providing demonstration lessons, co-teaching, one-to-one support. In addition they schedule inter-visitations, gather resources for teachers, plan and facilitate professional development meetings</li> <li>• Staff curriculum meetings are planned and facilitated by Principal, Assistant Principal, coach and/or teachers; teachers are grouped according to their differentiated needs</li> <li>• Teachers are encouraged to attend Department of Education sponsored workshops</li> <li>• Teachers are encouraged to turnkey learning gained through external professional development</li> <li>• Common grade meetings will be scheduled once a month to support teachers with planning of lessons or unit of studies.</li> <li>• Primary Data Inquiry Team meets twice a month to analyze data which in turn guides professional development</li> <li>• Teachers will participate in Common Core standards professional development once a month.</li> <li>• All teachers will develop teaching practice through data inquiry work and the study of research based practices</li> </ul> |

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| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Inquiry Team funds</li> <li>• Title III</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal observations by Principal and Assistant Principal (on-going throughout the year)</li> <li>• Low inference observations (on-going throughout the year)</li> <li>• Student data (on-going throughout the year)</li> <li>• Staff Survey</li> </ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"> <li>• One to one conversations with teachers</li> <li>• Video of teaching practice/sharing of work</li> </ul> <p><b>Projected Gains:</b> All teachers will implement new teaching methods</p> |

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

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| <p><b>Annual Goal #6</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>   | <p>By June 2011, there will be a 20% increase in parent involvement in the school community as evidenced by: support of their children, participation in decision making, active learning, and volunteering. . This goal will be measured by informal school observations, sign-in sheets, agendas, minutes of meetings, surveys, attendance data and parent involvement data spreadsheet.</p>   |
| <p><b>Action Plan</b><br/> <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><b>Target Population: Family Members of the Learning Community Members</b><br/> <b>Responsible Staff:</b> Parent Coordinator, Coach, ESL Teacher, AIS Provider, Principal and Assistant Principal<br/> <b>Timeline:</b> September 2010 – June 2011</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Annual survey will be distributed twice during the year to assess parent interests and needs</li> <li>• Parent Coordinator will facilitate a parent support group once a week</li> <li>• Parent Coordinator will welcome new families to our school</li> <li>• Parent Coordinator will be available to facilitate communication between families and school staff as needed.</li> <li>• Parent-Family Involvement Policy and School-Parent/Family Compact will be reviewed and revised as needed. It will be distributed and discussed with all families.</li> <li>• Based on survey responses, two tiers of workshops will be offered; instructional and life skills on a monthly basis by Parent Coordinator, Coach and or Community Organizations</li> <li>• Parents-Families will be invited to all celebratory events at the school: i.e. Writers' Café, in-class celebrations, concerts, etc.</li> <li>• Parents will be encouraged to join the School Leadership Team, Parent Teacher Association, School Volunteer Committee</li> <li>• Parents-Families will be invited to Principal-Family Breakfast meetings bi-monthly</li> <li>• Information will be to provided to all families on our bilingual school website; translated memos and flyers will be disseminated regularly to keep families informed</li> <li>• Parents will be encouraged to attend School Leadership Team (SLT) meetings to work with us as partners, assisting us to problem solve, monitor implementation of CEP, revise school documents and make decisions about programs.</li> <li>• PTA Executive Board will meet with principal on a monthly basis to discuss activities and to address school issues</li> <li>• Coordinator of Student Support, Response to Intervention Team and School Based</li> </ul> |

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|   | <p>Support Team (SBST) will invite parents-families to meetings and will be available as needed.</p> <ul style="list-style-type: none"> <li>• Parents-Families will be invited to attend ARIS Parent Link workshops four times during the year</li> <li>• Parent Coordinator will collect data using a parent-family involvement spreadsheet to assess progress toward our goal</li> <li>• Coordinator of Student Support will schedule appointments with all 8<sup>th</sup> grade parents-families and students for the purpose of High School articulation</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title III</li> <li>• Fair Student funding</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Instruments/Periods of Review</b></p> <ul style="list-style-type: none"> <li>• Surveys (Midyear and End of Year)</li> <li>• Attendance Sheets (Monthly)</li> <li>• Parent Involvement Spreadsheet</li> <li>• Learning Environment Survey</li> </ul> <p><b>Other Forms of Documentation:</b></p> <ul style="list-style-type: none"> <li>• Videos</li> <li>• Photographs</li> </ul> <p><b>Projected Gains:</b></p> <ul style="list-style-type: none"> <li>• 20% increase in parent involvement</li> </ul>   |

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

| Grade | ELA                            | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 8                              | 12                             | 0                              | 0                              | 0  | 0   | 9                                  | 0                                     |
| 1     | 10                             | 10                             | 0                              | 0                              | 2  | 0   | 2                                  | 3                                     |
| 2     | 12                             | 12                             | 0                              | 0                              | 0  | 0   | 2                                  | 8                                     |
| 3     | 10                             | 10                             | 0                              | 0                              | 0  | 0   | 3                                  | 4                                     |
| 4     | 12                             | 13                             | 9                              | 9                              | 5  | 0   | 1                                  | 2                                     |
| 5     | 14                             | 11                             | 10                             | 10                             | 5  | 0   | 2                                  | 4                                     |
| 6     | 12                             | 12                             | 0                              | 0                              | 5  | 0   | 2                                  | 2                                     |
| 7     | 13                             | 6                              | 5                              | 5                              | 5  | 0   | 3                                  | 5                                     |
| 8     | 14                             | 10                             | 5                              | 5                              | 12   | 0   | 2                                  | 3                                     |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

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

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

| Name of Academic Intervention Services (AIS)  | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).  |
|---|---|
| <p><b>ELA: Guided Reading</b></p> <p><b>Small Group Instruction</b></p> <p><b>ESL instruction</b></p> <p><b>Great LEAPS</b></p> <p><b>Foundations</b></p> <p><b>Buddy Reading Program</b></p> <p><b>AIS Plus 37.5 minutes</b></p> <p><b>Saturday Test Preparation</b></p> <p><b>Poetry Slam</b></p> | <p><b>Guided Reading instruction is provided to small groups of students during the school day.</b></p> <p><b>Small group instruction is provided to students identified at –risk in grades K-5, during the school day.</b></p> <p><b>The ESL teacher provides additional instruction to ESL transitional students, during the school day.</b></p> <p><b>Great Leaps Literacy is provided to targeted students, on a one-to-one basis, during the school day. This program supports students with reading fluency, phonics and sight phrases.</b></p> <p><b>Foundations is provided to select students at-risk in 2<sup>nd</sup> grade, to build phonemic awareness, phonics skills and spelling.</b></p> <p><b>The Buddy Reading Program is held once a week, for select upper and lower grade students to read together during the school day.</b></p> <p><b>The AIS Plus Program (37.5 minutes) provides students at risk with ELA instruction in small groups, during the school day.</b></p> <p><b>ELA Intervention/Test Preparation is provided to targeted students in Grades 4, 5 and 6 on Saturday in a reduced class size.</b></p> <p><b>Poetry Slam Program provides students in the 7<sup>th</sup> and 8<sup>th</sup> grades with the opportunity to develop in language arts and self expression, during the school day.</b></p> |
| <p><b>Mathematics:</b></p> <p><b>Small Group instruction</b></p> <p><b>Math Great LEAPS</b></p>   | <p><b>Small group math instruction is provided to support students in mathematical content, processes and communication.</b></p> <p><b>Great Leaps Math is provided to targeted students to build basic math skills.</b></p>  |

|   |   |
|---|---|
|   | <p>The AIS Plus Program (37.5 minutes) provides students at risk with Math instruction in small groups, during the school day.</p> <p>Math Intervention/Test Preparation is provided to select students on Saturdays, reduced class size.</p>   |
| <p><b>Science:</b><br/>Small Group instruction</p>                  | <p>Small group instruction is provided to support students with understanding science concepts, the scientific method and test sophistication, during the school day.</p>   |
| <p><b>Social Studies:</b><br/>Small Group instruction</p>           | <p>Small group instruction is provided to support students with understanding social studies content, develop enduring understandings, practice responding to document based questions, during the school day.</p>  |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>  |   |
| <p><b>At-risk Services Provided by the School Psychologist:</b></p> |   |
| <p><b>At-risk Services Provided by the Social Worker:</b></p>       | <p>At-risk students are primarily identified by school staff, students' parent and observations. Individual and group counseling are provided to support students with social and emotional difficulties which may impede on their academic learning. During counseling, students practice identifying and expressing feelings, social skills and group work while discussing any difficulties they may be having at home or in school. Family consultations are provided to these families in an effort to collectively enhance student's social/emotional well-being.</p> |
| <p><b>At-risk Health-related Services:</b></p>                      | <p>School Nurse provides the following services for at-risk students: case findings; direct health services; follow ups; referrals; Open Airways for students with Asthma and health promotion.</p>   |

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 5-6                      Number of Students to be Served: 5 LEP 7 Non-LEP

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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We are planning to provide an ESL after-school Program for 5 of our current English Language Learners and 7 of our transitional ELLs. The program will begin on November 16, 2010 and it will run through February 16, 2011 in the following manner:

Our ESL 5<sup>th</sup> and 6<sup>th</sup> graders will be served every Tuesday and Wednesday from 3:30PM to 4:30PM. In 6<sup>th</sup> grade, we have six students; three of them are *Transitional Level ELLs* and three of them are *Advanced Level ELLs*. In 5<sup>th</sup> grade, we have six students; four of them are *Transitional Level ELLs* and two of them are *Advanced Level ELLs*.

Our 2010 NYSESLAT and ELA data shows that 5<sup>th</sup> and 6<sup>th</sup> grade ELLs need further support in the area of reading comprehension, vocabulary development and writing an organized essay.

The ESL certified teacher will concentrate on ELA/NYSESLAT Test Prep with an emphasis on the writing portion of both tests.

The ESL teacher will use reciprocal teaching approach to support this particular group of students.

**Materials:** We will use Nonfiction Comprehension Test Practice (featuring articles from TIME for KIDS Magazines) Level 5 - developed by Teacher Created Materials, Inc.

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

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Title III funds will be used for two ESL F-status staff developers. Classroom teachers and staff responsible for the delivery of instruction and services to ELLs will receive workshops and professional development in the SIOP model (Sheltered Instruction Observation protocol), an ESL instructional model based on four categories: preparation, instruction, assessment and reflection. In the SIOP model, language and content objectives are both incorporated into one lesson.

The Professional Development Sessions will be held in the following manner:

- The literacy F-status teacher will begin working on Wednesday, November 17<sup>th</sup>, 2010 through the week ending on January 26<sup>th</sup>.
- The math F-status teacher will begin working on Tuesday, November 17<sup>th</sup>, 2010 through the week ending January, 2011.

The F-Status teachers will be hired to conduct professional development in the following manner:

1. She will model and observe classroom teachers with a lens on writing and math.
2. She will identify the needs and strengths of the classroom teachers.

3. She will demonstrate effective ESL strategies to address writing both in content areas and fiction.
4. She will set lab sites.

In addition, the literacy F-status teacher will target small groups of ELL students and conduct direct instruction which will be in addition to their mandated services. The intent is to provide ELLs with expert instruction and at the same time to provide modeling for the ESL teacher and interested classroom teachers. The targeted students will be the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade ELLs who have been selected based on their NYSESLAT and ELA scores. These students are mostly High Intermediate/Advanced Level ELLs. Areas of focus will be writing, specifically vocabulary development and grammar instruction. These sessions will be provided through a push-in model every Monday starting February 1<sup>st</sup>, 2011, and it will run through the end of the week of April 23, 2011.

Per diem funds (\$750) will be allocated so substitute teachers can be hired. This will allow classroom teachers to attend the workshops the F-status teachers will lead as they will visit the lab sites. Three workshop sessions will be planned in classrooms where the F-status teachers have been providing services. The audience for the workshops will be the ESL teacher and the invited teachers. Tentative dates for these workshops are:

- One workshop during the month of December 2011;
- One workshop during the month of January, 2011;
- One workshop during the month of February, 2011.

Also, our 4 ELLs who are in a self-contained special education classroom will also receive hands-on literacy experiences through Puppety in Practice. A consultant will be made available to give 10 sessions of instruction. Tentative dates are December 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup>, January 6, 13, 20, 27, February 3, 10, 17 from 1:00 pm to 3:00pm. This project is grounded in a series of classroom workshops that offer artist-led classes which incorporate tested methods of instruction including the use of folklore, repetitive chants, songs and storytelling that allow children to reach performance benchmarks in ELA and NYSESLAT, which have eluded them in the past.

Furthermore, Title III funds will be used to offer parents of ELL students five Puppety in Practice Workshops, specifically focused on ESL as well as a program providing parents with tools that better prepare them to support their children in their schoolwork. The focus will be on strategies of how parents can use puppets to enhance their children's English language proficiency. An additional session will be scheduled as a trip to the Puppety in Practice Museum or Brooklyn College Resource Center, where an extra workshop will be conducted.

**Section III. Title III Budget**

School:     P.S./MS 315          BEDS Code:     321000010315    

| Allocation Amount:   |                 |  |
|--|-----------------|--|
| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                               | 2,700.00        | F-status Math teacher will provide professional development to teachers on the use of ESL strategies to meet the diverse needs of our ELLs.  |
|  | 2,700.00        | F-status ELL teacher will provide small instruction to targeted ELL students   |
|  | 750.00          | Per Diem for substitute teachers   |
|  | 1,197.36        | Per session – ELL teacher will meet with targeted group of ELL students after school, two days a week for twelve (12) weeks.   |
|  | 500.00          | ESL parents will receive Puppetry in Practice Workshop specifically designed to support their children at home. Includes visit to Museum in Brooklyn.  |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.  | 3000.00         | Puppetry in practice consultant to work with 4 Special Needs (ELL) students on (Tentative dates) are December 2 <sup>nd</sup> , 9 <sup>th</sup> , 16 <sup>th</sup> , January 6, 13,20,27, February 3,10,17 from 1:00 pm to 3:00pm. |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials. Must be clearly listed. | 2,153.00        | ESL instructional materials  |
| <b>Educational Software (Object Code 199)</b>  |                 |  |
| <b>Travel</b>  | 2,000.00        | Transportation for two trips.  |
| <b>Other</b>   |                 |  |
| <b>TOTAL</b>   | 15,000.00       |  |



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

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

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

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

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

In order to determine the written and oral interpretation needs of our families, on an annual basis, we disseminate a Family Needs Assessment survey. A few questions are posed to assess the following: the primary language spoken at home, and whether they require language assistance. In addition, during the registration of new students to our school parents are interviewed. During the interview process we determine the language needs of the family. Also, we review all Home Language Surveys to for this purpose.

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.

The findings are as follows: 101 families speak English; 113 families speak Spanish; 1 family speaks Bengali and 1 family speaks Nahuatl (language of the Aztecs, Central America). These findings are reported at a PTA meeting, Principal-Family meeting and School Leadership Team meeting.

#### **Part B: Strategies and Activities**

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

All parents/families are provided with a translated Bill of Rights and Responsibilities at the beginning of the school year. A poster is prominently displayed in the front entrance of our school informing parents/families of the availability of translation services. At all meetings, identified staff members who speak Spanish are assigned to provide translation services as needed. Key staff members are the Assistant Principal, and Parent Coordinator. In addition, we have purchased the Talk System that enables us to translate for the 2 parents that do not speak English or Spanish. All correspondence to families is translated in Spanish one week before distribution by an in-house staff member. Attempts will be made to identify parent volunteers to translate correspondence for our other families.

The new school website will have most sections translated into Spanish, accessible to parents by clicking an Español button on the index page, which will automatically display pages with Spanish translations. Those translations will be entered into the website databases by a staff member.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We will identify other staff members or volunteer community members that are Bilingual to provide translation services during meetings.

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>.

During the month of September, new students and their families will be greeted and an in house staff member will assess whether there is a need for translation services through conversation. This information will be noted on the students emergency contact form. In addition a poster is displayed in the front entrance notifying families of translation services that are available.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

|   | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               |              |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               |              |       |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |       |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | *            |       |

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

Each content area lists the specific and varied assessment instruments that are used to measure students’ academic achievement against Learning Standards. In addition, we administer the Developmental Reading Assessment to all students and ECLAS-2 to all students in grades K-3.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The following methods and instructional strategies that are based on scientifically-based research will be implemented:

- Foundations and Words their Way, Great Leaps and Leap Frog will continue to be used to support students not yet meeting performance standards.
- Teachers have been trained to use reciprocal teaching and read and retell methods to support at -risk students.
- New Heights Audio Program will be used to support all ESL students.
- Vocabulary Workshop Program will used in grades 2-8.
- Academic intervention services provided during the day are as follows: Great Leaps, Reading and Math small group instruction by an AIS teacher, AIS Plus (37.5 minutes) small group instruction, additional one to one instruction and small group instruction by classroom and out of classroom teachers.
- Services provided after school are as follows: Saturday, Enrichment and , Summer Program
- Student Support Services available to all students on an as needed basis are; high school articulation, peer mediation, counseling, career awareness.

3. Instruction by highly qualified staff.

THE LAB SCHOOL is committed to hiring certified teachers through an aggressive recruitment process that seeks teachers certified through the conventional process as well as through Teach for America. The Hiring Committee and Principal select new teachers using an application process and criteria developed by them. Hired teachers are given the opportunity to participate in a DOE sponsored summer internship program in which they are paired with mentor teachers. Additionally, there is newly hired teachers are required to attend an orientation during the summer. Throughout the first year, new teachers are offered differentiated professional development as well as encouraged to participate in Network and DOE sponsored professional development offerings. The Principal, Assistant Principal, assigned coach and mentors support new teachers on site.

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.

At THE LAB SCHOOL curriculum planning meetings are scheduled during the day and after school and are facilitated by an on site Coach (math or literacy). At these meetings teachers discuss and plan math, literacy, social studies or science lessons. In addition, all teachers are assigned a literacy and math coach, or consultant to work with them. All teachers also engage conducting action research through their participation in professional activity data work.

Consultants, model lessons, coach individual teachers, assist with planning, and support the instructional initiatives of the school. Coaches, Principal, Assistant Principal, ESL Teacher attend monthly Network- District sponsored meetings. Additionally, teachers are encouraged to attend DOE sponsored professional development offerings including workshops and institutes in literacy, mathematics, science, etc.

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

In order to attract highly qualified teachers THE LAB SCHOOL employs an aggressive recruitment process, including:

- a. JOB Fairs
- b. Relationships with local colleges and universities
- c. Published materials describing features of our school
- d. Offerings of an attractive professional development package by the district and support on site
- e. Interviewing of prospective teachers by Hiring Committee

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

All families are invited to class orientations to learn about curriculum goals, grade specific expectations and strategies for supporting students at home. Throughout the year families are invited to participate in life skills and instructional workshops. Families are also invited to visit classrooms and to classroom and school wide literacy celebrations.

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.

To support the transition of preschool children we will hold family orientations; hold interactive workshops; an educational assistant and ESL Teacher will be assigned to work with these students.

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

At the Lab School teachers have decided that student centered portfolios will be used as the academic assessment that will be used to judge academic progress. Professional development is being offered to support this request.

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.

All teachers will be trained to use the AUCITY site, as well as, ARIS to access and analyze the results of various assessments to plan instruction. In addition, they will be supported to examine student work to identify strengths and challenges for the purpose of planning differentiated instruction. Progress Review meetings will be scheduled monthly with all teachers to discuss this data and decide what academic intervention service adjustments have to be made.

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 following Federal, State and local programs are being provided to support all students: Respect for All Program, Nutrition workshops, asthma workshops, High School transition and Peer Mediation Program

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

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

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

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

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

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

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

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

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

| Program Name | Fund Source<br><i>(i.e., Federal, State,</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated | Amount Contributed<br>to Schoolwide Pool | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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

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

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

|                         | or Local) | in the Schoolwide Program (✓) |    |     | (Refer to Galaxy for FY'11 school allocation amounts) | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. |           |
|-------------------------|-----------|-------------------------------|----|-----|---|--|-----------|
|                         |           | Yes                           | No | N/A |   | Check (✓)  | Page #(s) |
| Title I, Part A (Basic) | Federal   |                               |    |     |   |  |           |
| Title I, Part A (ARRA)  | Federal   |                               |    |     |   |  |           |
| Title II, Part A        | Federal   | x                             |    |     | 85,000  |  | 15, 18    |
| Title III, Part A       | Federal   |                               |    |     |   |  |           |
| Title IV                | Federal   |                               |    |     |   |  |           |
| IDEA                    | Federal   |                               |    |     |   |  |           |
| Tax Levy                | Local     | x                             |    |     | 83,000  |  | 15, 18    |

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

- 
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have one (1) student in Temporary Housing.

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

Families will be provided with outreach support to community based organizations, and on site counseling as needed. Students will be provided with counseling, after school programs, and a student buddy to assist them with transition into our school.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                     |             |        |               |  |              |
|---------------------|---------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 315 Lab School |             |        |               |  |              |
| <b>District:</b>    | 10                  | <b>DBN:</b> | 10X315 | <b>School</b> |  | 321000010315 |

**DEMOGRAPHICS**

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

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 92.8    | 94.1    | 93.6    |
| Kindergarten              | 23      | 24      | 21      |  |         |         |         |
| Grade 1                   | 25      | 25      | 25      | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 26      | 26      | 23      | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 28      | 24      | 23      |  | 94.9    | 98.7    | 98.6    |
| Grade 4                   | 37      | 27      | 23      |  |         |         |         |
| Grade 5                   | 29      | 33      | 23      | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 25      | 26      | 31      | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 24      | 24      | 24      |  | 80.8    | 94.6    | 92.5    |
| Grade 8                   | 25      | 19      | 24      |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 1       | 12      | 11      |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 0       | 0       | 0       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 242     | 228     | 217     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 2       | 1       | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 24      | 22      | 17      | Principal Suspensions                               | 25      | 29      | 14      |
| # in Collaborative Team Teaching (CTT) Classes | 0       | 0       | 0       | Superintendent Suspensions                          | 3       | 7       | 3       |
| Number all others                              | 27      | 15      | 16      |   |         |         |         |

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

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |  |   |         |   |
|---|---------|---------|---------|--|--|---|---------|---|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08  | 2008-09                                 | 2009-10 |   |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 24   | 24                                      | 21      |   |
| # in Dual Lang. Programs  | 0       | 0       | TBD     |  | Number of Administrators and Other Professionals | 6                                       | 6       | 6 |
| # receiving ESL services only                                     | 50      | 45      | TBD     |  |  | Number of Educational Paraprofessionals | 2       | 2 |
| # ELLs with IEPs  | 3       | 15      | TBD     |  |  |   |         |   |

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

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 1       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 90.9    |
|   |         |         |         | % more than 2 years teaching in this school            | 29.2    | 58.3    | 81.0    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 41.7    | 45.8    | 57.1    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 75.0    | 67.0    | 61.9    |
| American Indian or Alaska Native                  | 0.8     | 0.0     | 1.8     | % core classes taught by "highly qualified" teachers   | 67.9    | 91.9    | 80.3    |
| Black or African American                         | 21.5    | 19.3    | 18.0    |  |         |         |         |
| Hispanic or Latino                                | 74.4    | 76.3    | 79.3    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 2.1     | 1.3     | 0.0     |  |         |         |         |
| White   | 0.8     | 1.3     | 0.9     |  |         |         |         |
| <b>Male</b>                                       | 49.6    | 50.4    | 47.9    |  |         |         |         |
| <b>Female</b>                                     | 50.4    | 49.6    | 52.1    |  |         |         |         |

#### 2009-10 TITLE I STATUS

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

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

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

|   |          |          |          |  |  |  |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native                | -        |          |          |  |  |  |
| Black or African American                       | v        | -        | -        |  |  |  |
| Hispanic or Latino                              | v        | v        |          |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |
| White   | -        | -        |          |  |  |  |
| Multiracial                                     |          |          |          |  |  |  |
| Students with Disabilities                      | vsh      | v        | -        |  |  |  |
| Limited English Proficient                      | v        | v        | -        |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>6</b> | <b>5</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |    |  |
|--|------|--|--|--|----|--|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |    |  |
| <b>Overall Letter Grade:</b>             | A    | <b>Overall Evaluation:</b>                                 |  |  | NR |  |
| <b>Overall Score:</b>                    | 78.4 | <b>Quality Statement Scores:</b>                           |  |  |    |  |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |    |  |
| School Environment:                      | 10.2 | Quality Statement 2: Plan and Set Goals                    |  |  |    |  |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |  |
| School Performance:                      | 12.3 | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |  |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |    |  |
| Student Progress:                        | 49.1 |  |  |  |    |  |
| <i>(Comprises 60% of the</i>             |      |  |  |  |    |  |
| Additional Credit:                       | 6.8  |  |  |  |    |  |

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

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

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

## APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### **School Parental Involvement Policy:**

#### I. General Expectations

Lab School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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 programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - ◆ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - a) that parents play an integral role in assisting their child's learning;
    - b) that parents are encouraged to be actively involved in their child's education at school;
    - c) that 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; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - d) The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

#### II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **(The PTA and Principal will invite families to two meetings between February and May to review and revise our Parent Involvement Policy)**

**APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

2. The Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **(Parents will be encouraged to participate in the School Leadership Team, and to attend Principal-Family meetings. Committees will be formed to conduct needs assessments and to make recommendations.)**
3. The Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **(The Parent Coordinator along with the PTA will work together to coordinate parental involvement activities to support academic achievement. The Principal will provide technical assistance and facilitate the process of planning workshops orientations, meetings.)**
4. The Lab School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the( following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: **(Parents As Teachers), by (conducting literacy and math interactive workshops for the parent and child)**
5. The Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content an effectiveness of this parental involvement policy in improving school quality. 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. (A committee will be created consisting of the Parent Coordinator, PTA President, Guidance Counselor, Teacher and Administrator. This committee will develop a questionnaire to be distributed to parents for the purpose of evaluating and improving parent involvement. Committee will review completed questionnaires and report findings during a School Leadership Team meetings as well as a PTA or Principal Family meeting. Recommendations will be incorporated to refine our Parent Involvement Policy.)
6. The Lab School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a) 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 actions described in this paragraph
    - I. the State's academic content standards
    - II. the State's student academic achievement standards
    - III. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

This will be accomplished by inviting and encouraging parents to participate in parent orientations, class curriculum labs, curriculum workshops and conferences. During these meetings parents will be provided with hands-on activities, strategies and materials for supporting their children at home to read, and write. They will be invited to attend Computer classes and provided with information about educational software that is available for them to work with their children at home. In addition, they will be taught how to use the school's website to access student activities for use at home. A Lending Library of books and audio tapes will be made available in the School Library and PTA room for parents to borrow for home use. They will be provided with test preparation materials that they can use at home with their children.

To support all staff to promote a working partnership with families the school principal will schedule three meetings throughout the year to discuss the expectations regarding parent involvement, how to promote positive relationships with families, and how to resolve issues from a "no blame" perspective. All classroom teachers will be expected to facilitate class orientations, curriculum lab visits, curriculum celebrations, family-school conferences and encourage parents to volunteer as class parents.

We will make every effort to make available to expand our parent resource section in the School Library and PTA room. We will learn more about the Parents as Teachers Program, with the hopes of implementing it in our school as decided by our committee.

To ensure clear, two-way communication between school and the families we serve all correspondence will be provided in English and Spanish, written in language that is understandable and concise. Oral translations will be provided during all meetings, contingent upon the availability of bilingual staff.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;

## APÉNDICE 7: TÍTULO I POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES Y CONVENIO ESCUELA - PADRES

### ***Política De Participación Escolar de Padres:***

#### III. Expectativas Generales

La Escuela Lab esta de acuerdo de implementar los siguientes requisitos estatutos:

- La escuela pondrá programas operativos, actividades y procedimientos para la participación de padres, coincidente con la sección 1118 del Acto Primaria y Secundaria Educacional (APSE). Esos programas, actividades y procedimientos serán planificados y funcionaran con la consulta significativa de padres de los niños que estén participando.
- La escuela se asegurara que lo requerido dentro de la política de participación de padres nivel-escolar, reúna los requisitos de la sección 1118(b) de la (APSE), y que incluya como componente a padre-escolar consistentemente con la sección 1118(d) del APSE).
- La escuela incorporara esta política de participación de padres dentro del plan de mejoramiento escolar.
- Al sacar afuera el Título 1, Parte A del requerimiento de la participación paternal, a la practica extendida, la escuela les proveerá oportunidades completas para los padres participantes con la habilidad de Ingles limitado, padres con impedimentos, y padres de hijos inmigrantes, incluyendo proveer información y reportes escolares requeridos bajo la sección 1111 del APSE en formato uniforme, comprensible y incluyendo alternativas de formatos al ser solicitados la practica extendida dentro del lenguaje que el padre entienda.
- La escuela va a concernir a los padres de estudiantes que estén recibiendo los servicios de Titulo1, programas Parte A en decisiones de como el 1 por ciento del Titulo 1, Parte A de cómo los fondos reservados para los padres participantes son invertidos.
- La escuela será dirigida por la siguiente definición establecida por la participación de los padres, y llevara a cabo programas, actividades y procedimientos de acuerdo con esta definición:
  - ◆ Participación de Paternal significa la participación de padres en regular, ambas formas y comunicación significativa envolviendo el aprendizaje académico del estudiante y otras actividades escolares, incluyendo asegurarse---
    - a) que los padres asuman un desempeño integral en ayudar al aprendizaje de su hijo(a);
    - b) que los padres estén animados para participar activamente de la educación de su hijo(a) dentro de la escuela;
    - c) que los padres sean compañeros de tiempo completo en la educación de su hijo(a) y que sean incluidos, apropiadamente al tomar decisiones y dentro del comité de consejera para ayudar dentro de la educación de su hijo(a);llevando acabo otras actividades, tales como esas que se describen en la sección 1111 del APSE
    - d) La escuela le informara a los padres y a las organizaciones de padres sobre el propósito y la existencia del Centro de Información y Recursos de Padres dentro del Estado.

#### IV. Descripción de Como La Escuela Llevara A Cabo Los Componentes De La Política Requerida De Participación de Padres

7. La Escuela Lab tomara las siguientes medidas para envolver a los padres dentro del desarrollo unido de participación escolar de padres bajo el plan de la sección 1112 del APSE: **(El PTA y la Principal invitara a familias a dos reuniones entre Febrero y Mayo para repasar nuestra Política de Participación de Padres)**

**APENDICE7: TITULO I POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES Y CONVENIO ESCUELA - PADRES**

8. La Escuela Lab tomara las siguientes acciones para envolver a los padres dentro del proceso de revisión y mejoramiento escolar bajo la sección 1116 del APSE: **(Se animara a los Padres para que participen dentro del Equipo Liderazgo Escolar, y a que asistan a las reuniones Principal – Familia. Se formara un Comité para hacer las evaluaciones necesarias, y/o recomendaciones necesarias.)**
9. La Escuela Lab proveerá la siguiente coordinación necesaria, asistencia tecnológica, y otra ayuda al planificar e implementar la participación de padres dentro de las actividades para mejorar los logros académicos de los estudiantes y el desempeño escolar: **(La Coordinadora de Padres junto al PTA trabajaran unidos para coordinar actividades con la participación de padres para ayudar en los logros académicos. La Principal proveerá asistencia tecnológica y facilitara el proceso de planificación y orientación para los talleres de trabajo, y las reuniones.)**
10. La Escuela Lab coordinara y integrara las estrategias de Titulo 1 participacion de padres con las estrategias de la participación de padres bajo los siguientes programas: [ Introducir programas, tales como: Guardería Infantil, Lectura Primordial, Comenzar al Mismo Nivel, Padres como Maestros, Programa de Instrucción en el Hogar para los pequeños de PRE-Escolar, Programas PRE-Escolares manejados por el Estado], por **(Padres como Maestros), al (dirigir talleres de aprendizaje de alfabetizo y matemática interactiva para padres y niño/as).**
11. La Escuela Lab tomara las siguientes acciones para dirigir, con la participación de padres, una evaluación anual del contenido y la efectividad de la política de participación de padres en mejorar la calidad escolar. La evaluación incluirá barreras identificadas para una mayor participación de parte de padres dentro de actividades con la participación de padres (con atención particular a padres que estén económicamente en desventaja, estén impedidos, con limitaciones en el idioma Ingles, tenga limitación alfabetizo, o que pertenezcan a cualquier raza o identidad de antecedentes minoritarios). La escuela utilizara lo encontrado dentro de la evaluación sobre la política de participación de padres y actividades para diseñar estrategias para una participación de padres más efectiva y para revisar, si fuese necesario (y con la participación de padres) la política de la participación de padres. (Un comité será creado constando con la Coordinadora de Padres, la Presidenta del PTA, Consejera de Orientación, Maestro/a y Administrador. Este comité desarrollará un cuestionario que será distribuido a los padres con el propósito de evaluar y mejorar la participación de padres. El comité revisara completamente los cuestionarios y reportara lo encontrado en tales cuestionarios durante las reuniones del Equipo de Liderazgo, igualmente en las reuniones del PTA y reuniones de Principal-Familia. Se incorporara las recomendaciones para refinar nuestra Política de Participación de Padres.)
12. La Escuela Lab desarrollará fuertemente la capacidad escolar y paternal para asegurar efectivamente la participación de padres dentro de la participación de los padres y ayudar al compañerismo entre padres y la comunidad para mejorar los logros académicos de los estudiantes especialmente a través de las siguientes actividades descritas debajo:
- a) La Escuela proveerá asistencia a padres de niños recibiendo los servicios de la escuela, convenientemente, al entender temas tales como los siguientes, al garantizar las acciones descritas en este párrafo
    - IV. el contenido académico del estándar del Estado
    - V. el estándar de los logro académico del estudiante del Estado

**VI.** el Estado y la academia de evaluación local incluyendo evaluaciones alternativas, los requerimientos de la Parte A, como controlar el progreso de su niño(a), y como trabajar con los educadores:

Esto será realizado al invitar y animar a padres para que participen dentro de las orientaciones para padres, curricular de laboratorio del salón de clases, curricular de talleres de enseñanzas y conferencias. Durante estas reuniones los padres serán suplidos con materiales para las actividades, estrategias, y materiales para ayudar a su hijo(a) a leer y escribir. Ellos serán invitados para que asistan a clases de Computadoras y serán provistos con información sobre programas educacionales que estén disponibles para que puedan trabajar con sus hijos (a) s en su hogar. Adicionalmente se les enseñara como utilizar el sitio en la red de nuestra escuela (Website) para tener acceso a actividades estudiantiles que puedan utilizar en el hogar. Un préstamo de libros de la Biblioteca y cintas de audio estarán disponibles en la Biblioteca de la Escuela y en el salón del PTA para que los padres puedan llevar a su hogar libros prestados. Se les proveerá con materiales de preparación para examen que ellos puedan utilizar con sus hijos (a) s en el hogar.

Para apoyar a todo el personal escolar a promover un compañerismo de trabajo con las familias la principal de la escuela realizara tres reuniones durante el año para discutir las expectativas relacionadas con la participación de padres, como promover relaciones con las familias positivamente, y como resolver asuntos para una perspectiva de "No culpar". Se espera de todos los maestros(a) de salones de clases faciliten orientaciones de clase, visitas curricular de laboratorio, celebraciones curriculares, conferencias familia-escuela y motivar a padres a que participen en clases de padres voluntariamente.

Nosotros haremos todos los esfuerzos para expandir la sección de recursos disponible dentro de la biblioteca escolar y el salón del PTA. Aprenderemos mas sobre los Padres como Programa de Maestros, con la esperanza de implementarlo en nuestra escuela como ha sido decidido por parte de nuestro comité.

Para asegurar claramente, dos-vías de comunicación entre la escuela y la familia, estaremos brindando toda la correspondencia estará escrita en el idioma Ingles y Español de manera que sea entendible y conciso. Traducciones verbales serán provistas durante todas las reuniones, eventualmente según este el personal escolar bilingüe disponible.

**IV.** Componentes Discrecional Escolar Política de Participación de Padres

La Política Escolar de Participación de Padres pudiera incluir adicionalmente listados de párrafos y descripciones de otras actividades discrecionales que la escuela, en consultado con los padres, escojan para crear la capacidad de los padres para participar en la escuela y el sistema escolar a ayudar a sus hijo(a) s académicamente, tales como las siguientes actividades discrecionales enumeradas bajo la sección 1118(e) del APSE:

- envolviendo a los padres en el desarrollo de entrenamiento para maestro(a)s, principal, y otros educadores para mejorar la efectividad de ese entrenamiento;
- Proveyendo entrenamiento necesario de alfabetizo para los padres Título 1, Fondos Parte A, si el distrito escolar a exhaustado todas los otros fondos de recursos razonables para ese entrenamiento;

## **School/Parent-Families Compact- The Lab School PS/MS 315**

The school and Parents or Family Members working cooperatively to provide for the successful education of the children agree:

| <b>The School Agrees</b>  | <b>The Parent/Guardian Agrees</b>  |
|---|--|
| To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.  | To become involved in developing, and participate in the School Leadership Team  |
| To set-up various opportunities and avenues for communication between our staff and our students and their families by distribution of newsletters, class breakfast meetings, family-school conferences, curriculum nights, progress reports, parent workshops  | To attend a minimum of (3) PTA sponsored meetings a year   |
| To elicit parental involvement in the planning, reviewing and improvement of school programs.   | To attend a minimum of (3) Family-Principal Meetings a year  |
| To foster parental involvement by encouraging parents to become school volunteers, become part of the class parent program, attend class trips, organize fund raisers, and attend school wide celebrations  | To participate in (1) school sponsored activity or workshop  |
| To provide our students with high quality curriculum and instruction as per NYS standards by: <ul style="list-style-type: none"> <li>• Developing literacy using the whole language approach.</li> <li>• Use of a hands-on mathematics program.</li> <li>• Implementation of Inquiry based science program.</li> <li>• Humanities based Social Studies.</li> <li>• Making available Music and Dance Classes.</li> <li>• To prepare students for all standardized tests.</li> <li>• Providing them with test preparation.</li> </ul> | To make literacy development a family focus by: <ul style="list-style-type: none"> <li>• encouraging your child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)</li> <li>• reading at home with each child as part of the daily routine, 20 mins (gr.k-3), 30 mins (gr.4-8) encouraging and supervising his/her child's reading of at least twenty five books or more each year. (e.g. books, magazine and newspaper articles).</li> <li>• Utilizing local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling)</li> </ul> |
| To make available to parents workshops and professional development activities to inform and to develop an understanding of the latest educational strategies used to teach children  | To make math development a family focus by: <ul style="list-style-type: none"> <li>• increasing family awareness of the school's mathematics instructional program (e.g. participate in family workshops , review math homework)</li> <li>• Encouraging your child to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping budgets, cooperative shopping as a math experience).</li> </ul>   |
| To inform parents on how they can support their children at home  | To support classroom teachers by monitoring your child's/children's behavior in and out of school to develop social skills   |
| To set-up meetings between teachers and parents to share individual student assessments and portfolios.   | To communicate with teachers often by asking for clarification on how you can help your child/children to improve school work at home.<br>To talk with your child/children, have frequent communication with teachers, follow-up on suggested ways to help your child/children   |
| To reach out to parents and/ or staff volunteers to act as translators during school parent/family meetings   | To monitor your child's/children's: <ul style="list-style-type: none"> <li>* attendance/lateness at school</li> <li>* television watching</li> </ul> <ul style="list-style-type: none"> <li>* homework</li> <li>* school behavior</li> </ul>   |
| To provide performance profiles and individual student assessment results for each child as well as   | To complete Needs Assessment survey and/or communicate with school staff on the  |

|   |  |
|---|--|
| other pertinent individual and school district education information. | types of training or assistance needed for you to be able to assist your child/children in school. |
|---|--|

\_\_\_\_\_  
Elsie Cardona-Berardinelli, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

### ***Pacto Escuela/Padres – La Escuela Lab PS/MS 315***

La escuela y los padres o familiares trabajando unidos para proveer una educación triunfante a los niños, están de acuerdo en:

| <b>Acuerdo de la Escuela</b>   | <b>Acuerdo de Padre/ Encargado</b>  |
|--|---|
| Hacer una reunión anual para padres del programa Titulo I, donde se les informara sobre el programa y sobre sus derechos para participar.  | Que se involucre en el desarrollo del Equipo de Liderazgo de la Escuela y que participe dentro del equipo.  |
| Establecer varias oportunidades y vías de comunicación entre el personal, nuestros estudiantes y sus familias por medio de distribución de boletines informativos, reuniones de desayuno en la clase, conferencias de escuela-familia, noches de currículo, reporte de progreso, talleres de padres.   | Asistir a las reuniones anuales auspiciadas por el PTA. Mínimo (3) reuniones.   |
| Obtener la participación de padres en la planificación, revisión y mejoras de los programas escolares.   | Asistir a las reuniones anuales de Principal y Familia. Mínimo (3) reuniones.   |
| Promover la participación de padres alentándolos a que sean voluntarios de la escuela, formar parte del programa padres en clase, asistir a paseos de clases, organizar la recaudación de fondos y asistir a las celebraciones de la escuela.  | Participar en una actividad o taller auspiciada por la escuela.   |
| Proveer a nuestros estudiantes con un currículo de alta calidad y instrucción por el estándar de NYS: <ul style="list-style-type: none"> <li>• Desarrollando el alfabetismo dirigiéndose totalmente al lenguaje.</li> <li>• Utilizar el programa de manos sobre las matemáticas.</li> <li>• Implementación de programa de investigación basado en la ciencia.</li> <li>• Humanidades basadas en los estudios sociales.</li> <li>• Hacer disponibles clases de Música y Baile.</li> <li>• Preparar a estudiantes para todos los exámenes estandarizados.</li> <li>• Proveerle a los estudiantes preparación para los exámenes.</li> </ul> | Hacer del desarrollo de la literatura un enfoque familiar: <ul style="list-style-type: none"> <li>• animé a su hijo/a a escribir en el hogar (cartas a familiares, lista de compras, notas de agradecimiento, diarios, invitaciones para ocasiones especiales)</li> <li>• leer en el hogar con cada niño/a como parte de una rutina diaria, 20 minutos (gr. k-3), 30 minutos (gr. 4-8) anime y supervise la lectura de su niño/a por lo menos 25 libros o equivalentes -cada año. ( libros, revistas, artículos del periódico)</li> <li>• utilizar las bibliotecas publicas para expandir y mejorar las experiencias de su hijo/a en la literatura (tarjeta de biblioteca, historias leídas)</li> </ul> |
| Proveerles disponibilidad a los padres de talleres y actividades de desarrollo profesional para que se informen y desarrollen el entendimiento de las últimas estrategias educacionales que se utilizan para enseñar a niños.  | Hacer del desarrollo de matemáticas un enfoque familiar: <ul style="list-style-type: none"> <li>• aumentar el conocimiento familiar del programa escolar instructivo de matemática (participar en talleres de matemáticas para la familia, revisar la tarea de matemáticas)</li> <li>• anime a su hijo/a a utilizar las matemáticas dentro de su hogar y en su diario vivir para que así pueda crear experiencias en matemáticas (jugar juegos de matemáticas, crear presupuestos en el hogar o presupuestos de compras, comparar precios de compras como experiencia en matemáticas)</li> </ul>  |



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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|   |                    |   |                                       |
|---|--------------------|---|---------------------------------------|
| Network Cluster <b>109 /<br/>Maria Quail</b>                  | District <b>10</b> | School Number <b>315</b>                  | School Name <b>Lab School for Chi</b> |
| Principal <b>Elsie Cardona-Berardinelli</b>                   |                    | Assistant Principal <b>Gaby Flores</b>    |                                       |
| Coach <b>Kim Cruz (Literacy)</b>                              |                    | Coach                                     |                                       |
| Teacher/Subject Area <b>Yvette Ghoghassian/ESL</b>            |                    | Guidance Counselor <b>Gisela Bravo</b>    |                                       |
| Teacher/Subject Area <b>Millie Tulier/AIS Teacher<br/>K-6</b> |                    | Parent                                    |                                       |
| Teacher/Subject Area <b>Gail Linden/Resource Room</b>         |                    | Parent Coordinator <b>Carmen Martinez</b> |                                       |
| Related Service Provider                                      |                    | Other <b>Loraine Pitteruff-Math/Sc.</b>   |                                       |
| Network Leader  |                    | Other                                     |                                       |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>1</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | <b>223</b> | Total Number of ELLs | <b>28</b> | ELLs as Share of Total Student Population (%) | <b>12.56%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## 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. Our ESL teacher, Ms. Yvette Ghoughassian, identifies potential ELLs who enter the NYC public school system for the first time based on the Home Language Identification Survey (HLIS) that was filled out by parents and guardians when they enrolled their child in our school. This process includes informal oral interviewing the students who are new to the NYC Public School System in both English and their native language. This ELL identification process is completed by a licensed pedagogue and parents are provided with translation services when needed. We also conduct interviews with parents prior to enrolling their children into our school during which they are informed of the program choices at our school. Then, Ms. Yvette Ghoughassian administers the LAB-R to students who meet the criteria to take this test within the first 10 days of their attendance in our school. Afterwards, letters are sent out to parents to inform them if their child is entitled to receive ESL services or if their child is going or not going to receive continued services in ESL due to the scores he/she got at the end of the year NYSESLAT (NY State English as a Second Language Achievement Test). Ms. Yvette Ghoughassian holds a professional NYS Certification in the area of ESL.

2. Our school hosts an orientation facilitated by the ESL teacher along with the translation services of Ms. Carmen Martinez, our Parent Coordinator, for all parents of students who are identified as ELLs based on their LAB-R and NYSESLAT testing scores, where she shows a DVD explaining the 3 various program choices they have (Transitional, Bilingual Education, Dual Language and Freestanding ESL). Finally, Parents are given a brochure, in their native language, provided by the NYC Department of Education, which explains the program choices they have as parents of ELLs. In addition, parents are given a program selection letter in which they mark their first, second, and third choices for the various ESL programs. Our school has a freestanding ESL program with both push-in and pull-out models for kindergarten through eighth grades.

3. Being a small school with 223 students (28 of which are ELLs), it is fairly easier to ensure that the Entitlement Letters are distributed and the Program Selection Forms are returned. If a Program Selection Form is not returned, the ESL teacher speaks with the corresponding classroom teacher and asks him/her to inform the parents of those students who haven't returned the necessary forms to do so as soon as possible. The ESL teacher keeps on monitoring this process until she receives all the necessary forms.

4. After consulting/communicating with parents during the ESL orientation (with translation provided by our school's Parent Coordinator, Ms. Carmen Martinez), our ESL teacher explains the reason why their kids need to be placed in Transitional, Bilingual Education, Dual Language or Freestanding ESL. She explains the scores their children got in LAB-R, what the cutting score is and what score their child received.

5. The trend shows that all of our ELLs' parents have been requesting a freestanding ESL Program as their first choice.

6. The program model offered in our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |                                      |   |
|-----------------------------|----|---|----|--------------------------------------|---|
| <b>All ELLs</b>             | 28 | <b>Newcomers (ELLs receiving service 0-3 years)</b> | 12 | <b>Special Education</b>             | 7 |
| <b>SIFE</b>                 | 0  | <b>ELLs receiving service 4-6 years</b>             | 5  | <b>Long-Term (completed 6 years)</b> | 4 |

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

|                      | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |    |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
|                      | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |    |
|                      | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |    |
| <b>TBE</b>           |                   |      |                   |                  |      |                   |                                    |      |                   |       | 0  |
| <b>Dual Language</b> |                   |      |                   |                  |      |                   |                                    |      |                   |       | 0  |
| <b>ESL</b>           | 13                | 0    | 1                 | 6                | 0    | 1                 | 9                                  | 0    | 5                 |       | 28 |
| <b>Total</b>         | 13                | 0    | 1                 | 6                | 0    | 1                 | 9                                  | 0    | 5                 |       | 28 |

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

### C. Home Language Breakdown and ELL Programs

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

**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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Yiddish      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

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

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 5        | 6        | 2        | 0        | 3        | 3        | 5        | 2        | 2        |          |          |          |          | 28        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b> | <b>5</b> | <b>6</b> | <b>2</b> | <b>0</b> | <b>3</b> | <b>3</b> | <b>5</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>28</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. a) We only offer one program, freestanding ESL following the push-in and pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments thereby scaffolding classroom work. This empowers students by making classroom work manageable and comprehensible.

b) Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

2. The ESL teacher tries her best to provide the mandated minutes necessary to Beginning, Intermediate, and Advanced level students. We

have only a freestanding ESL program in our school.

a) We try our best to provide students with their mandated units of ESL instruction as required under CR Part 154. Beginning and Intermediate students should receive 360 minutes per week and Advanced students should receive 180 minutes per week. Students in the elementary level grades receive small group push-in instruction by a certified ESL teacher. Students in the middle school grades are pulled out because there are fewer ELLs in those grades. They are homogenously grouped according to their levels and provided with support based on their classroom curriculum. Our school has one class per grade and only one ESL Teacher. Unfortunately, all mandated hours are not being met. K-2 grade ELLs (mostly Intermediate and Advanced Level ELLs) are being pulled-out 3x a week for 50 minutes. There are no ELLs in 3<sup>rd</sup> grade. 4-5 grade ELLs (mostly Advanced Level ELLs) are being pulled-out 3x a week for 50 minutes. 6<sup>th</sup> grade ELLs (mostly Advanced Level ELLs) are being pulled-out 4x a week for 50 minutes. 7-8 grade ELLs (mostly Advanced Level ELLs) are being pulled-out 3x a week for 50 minutes.

3. ELLs are presented with differentiated instruction during the school day through guided reading, targeted small group instruction by an AIS teacher, content area - small group instruction, AIS Plus program (37.5 minutes - Extended Day) and at risk support by the ESL teacher. We use the SIOP Model, through which language and content objectives are both incorporated into one lesson.

4. a) Although we currently don't have any SIFE students, our action plan would consist of an after-school program for small group ELL instruction. It would include one-on-one support once a week and guided practice. Moreover, we would require an additional certified ESL teacher. In addition, we will use the support of the AIS teacher as well as the resource room teacher.

b) For these ELLs, we offer a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction, in which we use lots of scaffolding. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of ESL programs. Based on our data, we will invite our ELLs to participate in our after school program as well as our Saturday Classes.

c) & d) These ELLs are students who have special needs, they either receive Resource Room services or have been placed in full-time Special Education classrooms. Our plan is to continue to provide them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials. They will also continue to receive support via extended day programs such as, 37.5 minutes, After-school and Saturday Programs. In addition, they will continue to receive NYSESLAT test prep as well as ELA test prep to prepare them for the ELA Exam in May 2011. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.

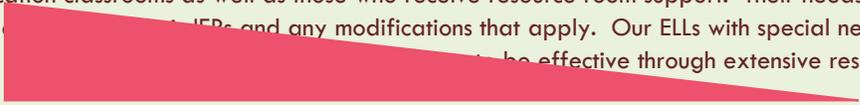
e) We have students who are in full time Special Education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with their IEPs and any modifications that apply. Our ELLs with special needs receive support in literacy by way of Great Leaps and New Heights, literacy programs proven to be effective through extensive research.

## 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. The language in which our intervention services are offered is English. All of our ELLs will be presented with differentiated intervention services during the school day through guided reading, targeted small group instruction by an AIS teacher, content area small group instruction, AIS Plus program (37.5 minutes-Extended Day) and at risk support by ESL teacher. In addition, we will have targeted intervention services through Saturday Test Preparation Program and After-school Program.

We have students who are in full time Special Education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies and any modifications that apply. Our ELLs with special needs receive support in literacy by way of Great Leaps  to be effective through extensive research.

6. Students who have reached proficiency continue to meet with the ESL teacher or an AIS Teacher for an additional year or two during the transitional phase.

7. We are planning to continue improving our ELLs writing skills by building their vocabulary skills and grammar. We are planning to meet our goal through various vocabulary activities and by using Vocabulary Workshop by Jerome Shostak.

8. We will discontinue using the Reading Recovery Program due to budgetary limitations.

9. ESL students are offered to attend Saturday Test Preparation Program and After-school program.

10. Our school uses a Buddy Reading program, ELL Dictionaries, Balanced Literacy, New Heights, Mondo Books, Jazz chants, Puppetry in

Practice materials, NYSESLAT test prep, Great Leaps, Test Prep materials (NYS Coach, Buckle Down, etc.). In addition, we use Achieve Success, Option, Kaplan Comprehensive Reading and Writing Assessment, Measuring UP, Critical thinking, as well as technology (computers, overheads, and video conferencing).

11. ESL teacher encourages the usage of native language dictionaries, and she buddies-up more proficient ESL students with the ones who have lower proficiency in English in order to raise their confidence and make them understand that they can use their prior knowledge in order to learn a new language.

12. In our school, the required services/supports correspond to ELLs' ages and grade levels.

13. We provide newly enrolled ELLs and their families with an orientation, where we give them a tour of our school and introduce them to the activities they can have access to in our school. In addition, we offer a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of ESL programs.

14. The language of instruction we offer in our school is English. We have a freestanding ESL program from K-8. We mostly push-in for lower grades and pull-out for upper grades. We do not have other language electives.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

1, 2 & 3. We are planning for our teachers to receive support in reciprocal teaching, data analysis, UBD unit planning, planning aligned to NYSELA and NYSESL standards. We will continue to have formal/informal meetings between classroom teachers and our ESL teacher as well as our F-Status ESL specialist in reference to embedding ESL strategies in all content areas. In addition, our ESL teacher will attend outside workshops, including those offered by our Network and the Bronx BETAC, to stay abreast with the most current thinking and strategies in the ESL field, with the purpose of both implementing and turnkeying them to other school staff. Furthermore, she will turnkey ESL strategies to all other teachers.

Professional development will be provided to teachers during the school day as needed by ESL teacher and our coach. In addition, teachers will receive professional development through monthly staff curriculum meetings, grade conferences, and other in-house

learning opportunities. Also, teachers will engage in action research through their respective data inquiry teams with a focus on targeted ELLs. An F Status teacher will work with teachers on the use of ELL strategies.

### **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?

Paste response to questions 1-4 here

1,2,3 & 4. The following describes our school's parental involvement:

- v Annual survey is distributed to determine parents' interests and needs;
- v ESL teacher along with the parent coordinator, coach and other teachers facilitates workshops pertaining to ESL parents' issues;
- v In response, two calendars are developed to provide parents with monthly instructional-based workshops and life skills workshops;
- v Parents are invited to all celebratory events at the school: i.e. Writers' Café, in-class celebrations, concerts;
- v Parents are encouraged to join the School Leadership Team, Parent Teacher Association, School Volunteer Committee;
- v Parents are invited to Principal-Family Breakfast meetings every other month;
- v Information is provided on our bilingual school website, and flyers and memos are sent home;
- v Written communication is provided in Spanish and English;
- v Parent Coordinator maintains a Chart that records parent involvement at PTA, conferences, celebration events, and miscellaneous school activities;
- v Parents have been invited to reflect with SLT on ways in which to improve attendance and punctuality at the school and an attendance plan has been developed;
- v PTA Executive Board meets with principal on a monthly basis to discuss activities and to address school issues;
- v Parent Coordinator, Coordinator of Student Support, and School Based Instructional Support Team are available to work with families to become collaborative partners in the school.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 2 | 3 |   |   |   |   |   |   |   |   |    |    |    | 5     |
| Intermediate(I)   |   |   | 1 |   |   | 1 | 2 | 2 | 1 |   |    |    |    | 7     |
| Advanced (A)  | 3 | 3 | 1 |   | 3 | 2 | 3 |   | 1 |   |    |    |    | 16    |
| Total   | 5 | 6 | 2 | 0 | 3 | 3 | 5 | 2 | 2 | 0 | 0  | 0  | 0  | 28    |

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

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

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | NL | English | NL | English | NL | English | NL |       |
| 3        | 0       |    | 0       |    | 0       |    | 0       |    | 0     |
| 4        | 0       |    | 3       |    | 0       |    | 0       |    | 3     |
| 5        | 0       |    | 3       |    | 0       |    | 0       |    | 3     |
| 6        | 1       |    | 3       |    | 1       |    | 0       |    | 5     |

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

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

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

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

**New York State Regents Exam**

|                      | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                      | English                    | Native Language | English                     | Native Language |
| NYSAA Mathematics    |                            |                 |                             |                 |
| NYSAA Social Studies |                            |                 |                             |                 |
| NYSAA Science        |                            |                 |                             |                 |

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

Qs. 1-6:

According to our overall NYSESLAT proficiency results (LAB-R for new admits), in Kindergarten we have 2 ELLs at a Beginner Level and 3 at an Advanced Level; in 1st grade, we have 3 ELLs at a Beginner Level and 3 ELLs at an Intermediate Level; in 2<sup>nd</sup> grade, we have 1 ELL at an Intermediate Level and 1 ELL at an Advanced Level; in 4th grade, we have 3 ELLs at an Advanced Level; in 5th grade, we have 2 ELLs at an Advanced Level; in 6th grade, we have 4 ELLs at an Advanced Level; in 7th grade, we have 1 ELL at an Intermediate Level; in 8th grade, we have 1 ELL at an Intermediate Level and 1 ELL at an Advanced Level; in 5/6 self-contained special education class, we have 2 ELLs at an Intermediate Level and in 6/7 self-contained special education class, we have 2 ELLs at an Intermediate Level.

According to our school's data analysis, ELL students did better in the NYS Math Test compared to the NYS ELA Test. We will continue to provide additional instruction in reading, writing, listening, and speaking so that the level ones, twos and threes can move up one level by the

v In kindergarten, ELLs have difficulty mostly in mastering rhyme recognition and rhyme generation, initial consonant recognition and alphabet writing.

v In first grade, ELLs have difficulty mostly in mastering spelling, decoding and vocabulary, sight words, reading accuracy, reading comprehension and writing development.

v In second grade, ELLs have difficulty mostly in mastering writing expression, spelling and vocabulary.

The data shows that in the NYS ELA Test, in grades 4-8:

§ 2 seven grade ELLs, 2 sixth grade ELLs and 1 Fifth grade ELL scored at a level 1;

§ 2 eight grade ELLs, 3 sixth grade ELLs, 2 fifth grade ELLs, and 2 fourth grade ELLs scored at a level 2;

§ 1 fourth grade ELL scored at a level 3;

§ There were no level 4s in either grade.

The data shows that in the NYS Math Test, in grades 4-8:

§ 1 seventh grade ELL and 1 sixth grade ELL scored at a level 1;

§ 1 eight grade ELL, 1 seventh grade ELL, 3 sixth grade ELLs, 2 fifth grade ELLs and 3 fourth grade ELLs scored at a level 2;

§ 1 eight grade ELL and 1 sixth grade ELL scored at a level 3;

§ There were no level 4s in either grade.

The data shows that in the content area of 4th Grade NYS Science Test, 1 ELL scored at a level 2 and 1 ELL scored at a level 3.

The data shows that in the content area of 5th Grade NYS Social Studies Test, 1 ELL scored at a level 2 and 2 scored at a level 3.

The results will be used to plan for teacher training on working with ELLs. Teachers will work together to review data and engage in short and long term planning for ELL instruction. These results allow us to review scores based on the four different modalities so that we can plan accordingly. This year, based on our data analysis, we have made a school-wide decision to focus especially on the modalities of reading and writing.

Our CEP goal this year is that by June 2011, all English Language Learners will approach, meet or exceed ELA performance standards by being provided with differentiated targeted academic intervention services in Literacy. This goal will be measured by achievement of goals in student portfolios and a 5% increase on the State ELA test.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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