



**PS 382: ELEMENTARY SCHOOL FOR MATH, SCIENCE &
TECHNOLOGY**

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

SCHOOL: 10X382
ADDRESS: 125 EAST 181ST STREET, BRONX, NY 10453
TELEPHONE: (718)933-8061
FAX: (718)933-8157

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 382 **SCHOOL NAME:** Elementary School for Math, Science & Technology

SCHOOL ADDRESS: 125 East 181st Street, Bronx, New York 10453

SCHOOL TELEPHONE: (718)933-8061 **FAX:** (718)933-8157

SCHOOL CONTACT PERSON: Dr. Avon Connell-Cowell **EMAIL ADDRESS:** acowell@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Avon Connell-Cowell, PhD

PRINCIPAL: Avon Connell-Cowell, PhD

UFT CHAPTER LEADER: Rikka Person

PARENTS' ASSOCIATION PRESIDENT: Dorvell Craig

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/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
Avon Connell-Cowell, PhD	*Principal or Designee	
Rikka Person	*UFT Chapter Chairperson or Designee	
Dorvell Craig	*PA/PTA President or Designated Co-President	
Eusclar Laville	Title I Parent Representative (<i>suggested, for Title I schools</i>)	
Camille Gaetan	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicole Pellegrino	Member/UFT	
Jacqueline Delaney	Member/UFT	
Sharmaine Moore	Member/Parent	
Theresa Lopez	Member/Parent	
	Member/ Parent	
	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.

The Mission

The Elementary School for Math, Science & Technology pledges to provide a developmentally appropriate yet academically rigorous early childhood and elementary education for all students, focusing on infusing technology in all content areas, especially in mathematics and science.

The Importance of the Elementary School for Math, Science & Technology in New York City

Students in the United States continue to lag behind their counterparts in other industrialized nations, especially in the areas of mathematics and science achievement¹. Further, minority students are far less likely to complete school and college, and their average academic performance is significantly lower than whites². Urban students tend to be of minority ethnicities, which are reflected in the demographics of New York City Public Schools³. Therefore, rigorous, academically challenging curricula integrating technology are needed to provide urban children with the requisite skills to prepare them to compete with their suburban peers and to prepare them for local, national and global success in the 21st century.

Unique Educational Experiences for Students at the Elementary School for Math, Science & Technology

Daily participation in science, mathematics or technology learning activities

- All students will spend at least two hours weekly in science, math or technology activities. The technology lab will provide students with the essential computer skills in order to use technology effectively. Kindergarten through second grade students will create whole group culminating projects quarterly, whereas third and fourth graders will work in small groups to create their projects. Projects will be based on inquiry questions generated by the students or posed to students by teachers.

Monthly trips to various cultural institutions in New York City

- The New York Hall of Science, the New York Botanical Garden and the Bronx Zoo offer workshops that are aligned with the New York State Elementary Science Core Curriculum and the New York City New Standards, and use an inquiry based hands-on approach. These exhibits and workshop usually involve a pre-visit component that will be conducted at school. Post exhibit work can be completed during the class science time. Between the months of October to May, students will visit these facilities to participate in these workshops; they may choose to use any of these exhibits as their quarterly projects.

SECTION III – Cont'd

Peterson, P.E. (2003). Spring. Ticket to Nowhere. *Education Next*, pp 39 - 46

The Koret Task Force. (2003). Spring. Our Schools, Our Future: Are We Still At Risk. *Education Next*, pp 9 – 15

NYC Dept. of Education Website. Retrieved Oct 6, 2007 from <http://doc.nycenet.edu>

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Elementary School for Math, Science & Technology				
District:	10	DBN #:	10X382	School BEDS Code:	321000010382

DEMOGRAPHICS										
Grades Served in 2009-10:	<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 type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K		0	0							
Kindergarten		68	57							
Grade 1		80	67							
Grade 2		113	78	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3		0	99			92.2	TBD			
Grade 4		0	0							
Grade 5		0	0	Poverty Rate: % of Enrollment						
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7		0	0			90.5	81.2			
Grade 8		0	0							
Grade 9		0	0	Students in Temporary Housing: Total Number						
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11		0	0			41	TBD			
Grade 12		0	0							
Ungraded		0	0	Recent Immigrants: Total Number						
				(As of October 31)	2007-08	2008-09	2009-10			
Total		261	301			9	4			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(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		23	21							
No. in Collaborative Team Teaching (CTI) Classes		0	4	Principal Suspensions			14	TBD		
Number all others		6	10	Superintendent Suspensions			15	TBD		
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants		0	0
# in Trans. Bilingual Classes		0	0	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		64	79	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		3	10	(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		19	25
				Number of Administrators and Other Professionals		2	2
Overage Students: # entering students overage for grade							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		3	3
		30	43				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	TBD
American Indian or Alaska Native		0.4	0.0	Percent more than two years teaching in this school		0	TBD
Black or African American		24.5	27.2	Percent more than five years teaching anywhere		21.1	TBD
Hispanic or Latino		72.4	70.1				
Asian or Native Hawaiian/Other Pacific Isl.		0.4	0.0	Percent Masters Degree or higher		68	TBD
White		1.9	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		94.4	TBD
Multi-racial							
Male		51.3	50.8				
Female		48.7	49.2				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Our strengths at PS 382 included the following:

- ✚ Small class sizes: no more than 24 students in each class;
- ✚ Weekly professional development in literacy or math;
- ✚ Collaborative planning in all content areas in all the grades;
- ✚ Consistent implementation of Balanced Literacy; TERC Investigations where beneficial for student's learning; and the NYC science curricula, which has led to a significant gains in students' achievement in literacy and math, and an increase knowledge in math and science;
- ✚ Successfully instituted an inquiry team that provided valuable information for professional development and instructional expectations.
- ✚ Over 85 % highly qualified staff working in all content areas;
- ✚ Consistently incorporating opportunities for parental involvement through our monthly new letters, *Breakfast with the Principal* and *Wonder Wednesday* meetings.

As a new school, which began in 2008, PS 382 scored "exceeding the expectations for a new school" on our Quality Review, an accomplishment of which we are most proud; in 2009, we scored proficient. We've been noted for our ability to gather and analyze data, and determine implications for teacher professional development and student learning. As part of our inquiry process, we noticed that, school wide, students were not using meaning, visual and structural cues, to improve their reading comprehension. Toward this end, we provided professional development for all staff members, including part time AIS providers, during and after school. Teachers consistently taught students how to use these cues during our Contract for Excellence Tutoring program, during Readers Workshop, and during extended day school, which have resulted in a consistent increase in students' literacy achievement. In September 2008, 25% of our students were meeting grade level expectations in literacy; in June 2009 45 % of our students were meeting grade level expectations in literacy; and in June 2010, 59 % of our students were performing at grade level expectations.

In order to help students develop their conceptual understanding of math and to provide teachers with more formative assessment data, we used the Early Childhood Math Assessment (ECMA) and Childhood Math Assessment (CMA) to assess students on four different strands: counting; numeration; addition and subtraction; and multiplication and division. Teachers were able to gather pertinent information about their students' learning habits and processes, and were better able to provide targeted instruction. We learned that many of our students have an underdeveloped number sense; we have provided support for both students and teachers to develop these math competencies. We developed differentiated learning centers based on Everyday Math and TERC Investigations for our students. As measured by the ECMA & CMA, students' math competencies increased from 47.7 % to 67.7 %, a 20 percentage point increase, during the 2009 – 2010 academic year.

Although we have experienced positive gains in both literacy and math, overall, our students need to be informed about their own learning goals and be able to articulate the strategies needed to accomplish those goals. Also, more attention needs to be given to our students in special populations, such as our Special Education students and our English Language Learners.

Because we are still considered a new school, we are working on developing a stronger home-school alliance; developing a stronger partnership, we hope, will improve student attendance and motivation.

Despite the current structures in place that have yielded positive outcomes in students' academic growth, there have been some major factors that negatively affect students' academic success:

- One of the biggest barriers to students' learning is the transiency of our student population. Between June 2009 – June 2010, we discharged 96 students, 33 % of our population; we discharged 67 of our 260 students, or 25% of our students, between June and September 2009. In 2009, we registered 38 non-kindergarten students, 16 of whom left the school during the year. Such a high turnover rate makes it difficult to consistently measure the efficacy of the structures we have created as well as accurately measure students' growth.
- Student attendance is another barrier to their academic success. Although we strive to maintain a daily attendance of 95%, our average daily attendance is usually no higher than 92%. Absences pose a significant barrier to student academic success.
- Twenty five per cent of our students are English Language Learners. While they have made academic progress they require additional support outside of school, which their parents are not always able to provide because of their limited English speaking abilities as well.
- While we have implemented monthly activities to increase parent participation, we are not getting the anticipated turn out as we'd like. Hence, our home –school connection is still a major work in progress. We have included a new component to our parent outreach this year. Beginning November 2010, we will provide technology classes to our parents. Called *Technology Tuesdays*, classes will be held once weekly for an hour for a minimum of ten weeks. Based on parent involvement, we may continue the program in the spring.

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.

-  To improve the independent reading levels of students with special needs by increasing the number of students gaining at least three reading levels by 5 percentage points from September 2010 – June 2011.
-  To increase the independent reading levels of our English Language learners by increasing the number of students gaining at least three reading levels by 5 percentage points from September 2010 to June 2011.
-  To improve students' math competencies in k-4th grade by increasing the number of students in K – 4th grade performing at grade level expectations by 5 percentage points from September 2010 – June 2011.
-  To improve parental participation at our monthly functions to at least 10% of our student population.

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.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the independent reading levels of students with special needs by increasing the number of students gaining at least three reading levels by 5 percentage points from September 2010 – June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ✚ Classroom teachers will consistently implement the workshop model in literacy, where students receive guided reading and writing instruction five times weekly, for at least 20 minutes each session; ✚ Use the extra periods for clusters to provide additional support in reading for students in need of these services, three times weekly, 45 minutes each session; ✚ Daily Academic Intervention Services/Response to Intervention (AIS/RtI) push in/pull out support in all the classes for students performing significantly below grade level expectations; ✚ Provide decoding and reading comprehension instruction by using <i>Fountas & Pinnell Literacy Intervention, Making Meaning, FUNdations, and Month & Month Phonics</i> ✚ Provide consistent professional development support in literacy for all classroom teachers; teachers meet with the AUSSIE consultant to develop curriculum maps, create unit plans, analyze students’ work, and create differentiated groups to determine the areas in which they (teachers) need development to best support their students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ✚ Contract for Excellence funds will be used to subsidize an additional teacher who will provide additional small group instruction or provide before or after-school small group instructional support. ✚ Title I funds will be used to provide professional development to classroom teachers and AIS/RtI providers to effectively implement balanced literacy.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Fountas & Pinnell Benchmark Assessment System will be used to assess all students’ literacy competencies five times throughout the school year with the assessment period ending on the following dates: 15th October; 10th December; 11th February; 8th April; and 10th June. Data will be collected, analyzed and discussed at grade level meetings at the end of each assessment period to determine the reading goals and differentiate support for all students.</p>

Subject/Area (where relevant):

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the independent reading levels of our English Language Learners by increasing the number of students gaining at least three reading levels by 5 percentage points from September 2010 to June 2011.</p>
<p>Action Plan Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✚ Classroom teachers will consistently implement the workshop model in literacy, where students receive guided reading instruction five times weekly, for 20 minutes; ✚ Extra periods for clusters to provide additional support in reading for students in need of these services three times weekly, 45 minutes each session; ✚ Daily AIS/RtI push in/pull out support for students performing significantly below grade level expectations; ✚ Daily ESL instruction for students based on their required instructional needs; ✚ Provide decoding and reading comprehension instruction by using <i>Fountas & Pinnell Literacy Intervention, Making Meaning, FUNdations, and Month & Month Phonics</i>; ✚ Provide consistent professional development support in literacy for all classroom teachers; teachers meet with the AUSSIE consultant to develop curriculum maps, create unit plans, analyze students' work, and create differentiated lessons to determine the areas in which they (teachers) need assistance to best support their students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/ strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✚ Contract for Excellence funds will be used to subsidize an additional ESL/social studies teacher; ✚ Title I funds will be used to provide professional development to classroom teachers and AIS providers to effectively implement balanced literacy; ✚ Title III funds will be used to pay ESL teachers to planned more detailed instruction based on the Sheltered Instruction Observation Protocol (SIOP) model; ✚ Title III funds will be used pay ESL teachers to facilitate a Saturday ESL or afterschool program for students who are English Language Learners.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Fountas & Pinnell Benchmark Assessment System will be used to assess all students' literacy competencies five times throughout the school year with the assessment period ending on the following dates: 15th October; 10th December; 11th February; 8th April; and 10th June. Data will be collected, analyzed and discussed at grade level meetings to determine the reading goals for all students.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students’ math competencies by increasing the number of students in K – 4th grade performing at grade level expectations by 5 percentage points from September 2010 – June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✚ Teachers consistently implement the modified TERC curriculum in all grades: 60 minutes daily in k – 2nd grade; 90 minutes daily in 3rd & 4th grades; ✚ Provide extra math support in all classrooms at least 60 minutes each week by utilizing a math cluster to reinforce math concepts using a math centers approach; ✚ Academic Intervention Support (AIS)for students struggling in math three times weekly for 45 minutes provided by the math cluster; students will be grouped based on the area of support needed: numeration; addition & subtraction; multiplication & division; ✚ Consistent professional development in math for all classroom and math cluster teachers; teachers meet with AUSSIE consultant to create unit plans; analyze students work; review ECMA assessments and plan differentiated lessons and math centers; ✚ Use the <i>Math in the City</i> constructivist math approach to support students’ critical thinking and investigative skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✚ Reinforce students’ understanding of math concepts and skills using the Nuefeld math program, which is a computer based program purchased with Title I funds. ✚ Use Title I funds to train teachers to use a constructivist, investigative approach by attending the <i>Math in the City</i> workshop and to purchase resources (Context for Math Learning); ✚ Use Title I funds to provide professional development in math through meetings with AUSSIE consultants. ✚ Title I funds will be used for our annual Saturday Math Lab held for 9 weeks, two hour sessions.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Early Childhood Math Assessment (ECMA) & the Childhood Math Assessment (CMA) will be used to assess students’ math competencies during four assessment periods, which are due on the following dates: 2nd November; 15th January; 15th March; and 17th May. All assessment data will be reviewed, analyzed and used to differentiate instruction according to students’ needs.</p>

Subject/Area (where relevant):

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve parental participation at our monthly functions to at least 10% of our student population in order to develop a stronger home school connection.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✚ Provide incentives for parents to attend: raffles; free books and supplies for students; vouchers for uniform; etc; ✚ Host monthly work shops with parents, providing strategies on effective methods for assisting their children with the activities in school. These workshops will begin at dismissal to increase the likelihood of parental participation; ✚ Invite social service agencies to host information sessions that will provide pertinent information; ✚ Host monthly <i>Breakfast with the Principal</i> to give the parents a chance to meet the principal, ask questions, share concerns, and give feedback regarding the culture and climate of the school; ✚ Assess parents' interests in various school activities through surveys; ✚ Continue to invite parents to monthly publishing parties and <i>Wonder Wednesday</i> activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✚ Use Title I funds to purchase items for raffles, refreshments and supplies; ✚ Pay teachers for providing ARIS training for parents after school and on the weekends; funds will also be used to pay teachers for facilitating activities with parents during afterschool activities.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance sheets will be collected at the end of each parental activity; signatures will be counted monthly and the monthly percentage will be calculated based on our student enrollment. Evaluation and attendance sheets will be used to determine number of participants and efficacy of programs.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	17	7	N/A	N/A	2	0	0	0
2	18	8	N/A	N/A	4	0	0	1
3	18	10	N/A	N/A	3	0	0	0
4	25	5	25	25	4	1	1	0
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Guided Reading Instruction, Making Meaning Reading Comprehension; Small Tutoring, Fountas & Pinnell Literacy Intervention Program	Small group guided reading instruction during the guided reading block and using the Fountas & Pinnell Leveled Literacy Intervention Program from the AIS provider every day for 45 minutes; Wilson <i>Foundations</i> in kindergarten and first grade provided daily for 20 minutes; before school tutoring in literacy for ½ hour daily, for four days each week
Mathematics: Nuefeld Math Program, TERC investigations	Math cluster teacher facilitates the TERC Investigations math games weekly, in each classroom, to improve students’ development of the requisite concepts and skills; push in math support by the math cluster to work with students who are working significantly below grade level. The math cluster meets with a small group of students three times per week to work on skills that they have not yet mastered. Through teacher guidance and support, the students use the Nuefeld Math Program to practice concepts and skills in need of reinforcement using self administered tutorial on laptops. The program is designed for students to be able to manipulate without very little support. ECMA & CMA provide a comprehensive assessment of students’ mathematical understanding; these assessments will be used to differentiate instruction and math centers.
Science:	In addition to extra science support provided by the Science cluster, the science coach will provide small group instruction, twice weekly for students who are not meeting the grade level expectations in science.
Social Studies:	Extra instruction is provided by the Social Studies cluster in each classroom as well as small group instruction twice weekly for 45 minutes to students who are not meeting the grade level expectations.
At-risk Services Provided by the Guidance Counselor:	School counselor meets daily for a minimum of 30 minutes with students whose social development often impedes his/her academic progress. She provides specific meta-cognitive strategies for helping students to stay focused and addressing behavioral concerns.
At-risk Services Provided by the School Psychologist:	Psychologist observes students and provides feedback to counselor and parents on how the school can support the students learning needs; assist with creating and implementing Behavior Intervention Plans.
At-risk Services Provided by the Social Worker:	Students with open ACS cases meet with their case workers periodically; the caseworker then meets with our school counselor to discuss ways in which the school can also support the child in all areas to help meet the academic expectations. The school social worker works with the school counselor and psychologist in
At-risk Health-related Services:	Students with health related needs will receive needed resources from the nurse, school counselor and parent coordinator. Accommodations will be made to ensure that the health needs do not affect the students’ academic outcomes, to the fullest extend possible.

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.

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

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

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

Section I. Student and School Information

Grade Level(s) k – 4th grade Number of Students to be Served: 93 LEP 235 Non-LEP

Number of Teachers 4 Other Staff (Specify) 24

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.

P.S. 382 enrolls 328 students. We currently have 93 English Language Learners (ELLs) in grades K-4, which represents 28.35% of our school’s population. Based on the NYSESLAT results all 93 ELLs will be asked to attend the Title III funded After-School Program. While the numbers do not reflect students who have earned Proficient on the NYSESLAT, transitional ELLs’ attendance in the program will also be requested.

The After School Program will meet Tuesdays and Thursdays from 3:30 P.M. to 4:30 p.m. The program will run from January 2011 to May 2011, for a total of 25 sessions. There will be 4 sections geared for grades K-1, 2-3, and 3-4.

Twenty-eight ELLs are expected to participate in the K-1 section where one ESL and one art certified teacher will service the students. The focus of this group is to develop fluency and vocabulary through music and art. One day will be spent with the ESL teacher who will instruct them using the SUBE ESL program. As each instructional period covers a specific theme, the art teacher will extend the theme in the follow up session. Having students create art through a learned theme will allow the students to practice having conversation and use the necessary vocabulary to communicate their ideas.

Twenty-two ELLs are expected to participate in the grade 2-3 section and one ESL teacher will service the students. Through using LEGO Education WeDo Robotics, ELLs will build an integrated STEM background, develop language related to the technical aspects of robotics and computer programming, and create stories centered around their robots. By building robots and designing programs for robots to perform to meet specific goals will require students to practice conversation skills. The purpose of this group is to enrich their science and technology learning and offer students opportunities to have discussions.

There will be two grade 3-4 sections with 21 students each. An ESL certified teacher will service both sections. One section will work with students on cooking and video production. The rationale behind a cooking program is to offer students practical and applicable experiences in working with procedures and procedural text. The incorporation of video production (that is, recording cooking activities and creating video logs) is meant to increase oral fluency and precise communication skills. Overall, the focus of this section is to develop vocabulary related to food, measurement, physical science, and technology.

In addition to the ESL teacher, the second section will also be serviced by an art certified teacher. This section will work on creative writing and the arts. The focus is to increase students' oral and written expressiveness by developing descriptive and figurative language.

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.

Classroom teachers meet weekly in grade level teams for ninety minutes to plan literacy or math units, analyze students' work and assessments results, and plan differentiated lessons and learning activities. The literacy unit of study last for 4 to 6 weeks, based on the number of days off within any given period. These units include such topics as: personal narratives, all about ..., how to ..., memoirs, author study, poetry, third person narratives, fairy tales, myths & fables, etc. The out-of-classroom ESL teaching staff provides additional support and materials, if needed, as well as ESL methodologies that support staff in delivering instruction to limited English proficient students.

For teachers in need of satisfying the Jose P. hours, an ESL teacher will meet with the new teachers in a study group. The group will meet once a month to discuss one of the following texts: English Language Learners: The Essential Guide by David Freeman and Yvonne Freeman or English Language Learners Day by Day K-6 by Christina M. Celic. The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction.

For the remaining teaching staff, they will be invited to attend a choice of book clubs facilitated by an ESL certified teacher. Book clubs will run throughout the school year from November to May. The books to be used will be selected by the participants from the following list: Classroom Instruction that Works with English Language Learners by Jane Hill and Kathleen Flynn; Reading, Writing, and Learning in ESL; Learning to Learn in a Second Language; Scaffolding Language, Scaffolding Learning; Literacy Instruction for English Language Learners: A Teacher's Guide to Research-based Practices. The book clubs will meet for a minimum of once a month during the lunch period. Additional sessions will be scheduled based on the needs of the staff in addressing specific students and their learning.

Section III. Title III Budget

School: 10X382 BEDS Code: 321000010382

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,495.00	Afterschool Program: 25 sessions x 5 teachers x 2 hours x \$41.98 = \$10,495.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$860.00 \$500.00 \$500.00 \$1,200 \$817.00 \$378.00	SUBE ESL Beginner Kit General Art Supplies (e.g. paper crafts, glue, feathers, glitter, sequins) General Cooking Supplies (e.g. toaster oven, hot plates, blender, food, cutlery) LEGO Education WeDo Robotics Package English to a Beat Classroom subscriptions to www.raz-kids.com and www.brainpop.com
Educational Software (Object Code 199)		
Travel		
Other (Parental Involvement)	\$250.00	Refreshment for the parents for meetings
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Home Language Identification was used to determine parents and students' language needs. Once the surveys were received they were sorted into the types of languages represented in our school and the grades in which the different languages were represented

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.

Most of our parents are Spanish speakers and prefer both oral and written communication in Spanish. Staff members were informed about the various languages represented in our school at the first summer professional development session, which focused on cultural awareness & sensitivity and building bridges in the community.

Part B: Strategies and Activities

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

All written communication is translated by the parent coordinator, or, if time permits, the DoE's Translation & Interpretation Unit. Templates for periodicals, such as monthly parent letters and calendars, are kept translated on file; only the new information is changed and updated as necessary. Larger long term items, such as the parent handbook, brochures, behavioral expectations, etc., are sent to the DoE's Translation & Interpretation Unit.

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.

There are several members on staff who are fluent in Spanish, including our parent coordinator, who regularly has the most direct contact with our parents. For special occasions, like Curriculum Night, Parent Teacher Conferences and other school affairs, additional staff, like school aides, assist with interpreting. Staff who interpret outside of the regular school hours are paid to do so using Title III funds.

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>.

Parents were informed at the initial parent meetings, both verbally and in writing, that the school is mandated to accommodate their language needs. Parents were also informed that, for languages other than Spanish, it will be necessary to make an appointment when needing to communicate with a member of staff so that interpretation services can be arranged. Parents are reminded of these services when notices are sent home monthly or when they attend monthly workshops. At the beginning of the school year, all parents are provided with the Parents Bill of Rights, NYC DoE's Discipline Code, and a summary of the school's Safety Plan.

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:	355,963	128,447	484,410
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,560	1,285	4,845
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,800	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,597	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: Approximately 92%
6. If the percentage of high quality teachers during 2009 -2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The teachers who are currently not “highly qualified” are enrolled in degree granting and licensing programs that will make them eligible for qualifications by the end of the 2010 -2011 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**.

All parents are invited to participate in the activities of our school. To ensure maximum participation, the following procedures have been established:

- Parents are invited to our school orientation each year, which is held during late August or early September. The orientation provides information to parents that are outlined in school handbook. The handbook and the discipline code are distributed during our curriculum night, which is usually held during the third week in September.
- Parents are invited to attend our curriculum night wherein they meet the classroom teachers, are introduced to the curricula being taught in the major content areas, are introduced to ways they can support their children at home and how they may become involved in the school activities.
- Monthly newsletters and calendars are sent home to provide information to the parents regarding events held at the school.
- Parents are invited to the following monthly events:
 - Breakfast with the Principal – parents are invited to share questions and concerns regarding the school during a monthly breakfast meeting, which last for one hour.
 - Technology Tuesdays are a series of workshop designed to help parents develop their computer literacy skills. They are held weekly for a minimum of 10 weeks; based on parent interest and involvement, the workshops are subject to continue.
 - Wonder Wednesday Activities –sessions held exclusively for parents providing information on how to support their child's learning at home, school and community resources, and information regarding social services.
 - Publishing Parties- individual classes showcase the completed writing unit by having students share their individual writing pieces to their parents and peers. Parents participate in their child's reflection on their writing and are directly aware of areas of improvement and how they can support their child at home.
- Parents are invited to attend field trips.
- Parents of English Language Learners (ELLs) are invited to attend Saturday ESL classes.
- Parents are expected to complete the weekly take home activity bags with their children. These activities reinforce the concepts and skills that the students have been learning in school but involves a hands on family approach.

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.

**PS 382: Elementary School for math Science & technology
Family Contract**

The Citywide Standards of Discipline and Intervention Measures issued by the New York City Department of Education is the governing guide for students' rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at *PS 382*, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between PS 382: *Elementary School for Math, Science & Technology* and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at *PS 382* I AGREE to the following responsibilities:

- ✓ I will follow and uphold the NYC DoE's discipline code & *PS 382's* policies and procedures (see attached).
- ✓ I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- ✓ I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- ✓ I will be courteous and respectful when interacting with all members of the school community –teachers, administrators, support staff, and other parents/guardians.
- ✓ I will work with my child to support the behavioral expectations required by the school.

As a student at *PS 382* I AGREE to following responsibilities:

- ✓ I will come to school daily, in uniform, on time, and ready to learn.
- ✓ I will follow the rules of my class and the school.
- ✓ I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, parents or anyone in my school.
- ✓ I will take my class work and homework seriously; I will work hard to complete all my assignments.
- ✓ I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend *PS 382*. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend *PS 382: Elementary for Math, Science & Technology*.

Child's Name	Grade	Teacher
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Child's Signature	Date	
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Parent/Guardian's Name & Signature	Parent/Guardian's Name & Signature	
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Dr. Avon Connell-Cowell, Principal	Date	
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. *(see below)*
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any. *(see below)*
3. Instruction by highly qualified staff. *(see below)*
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. *(see below)*
5. Strategies to attract high-quality highly qualified teachers to high-need schools. *(see below)*
6. Strategies to increase parental involvement through means such as family literacy services. *(see below)*
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. *(see below)*
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. *(see below)*
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. *(see below)*

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 single most dominant input in students' academic success is having a teacher who is knowledgeable about content and pedagogy. Toward this end, PS 382 allocates our Title One funds in the following manner:

- a. Provide weekly professional development for classroom teachers in Literacy and Math provided by AUSSIE consultants, wherein teachers periodically assess students in literacy and math plan units of study, analyze students' work, differentiate instruction, and develop as professionals through participation in inter-visitations and lab sites;
- b. Provide monthly professional development in technology usage and instruction for all staff;
- c. Provide monthly professional development to teachers who provide AIS instruction in literacy and math;
- d. Provide onsite mentoring for beginning and non-tenured teachers by experienced staff members before and after school, and on weekends;
- e. Pay for monthly trips for all students to the New York Hall of Science, the New York Botanical Garden and the Bronx Zoo, where students participate in hands-on inquiry based workshops that are aligned with the state standards and which supports current science curriculum being taught;
- f. Pay for refreshments and teacher participation at monthly parent workshops, such as *Technology Tuesdays*, and *Wonder Wednesdays*; parents participate in activities that teach strategies for supporting their students at home; learn about health care and proper nutrition; and community and family services;
- g. Pay teachers for facilitating a Saturday math program. Beginning October 2010, all students will be invited to participate in our Saturday Math Academy for 9 weeks, 2 hours each week. With a student to teacher ratio of 10:1, students will conduct math investigations based on real life applications using a constructivist approach.
- h. Provide resources such as coats, uniforms and school resources for students living in temporary housing.
- i. Purchase resources that support our PBIS program, which reinforces students' positive behaviors in our school.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ⁴ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	✓			\$355,963		
Title I, Part A (ARRA)	Federal	✓			\$128,447		
Title II, Part A	Federal	✓			\$257,654		
Title III, Part A	Federal	✓					
Title IV	Federal			N/A			
IDEA	Federal	✓			\$109,105		
Tax Levy	Local	✓			\$2,014,501		

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.

2. Use program resources to help participating children meet the State standards.

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

4. 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;

5. Coordinate with and support the regular educational program;

6. Provide instruction by highly qualified teachers;

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

8. Provide strategies to increase parental involvement; and

9. 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: _____ **SURR⁶ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) As of 3rd January 2011, there are currently seven students at PS 382 who are living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Students who are currently living in temporary housing meet with the counselor weekly to monitor their emotional and social well being. A committee comprised of the school counselor, the parent coordinator and the attendance teacher will meet with the parents to ascertain services that can be offered by the school to assist in obtaining permanent housing, or resources that can be offered until permanent housing is attained. We will use Title I funds to provide uniforms and instructional supplies for students who reside in shelters if they are unable to provide for themselves. We make special allowances for students in temporary housing to be picked up after the regular dismissal time when the parent provides evidence that he/she will be at the various city agencies in an effort to attain permanent housing or family services. Title I funds will be used to pay the staff members who remain with the students until they are picked up. Also, the students are invited to participate in all the activities in our school to provide additional academic and social support. We will also liaise with Good Shepherd Services, the Community Based Organization who provide afterschool services to the students in our school and neighborhood, to provide after- and out of school services as needed. We've implemented a school wide *Adopt- A-Child* program, where staff members "adopt" students with adverse circumstances and provide socio-emotional support such as spending time at lunch, playing games, and being an another source of emotional support.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Elementary School for Math, Science, and Technolog					
District:	10	DBN:	10X382	School		321000010382

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	68	57	40				
Grade 1	80	67	56	Student Stability - % of Enrollment:			
Grade 2	113	78	57	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	99	76			92.2	89.4
Grade 4	0	0	96	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0			81.2	87.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0			41	50
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0			9	4
Ungraded	0	0	0				
Total	261	301	325				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	21	22	Principal Suspensions		14	15
# in Collaborative Team Teaching (CTT) Classes	0	4	5	Superintendent Suspensions		15	4
Number all others	10	10	18				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		19	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		4	2
# receiving ESL services only	64	79	TBD				
# ELLs with IEPs	3	10	TBD	Number of Educational Paraprofessionals		0	3

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	% fully licensed & permanently assigned to this school		100.0	95.5
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		21.1	26.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		68.0	84.6
American Indian or Alaska Native	0.4	0.0	0.6	% core classes taught by "highly qualified" teachers		94.4	81.8
Black or African American	24.5	27.2	26.5				
Hispanic or Latino	72.4	70.1	71.7				
Asian or Native Hawaiian/Other Pacific	0.4	0.0	0.0				
White	1.9	1.3	1.2				
Male	51.3	50.8	51.7				
Female	48.7	49.2	48.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:	P				
Overall Score:	21	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	8.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 109-Maria Quail	District 10	School Number 382	School Name Math, Science, and T
Principal Avon Connell-Cowell		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Michael Dong/ESL		Guidance Counselor Germaine Ruiz	
Teacher/Subject Area Raysa Villalona/ESL		Parent	
Teacher/Subject Area		Parent Coordinator Nordely Ramos	
Related Service Provider Arleen Schefflein		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	329	Total Number of ELLs	93	ELLs as Share of Total Student Population (%)	28.27%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. All adults wishing to enroll their child in the school are given a HLIS to complete during registration .Unless the child is in an incoming kindergarten student who has a completed HLIS from the pre-registration materials, the HLIS is part of the registration paperwork. The pupil accounting secretary, parent coordinator, ESL teacher, and school aides work as a team at the beginning of the school's registration period to facilitate the student enrollment process for parents. The pupil accounting secretary and parent coordinator are the primary agents in assisting parents to complete the school enrollment forms. The ESL teacher is on hand primarily to ensure that the HLIS is completed fully and accurately. The school aides help with making copies of the documentation that accompanies the enrollment forms and also serve as Spanish language translators. Once the parent indicates on the HLIS that a language other than English is used at home, the ESL teacher conducts an oral interview with the parent. In reviewing the form, the ESL teacher first interviews the child. Upon seeing that the child has no or a limited response in English to the questions being asked, the child is placed on the list to be administered the LAB-R. If the child has a mostly fluent or is excessively verbal in English, the ESL teacher then continues the process by interviewing the parent. If the parent demonstrates English language proficiency, the child is marked as NO for the OTELE code. If there is indication of strong bilingualism or mono- lingualism in a language other than English, then the child is placed on the list to be administered the LAB-R. After the registration period is completed for the day, the ELL-E child is tested within the 10 day limit. If the child surpasses the cut scores as set in assessment memorandum #2, the child is not granted ELL or LEP status. If the child falls within the cut scores, the child is granted ELL or LEP status. If the HLIS indicates that the child's home language is Spanish, the child is administered the Spanish LAB-R.

The ESL teacher prints out the RLAT and RNMR once a week for the first month of school to see which students still require ELL services, transitional ELL services, or to welcome transfer ELL students. Students who have met the proficient level on the NYSESLAT lose their ELL or LEP status but are still entitled to transitional services in the mainstream classroom. The children receive the non-entitlement/transition letter to give to their parents. The remaining students, who have mastered a Beginner, Intermediate, or Advanced level of English proficiency on the NYSESLAT, receive the continued entitlement letter to give to their parents. Results from the NYSESLAT are used, in addition to the required services provided in the school day, to determine which students are invited to participate in the various ESL programs afterschool and on the weekends.

2. The result of the LAB-R administration is the final determiner of an incoming student's ELL or LEP status. Any child who is granted that status will receive a letter of entitlement within the first two weeks of their first day of attendance that includes a date and time for a parent orientation meeting to which they are invited to attend. Copies of the parent survey and program choice forms are sent as the letter's attachment. The orientation meeting allows parents to view the Orientation Video for Parents of English Language Learners. The ESL teachers and parent coordinator collaborate to provide clarification of the three program choices. The first meeting typically coincides with the school's Curriculum Night, which is usually the 4th Thursday in September. Not all parents are able to attend the first session. Two additional orientation meetings are offered within the first two months of school. In all cases, additional parent surveys and program choice forms are on hand. A final round of letters with the parent survey and program choice selection forms will be sent home to the families who have yet to return the original forms with the request that they meet with the ESL teachers during the Parent-Teacher Conferences in November. Prior to the conferences, phone calls will be made to inform parents of the necessity of those forms. If, after these conferences, forms are still incomplete, the families will be contacted to come in and discuss the importance of selecting a language learning program that is most appropriate for the child.

Entitlement, Continued Entitlement, and Non-Entitlement/Transition letters are sent home in English/Spanish and English/French. While we have several students whose families speak a low incidence language, we haven't needed to translate the letters because the parents speak English. Meetings are also held in English and, if necessary, the family's home language. If the teacher does not speak the home language, then a translator is provided. The translator is typically the parent coordinator, technology teacher, or school aide. The language that is translated is Spanish. Parents who have additional questions about program choice speak with the parent coordinator and are referred to the program choice brochure to help them make a more informed decision.

3. see 2.

4. The current language learning program that is available at the school is Freestanding ESL. Accordingly, all students receive ESL services. Parents are notified of such through the multiple orientation meetings and personal conversations that are held. It is understood that under the ASPIRA Consent Decree, if we have 15 students of the same grade level and same home language and who have indicated a first preference for TBE, it is the school's obligation to open a new classroom and create a new TBE class. While the default program for incomplete or missing forms is TBE, the majority of the parents have indicated on their program selection forms a first preference for Freestanding ESL. Currently, there are not enough students to create bridge K-1, 1-2, 2-3, or 3-4 Spanish bilingual classes.

As part of the Continued Entitlement letters, parents are informed of their right to change their child's language learning program at the

beginning of the school year.

5. The parents of ELLs of PS 382 are diverse in their program selections. The majority, however, have indicated Freestanding ESL as their first preference. Those who have selected TBE or dual language have been informed of the transfer option but as of yet, no parent has made such a decision.

6. The program model that is being used at the school is currently in line 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained				1	1									2
Push-In	1	1	1	1	2									6
Total	1	1	1	2	3	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	13
SIFE	4	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	73	4	10	20	0	3				93

Total	73	4	10	20	0	3	0	0	0	93
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	16	13	17	26									82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	2									3
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	2		1	2	2									7
TOTAL	12	16	14	20	31	0	93							

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.

1. Multiple organizational models are being used to service ELL or LEP identified students. The primary organizational model in use is a Pull-Out model. The school has two out of classroom ESL certified teachers, one ESL certified classroom teacher, and one classroom teacher who will be receiving internship certification in January 2011. There are two Kindergarten classes that have 5 and 7 ELLs. They are pulled-out in a heterogeneous grouping for 6-1 hour periods a week by an ESL certified teacher. There are three Grade 1 classes that have 4, 6, and 5 ELLs. They are pulled-out in a heterogeneous grouping for 5-1 hour periods a week by an ESL certified teacher. The ESL certified teacher also provides 1 hour of instruction in social studies to complete their mandated hours. There are 12, 2, and 3 ELLs in the three Grade 2 classes. Five ELLs are pulled-out of their class and push-in with an ESL certified teacher into the Grade 2 class with 12 ELLs. There are 13, 2, 1, and 2 ELLs in the four Grade 3 classes. The class with 13 ELLs is serviced by the classroom teacher who is awaiting her ESL certification. The remaining Grade 3 ELLs receive their mandated hours by an out of classroom ESL teacher who pulls them out of their class for 6-1 hour periods a week. There are 4 general education Grade 4 classes that have 5, 2, 2, and 13 ELLs. The class with 13 ELLs has a classroom teacher who is ESL certified. Their classroom teacher is their ESL service provider. The class with 5 ELLs are all Advanced. They, plus another advanced student who is pulled out from another Grade 4 class, receive 3-1 hour periods a week of pull-out instruction from an ESL certified teacher. This is the only group that is homogenous in English proficiency levels. The remaining Grade 4 ELLs are pulled out with the Grade 3 ELLs. This is the only group that is heterogeneous in both English proficiency levels and grades. There are 2 self-contained special education Grade 4 classes. Only one of the classes has ELLs. An ESL certified teacher pushes-into the class for 6-1 hour periods a week. ESL teachers provide instruction through collaboration with the classroom teachers and, using the SIOP model, provide more support for the instructional objective that is being implemented in the students' class. Unless it is specified, all program models are homogenous in grade level and heterogeneous in proficiency levels.

2. See 1.

3. English is the primary language of instruction. Students' home language, if Spanish, is used minimally and only in instances that would facilitate their comprehension in academic and social situations. Newcomers, on the other hand, receive more support. In addition to aiding their comprehension in all content areas, directions and tasks are also given in their home language, if Spanish or French. ESL students, in addition to the required amount of ESL instruction, also receive ELA Balanced Literacy instruction for 1 hour in kindergarten and first grade; 1 1/2 hours in second and third grades and 2 hours in fourth grade. Regarding content area instruction, it is typically delivered by the classroom teacher with support from an out of classroom ESL teacher. In all situations, students' learning and understanding of the content areas are scaffolded through the use of graphic organizers, visuals & realia, and hands-on activities. Content area instruction is supplemented by a science, social studies, & math lending library, social studies classroom libraries, and use of various technologies such as the SMARTBoard, Macbooks with wireless Internet access.

4. Currently there are four students in fourth grade who meet the SIFE criteria. To help them transition into school, they will be pulled out for one hour, three times weekly. They also receive AIS/RtI support in their classrooms from the classroom teacher or the AIS support teacher for 1/2 hour daily. Participation in either grouping will give them the opportunity to learn and practice the routines of being in school as well as help to develop their academic language. Additionally, because the content material for the grade levels also form the basis of understanding United States culture, it is especially important for SIFE to become acculturated to United States society. SIFE will also receive additional minutes of instruction aimed at developing proficiency with their grade level content from an ESL certified teacher, as the schedule permits. Newcomers, who are in a United States school for the first time, will follow the program as laid out for SIFE. The Newcomers who have been here for their second or third year will receive additional support through AIS. As the schedule permits, an ESL

certified teacher will work with them individually or in a small group to offer additional opportunities to complete in-class assignments.

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

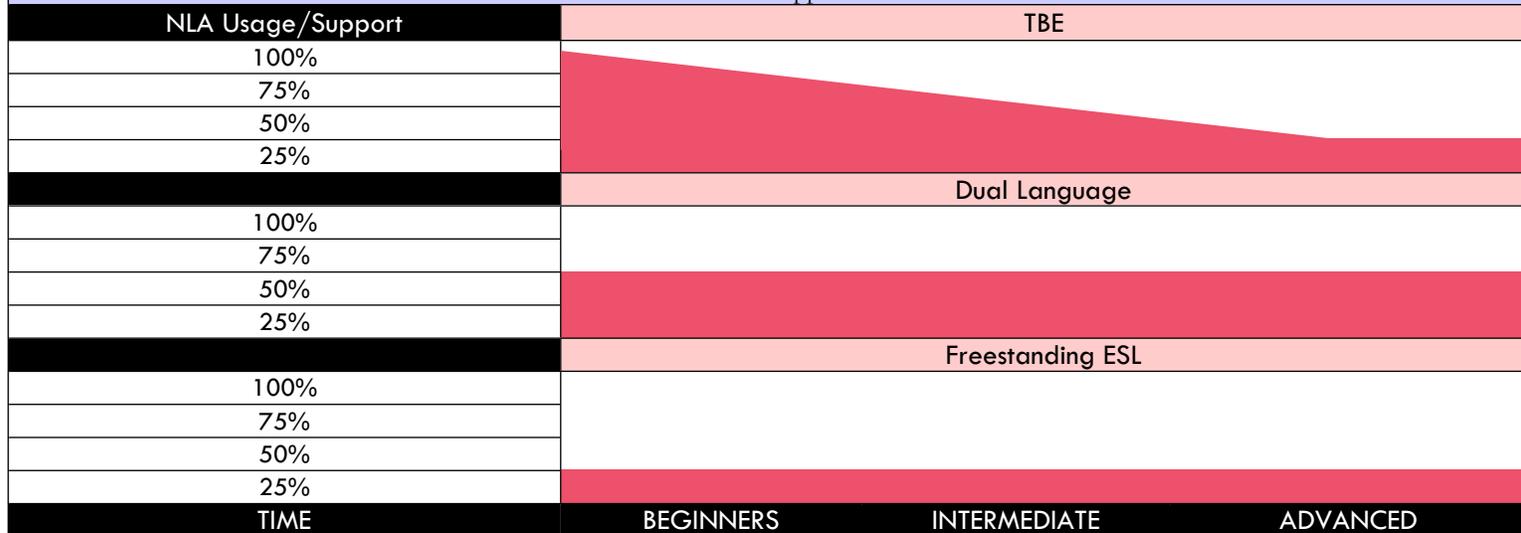
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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?

5. Used in AIS & RTI, ELLs may receive targeted intervention programs in English in the following areas:
ELA: Additional guided reading, Making Meaning, Fountas and Pinnell Intervention Reading System, Wilson FUNdations (double-dose)
Math: Additional small group instruction, Neufeld Math, Mathematics in the City
6. While ELLs who have achieved the Proficient level on the NYSESLAT lose their ELL status, they will be regarded as ELLs who have achieved the Advanced level in terms of transitional services. They will continue to be met with current grade-level ELLs who have achieved the Advanced level on the NYSESLAT. Students needing transitional support will be pulled out for one hour of ESL instruction, three times per week. For students in formal testing grades who are ELLs, they will continue to receive extended time in order to complete the state tests.
7. With an increase in the number of Newcomers and SIFE, we are currently looking into English to a Beat and English SUBE.
8. Rigby's On Our Way to English will be discontinued. It is no longer complete. Therefore, no comprehensive instruction can be garnered from continued usage of the kits.
9. A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school. The programs that all students have been invited to, including ELLs, are: morning small group tutoring for ELA, Saturday Math Lab, and an after school program run by the community based organization Good Shepherds.
10. The following materials that are available to all staff are: Rigby ELL Assessment kit, Fountas and Pinnell Benchmark Assessment System, Fountas & Pinnell Guided Reading Program: non-fiction focus, fiction focus, and content areas, FUNdations by Wilson, Making Meaning, Rosen Real Life Readers, Language Proficiency Kits, Comprehension Strategies Kit, Exploring Writing, Newbridge content area big book library & guided reading sets, interactive content-area big books, Primary Sources Kits, access to many websites including www.mes-english.com, www.readinga-z.com, www.starfall.com, www.brainpop.com
11. Native language support is given only when it facilitates students' comprehension of the subject they are studying. When in social contexts, native language support is used to aid comprehension or explanation of routines, procedures, and rituals of social interactions.
12. Yes. In cases where there is an alignment mismatch, the materials are modified to fit the students' language proficiency levels.
13. The school is still undergoing construction. For this school year, school facilities were not open or available for any form of welcoming orientations. However, the school does have a Kindergarten orientation session that is held in spring of the prior year for pre-registrants and in September. Moreover, the school holds a Curriculum Night event on the 4th Thursday of September where parents are invited to meet their child's teachers, visit their child's learning environment, and learn about the school's literacy and math curriculums.
14. The school does not have 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.

1. ESL certified personnel are involved in a variety of professional developments. Teachers receive at least two hours of professional development weekly in literacy or math. The sessions include participating in lab sites, planning unit plans, analyzing student work, reviewing assessment data and planning differentiated lessons. These sessions are provided by AUSSIE literacy, math and technology consultants who support teachers in improving their capacity to provide differentiated instruction to meet the students' learning needs. In addition to the professional development offered by the school, they also participate in workshops offered by the BETAC at Fordham and CFN 109. Workshop topics include: Common Core standards, Distinguishing language from special needs, and visual tools.

2. The school currently goes to Grade 4. We do not have any children that are entering middle school.

3. As per Jose P., the 7.5 hours of ELL training for all new staff will be through a study group. The group will meet once a month to discuss one of the following texts: Scaffolding Language, Scaffolding Learning by Pauline Gibbons or English Language Learners Day by Day K-6 by Christina M. Celic. The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction.

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?

All parents are invited to our monthly events, such as Breakfast with the Principal, Wonder Wednesday activities. At these events, parents are informed of the various events and activities in our school as well as ask questions or share their concerns. Parents have been surveyed regarding their needs and concerns, and based on feedback, we have provided support in areas such as Health and Hygiene, Finance, Food and Nutrition, and accessing social services. Parents are also invited to attend publishing parties and, beginning on Tuesday 16th November 2010, we will offer weekly technology classes for parents, where, in addition to developing their computer literacy, they will learn how to use ARIS and be more supportive and understanding of their children's technology needs. Good Shepherd Services, the afterschool program within our building, has also provided ESL classes for our parents.

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)	5	12	5	5	9									36

Intermediate(I)	0	4	4	11	8									27
Advanced (A)	7	0	5	3	15									30
Total	12	16	14	19	32	0	0	0	0	0	0	0	0	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	0	0	1									
	I	9	2	2	3									
	A	2	10	11	12									
	P	1	1	5	12									
READING/ WRITING	B	11	4	3	5									
	I	4	3	11	8									
	A	0	3	4	15									
	P	0	3	0	0									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	11	3		27
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	2	12	1	5	0	1	0	30
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- In addition to the alphabet recognition checklist and the reading and writing rubrics, the Fountas & Pinnell Literacy Assessment System is used to assess our students' literacy skills. Students are assessed five times throughout the school year, and, based on these data, students are organized in instructional learning groups for literacy. If needed, students receive academic intervention services, or individual or small group instruction focusing on targeted skills. Based on the most recent assessment data, our ELLs in K-2nd grade are reading at significantly lower levels than our non-ELLs; there is no noticeable pattern among our third and first grade students. Overall, ELLs who are new to the school and to the US are performing at significantly lower levels than students who have been in our school for at least one year.
- Excluding the LAB-R results for Kindergarten and new admits, ELLs are almost split evenly across the proficiency levels with 23, 27, and 23 students at the Beginner, Intermediate, and Advanced levels of English proficiency, respectively. While the split is still somewhat even when LAB-R results are included, the data as displayed in the chart show a slightly larger number of students at the Beginner (33) and Advanced (30) levels of English proficiency. As it shows across the grade levels, there is an increasing shift of the number of students for each proficiency level. There is a move of students from Beginner to Intermediate and Intermediate to Advanced. Grade 1 ELLs are all at the Beginner and Intermediate levels whereas more than half of Grade 4 students are at the Advanced level. This particular analysis excludes LAB-R results.
- The data show that as students graduate to the next grade, students are achieving the next level of English language proficiency. More students have earned Advanced and Proficient levels in listening/speaking than in reading/writing. Based on these data, many students are unable to earn the overall Proficient level on the NYSESLAT due to lower scores in the reading/writing subparts. As such, it is important that instruction continues to focus on maintaining the high proficiency levels the students have acquired in listening/speaking while improving their capability in reading/writing.
- There were only 3 ELLs exempted from being administered the state ELA exam and who were given the state mathematics exam in Spanish. Based on the results of the exams, 24 students performed below or near grade level on the state ELA and mathematics exam. Whereas 3 students performed on grade level for ELA, 6 ELLs performed at or above grade level in math. This may be an indication that the language necessary to fully access the exams is still being developed and that English language learning support is still necessary to facilitate their academic success. There does appear to be a connection between the state ELA and NYSESLAT exams. In comparing the modalities of the tested grade, no students earned the Proficient level in the reading/writing subparts and 12 students earned the Proficient level in the speaking/listening subparts.
- Not applicable.

Additional Information

Students who attain grade level expectations are demonstrating progress that is aligned to the NYC and NYS literacy expectations.

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		

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 109-Maria Quail	District 10	School Number 382	School Name Math, Science, and T
Principal Avon Connell-Cowell		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Michael Dong/ESL		Guidance Counselor Germaine Ruiz	
Teacher/Subject Area Raysa Villalona/ESL		Parent	
Teacher/Subject Area		Parent Coordinator Nordely Ramos	
Related Service Provider Arleen Schefflein		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	329	Total Number of ELLs	93	ELLs as Share of Total Student Population (%)	28.27%
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Part II: ELL Identification Process

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

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

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

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

1. All adults wishing to enroll their child in the school are given a HLIS to complete during registration .Unless the child is in an incoming kindergarten student who has a completed HLIS from the pre-registration materials, the HLIS is part of the registration paperwork. The pupil accounting secretary, parent coordinator, ESL teacher, and school aides work as a team at the beginning of the school's registration period to facilitate the student enrollment process for parents. The pupil accounting secretary and parent coordinator are the primary agents in assisting parents to complete the school enrollment forms. The ESL teacher is on hand primarily to ensure that the HLIS is completed fully and accurately. The school aides help with making copies of the documentation that accompanies the enrollment forms and also serve as Spanish language translators. Once the parent indicates on the HLIS that a language other than English is used at home, the ESL teacher conducts an oral interview with the parent. In reviewing the form, the ESL teacher first interviews the child. Upon seeing that the child has no or a limited response in English to the questions being asked, the child is placed on the list to be administered the LAB-R. If the child has a mostly fluent or is excessively verbal in English, the ESL teacher then continues the process by interviewing the parent. If the parent demonstrates English language proficiency, the child is marked as NO for the OTELE code. If there is indication of strong bilingualism or mono- lingualism in a language other than English, then the child is placed on the list to be administered the LAB-R. After the registration period is completed for the day, the ELL-E child is tested within the 10 day limit. If the child surpasses the cut scores as set in assessment memorandum #2, the child is not granted ELL or LEP status. If the child falls within the cut scores, the child is granted ELL or LEP status. If the HLIS indicates that the child's home language is Spanish, the child is administered the Spanish LAB-R.

The ESL teacher prints out the RLAT and RNMR once a week for the first month of school to see which students still require ELL services, transitional ELL services, or to welcome transfer ELL students. Students who have met the proficient level on the NYSESLAT lose their ELL or LEP status but are still entitled to transitional services in the mainstream classroom. The children receive the non-entitlement/transition letter to give to their parents. The remaining students, who have mastered a Beginner, Intermediate, or Advanced level of English proficiency on the NYSESLAT, receive the continued entitlement letter to give to their parents. Results from the NYSESLAT are used, in addition to the required services provided in the school day, to determine which students are invited to participate in the various ESL programs afterschool and on the weekends.

2. The result of the LAB-R administration is the final determiner of an incoming student's ELL or LEP status. Any child who is granted that status will receive a letter of entitlement within the first two weeks of their first day of attendance that includes a date and time for a parent orientation meeting to which they are invited to attend. Copies of the parent survey and program choice forms are sent as the letter's attachment. The orientation meeting allows parents to view the Orientation Video for Parents of English Language Learners. The ESL teachers and parent coordinator collaborate to provide clarification of the three program choices. The first meeting typically coincides with the school's Curriculum Night, which is usually the 4th Thursday in September. Not all parents are able to attend the first session. Two additional orientation meetings are offered within the first two months of school. In all cases, additional parent surveys and program choice forms are on hand. A final round of letters with the parent survey and program choice selection forms will be sent home to the families who have yet to return the original forms with the request that they meet with the ESL teachers during the Parent-Teacher Conferences in November. Prior to the conferences, phone calls will be made to inform parents of the necessity of those forms. If, after these conferences, forms are still incomplete, the families will be contacted to come in and discuss the importance of selecting a language learning program that is most appropriate for the child.

Entitlement, Continued Entitlement, and Non-Entitlement/Transition letters are sent home in English/Spanish and English/French. While we have several students whose families speak a low incidence language, we haven't needed to translate the letters because the parents speak English. Meetings are also held in English and, if necessary, the family's home language. If the teacher does not speak the home language, then a translator is provided. The translator is typically the parent coordinator, technology teacher, or school aide. The language that is translated is Spanish. Parents who have additional questions about program choice speak with the parent coordinator and are referred to the program choice brochure to help them make a more informed decision.

3. see 2.

4. The current language learning program that is available at the school is Freestanding ESL. Accordingly, all students receive ESL services. Parents are notified of such through the multiple orientation meetings and personal conversations that are held. It is understood that under the ASPIRA Consent Decree, if we have 15 students of the same grade level and same home language and who have indicated a first preference for TBE, it is the school's obligation to open a new classroom and create a new TBE class. While the default program for incomplete or missing forms is TBE, the majority of the parents have indicated on their program selection forms a first preference for Freestanding ESL. Currently, there are not enough students to create bridge K-1, 1-2, 2-3, or 3-4 Spanish bilingual classes.

As part of the Continued Entitlement letters, parents are informed of their right to change their child's language learning program at the

beginning of the school year.

5. The parents of ELLs of PS 382 are diverse in their program selections. The majority, however, have indicated Freestanding ESL as their first preference. Those who have selected TBE or dual language have been informed of the transfer option but as of yet, no parent has made such a decision.

6. The program model that is being used at the school is currently in line 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained				1	1									2
Push-In	1	1	1	1	2									6
Total	1	1	1	2	3	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	13
SIFE	4	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	73	4	10	20	0	3				93

Total	73	4	10	20	0	3	0	0	0	93
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	16	13	17	26									82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	2									3
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	2		1	2	2									7
TOTAL	12	16	14	20	31	0	93							

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.

1. Multiple organizational models are being used to service ELL or LEP identified students. The primary organizational model in use is a Pull-Out model. The school has two out of classroom ESL certified teachers, one ESL certified classroom teacher, and one classroom teacher who will be receiving internship certification in January 2011. There are two Kindergarten classes that have 5 and 7 ELLs. They are pulled-out in a heterogeneous grouping for 6-1 hour periods a week by an ESL certified teacher. There are three Grade 1 classes that have 4, 6, and 5 ELLs. They are pulled-out in a heterogeneous grouping for 5-1 hour periods a week by an ESL certified teacher. The ESL certified teacher also provides 1 hour of instruction in social studies to complete their mandated hours. There are 12, 2, and 3 ELLs in the three Grade 2 classes. Five ELLs are pulled-out of their class and push-in with an ESL certified teacher into the Grade 2 class with 12 ELLs. There are 13, 2, 1, and 2 ELLs in the four Grade 3 classes. The class with 13 ELLs is serviced by the classroom teacher who is awaiting her ESL certification. The remaining Grade 3 ELLs receive their mandated hours by an out of classroom ESL teacher who pulls them out of their class for 6-1 hour periods a week. There are 4 general education Grade 4 classes that have 5, 2, 2, and 13 ELLs. The class with 13 ELLs has a classroom teacher who is ESL certified. Their classroom teacher is their ESL service provider. The class with 5 ELLs are all Advanced. They, plus another advanced student who is pulled out from another Grade 4 class, receive 3-1 hour periods a week of pull-out instruction from an ESL certified teacher. This is the only group that is homogenous in English proficiency levels. The remaining Grade 4 ELLs are pulled out with the Grade 3 ELLs. This is the only group that is heterogeneous in both English proficiency levels and grades. There are 2 self-contained special education Grade 4 classes. Only one of the classes has ELLs. An ESL certified teacher pushes-into the class for 6-1 hour periods a week. ESL teachers provide instruction through collaboration with the classroom teachers and, using the SIOP model, provide more support for the instructional objective that is being implemented in the students' class. Unless it is specified, all program models are homogenous in grade level and heterogeneous in proficiency levels.

2. See 1.

3. English is the primary language of instruction. Students' home language, if Spanish, is used minimally and only in instances that would facilitate their comprehension in academic and social situations. Newcomers, on the other hand, receive more support. In addition to aiding their comprehension in all content areas, directions and tasks are also given in their home language, if Spanish or French. ESL students, in addition to the required amount of ESL instruction, also receive ELA Balanced Literacy instruction for 1 hour in kindergarten and first grade; 1 1/2 hours in second and third grades and 2 hours in fourth grade. Regarding content area instruction, it is typically delivered by the classroom teacher with support from an out of classroom ESL teacher. In all situations, students' learning and understanding of the content areas are scaffolded through the use of graphic organizers, visuals & realia, and hands-on activities. Content area instruction is supplemented by a science, social studies, & math lending library, social studies classroom libraries, and use of various technologies such as the SMARTBoard, Macbooks with wireless Internet access.

4. Currently there are four students in fourth grade who meet the SIFE criteria. To help them transition into school, they will be pulled out for one hour, three times weekly. They also receive AIS/RtI support in their classrooms from the classroom teacher or the AIS support teacher for 1/2 hour daily. Participation in either grouping will give them the opportunity to learn and practice the routines of being in school as well as help to develop their academic language. Additionally, because the content material for the grade levels also form the basis of understanding United States culture, it is especially important for SIFE to become acculturated to United States society. SIFE will also receive additional minutes of instruction aimed at developing proficiency with their grade level content from an ESL certified teacher, as the schedule permits. Newcomers, who are in a United States school for the first time, will follow the program as laid out for SIFE. The Newcomers who have been here for their second or third year will receive additional support through AIS. As the schedule permits, an ESL

certified teacher will work with them individually or in a small group to offer additional opportunities to complete in-class assignments.

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

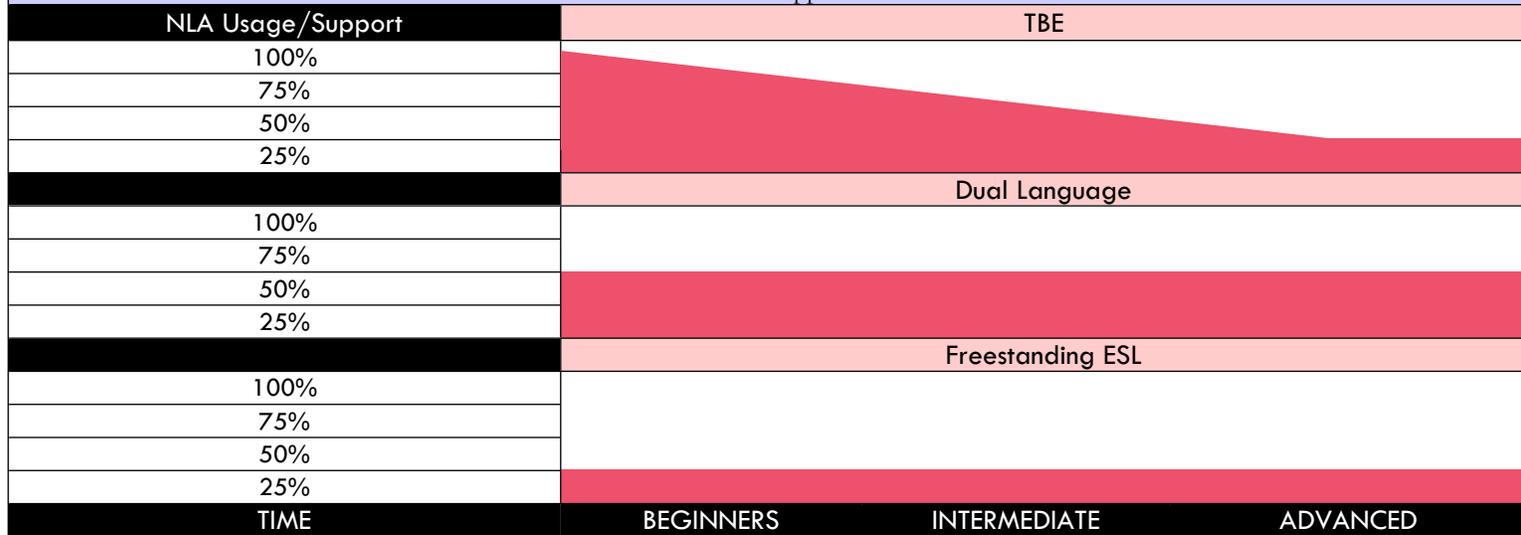
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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?

5. Used in AIS & RTI, ELLs may receive targeted intervention programs in English in the following areas:
ELA: Additional guided reading, Making Meaning, Fountas and Pinnell Intervention Reading System, Wilson FUNdations (double-dose)
Math: Additional small group instruction, Neufeld Math, Mathematics in the City
6. While ELLs who have achieved the Proficient level on the NYSESLAT lose their ELL status, they will be regarded as ELLs who have achieved the Advanced level in terms of transitional services. They will continue to be met with current grade-level ELLs who have achieved the Advanced level on the NYSESLAT. Students needing transitional support will be pulled out for one hour of ESL instruction, three times per week. For students in formal testing grades who are ELLs, they will continue to receive extended time in order to complete the state tests.
7. With an increase in the number of Newcomers and SIFE, we are currently looking into English to a Beat and English SUBE.
8. Rigby's On Our Way to English will be discontinued. It is no longer complete. Therefore, no comprehensive instruction can be garnered from continued usage of the kits.
9. A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school. The programs that all students have been invited to, including ELLs, are: morning small group tutoring for ELA, Saturday Math Lab, and an after school program run by the community based organization Good Shepherds.
10. The following materials that are available to all staff are: Rigby ELL Assessment kit, Fountas and Pinnell Benchmark Assessment System, Fountas & Pinnell Guided Reading Program: non-fiction focus, fiction focus, and content areas, FUNdations by Wilson, Making Meaning, Rosen Real Life Readers, Language Proficiency Kits, Comprehension Strategies Kit, Exploring Writing, Newbridge content area big book library & guided reading sets, interactive content-area big books, Primary Sources Kits, access to many websites including www.mes-english.com, www.readinga-z.com, www.starfall.com, www.brainpop.com
11. Native language support is given only when it facilitates students' comprehension of the subject they are studying. When in social contexts, native language support is used to aid comprehension or explanation of routines, procedures, and rituals of social interactions.
12. Yes. In cases where there is an alignment mismatch, the materials are modified to fit the students' language proficiency levels.
13. The school is still undergoing construction. For this school year, school facilities were not open or available for any form of welcoming orientations. However, the school does have a Kindergarten orientation session that is held in spring of the prior year for pre-registrants and in September. Moreover, the school holds a Curriculum Night event on the 4th Thursday of September where parents are invited to meet their child's teachers, visit their child's learning environment, and learn about the school's literacy and math curriculums.
14. The school does not have 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.

1. ESL certified personnel are involved in a variety of professional developments. Teachers receive at least two hours of professional development weekly in literacy or math. The sessions include participating in lab sites, planning unit plans, analyzing student work, reviewing assessment data and planning differentiated lessons. These sessions are provided by AUSSIE literacy, math and technology consultants who support teachers in improving their capacity to provide differentiated instruction to meet the students' learning needs. In addition to the professional development offered by the school, they also participate in workshops offered by the BETAC at Fordham and CFN 109. Workshop topics include: Common Core standards, Distinguishing language from special needs, and visual tools.

2. The school currently goes to Grade 4. We do not have any children that are entering middle school.

3. As per Jose P., the 7.5 hours of ELL training for all new staff will be through a study group. The group will meet once a month to discuss one of the following texts: Scaffolding Language, Scaffolding Learning by Pauline Gibbons or English Language Learners Day by Day K-6 by Christina M. Celic. The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction.

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?

All parents are invited to our monthly events, such as Breakfast with the Principal, Wonder Wednesday activities. At these events, parents are informed of the various events and activities in our school as well as ask questions or share their concerns. Parents have been surveyed regarding their needs and concerns, and based on feedback, we have provided support in areas such as Health and Hygiene, Finance, Food and Nutrition, and accessing social services. Parents are also invited to attend publishing parties and, beginning on Tuesday 16th November 2010, we will offer weekly technology classes for parents, where, in addition to developing their computer literacy, they will learn how to use ARIS and be more supportive and understanding of their children's technology needs. Good Shepherd Services, the afterschool program within our building, has also provided ESL classes for our parents.

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)	5	12	5	5	9									36

Intermediate(I)	0	4	4	11	8									27
Advanced (A)	7	0	5	3	15									30
Total	12	16	14	19	32	0	0	0	0	0	0	0	0	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	0	0	1									
	I	9	2	2	3									
	A	2	10	11	12									
	P	1	1	5	12									
READING/ WRITING	B	11	4	3	5									
	I	4	3	11	8									
	A	0	3	4	15									
	P	0	3	0	0									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	11	3		27
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	2	12	1	5	0	1	0	30
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- In addition to the alphabet recognition checklist and the reading and writing rubrics, the Fountas & Pinnell Literacy Assessment System is used to assess our students literacy skills. Students are assessed five times throughout the school year, and, based on these data, students are organized in instructional learning groups for literacy. If needed, students receive academic intervention services, or individual or small group instruction focusing on targeted skills. Based on the most recent assessment data, our ELLs in K-2nd grade are reading at significantly lower levels than our non-ELLs; there is no noticeable patterns amongs our third and first grade students. Overall, ELLs who are new to the school and to the US are performing at significantly lower levels than students who have been in our school for at least one year.
- Excluding the LAB-R results for Kindergarten and new admits, ELLs are almost split evenly across the proficiency levels with 23, 27, and 23 students at the Beginner, Intermediate, and Advanced levels of English proficiency, respectively. While the split is still somewhat even when LAB-R results are included, the data as displayed in the chart show a slightly larger number of students at the Beginner (33) and Advanced (30) levels of English proficiency. As it shows across the grade levels, there is an increasing shift of the number of students for each proficiency level. There is a move of students from Beginner to Intermediate and Intermediate to Advanced. Grade 1 ELLs are all at the Beginner and Intermediate levels whereas more than half of Grade 4 students are at the Advanced level. This particular analysis excludes LAB-R results.
- The data show that as students graduate to the next grade, students are achieving the next level of English language proficiency. More students have earned Advanced and Proficient levels in listening/speaking than in reading/writing. Based on these data, many students are unable to earn the overall Proficient level on the NYSESLAT due to lower scores in the reading/writing subparts. As such, it is important that instruction continues to focus on maintaining the high proficiency levels the students have acquired in listening/speaking while improving their capability in reading/writing.
- There were only 3 ELLs exempted from being administered the state ELA exam and who were given the state mathematics exam in Spanish. Based on the results of the exams, 24 students performed below or near grade level on the state ELA and mathematics exam. Whereas 3 students performed on grade level for ELA, 6 ELLs performed at or above grade level in math. This may be an indication that the language necessary to fully access the exams are still being developed and that English language learning support is still necessary to facilitate their academic success. There does appear to be a connection between the state ELA and NYSESLAT exams. In comparing the modalities of the tested grade, no students earned the Proficient level in the reading/writing subparts and 12 students earned the Proficient level in the speaking/listening subparts.
- Not applicable.

Additional Information

Students who attain grade level expectations are demonstrating progress that is aligned to the NYC and NYS literacy expectations.

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		
	Other		
	Other		
	Other		