



**PERFORMANCE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **07X385**  
**ADDRESS:** **750 CONCOURSE VILLAGE WEST**  
**BRONX, NEW YORK 10451**  
**TELEPHONE:** **(718) 292-5070**  
**FAX:** **(718) 292-5071**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 385      **SCHOOL NAME:** Performance School

**SCHOOL ADDRESS:** 750 Concourse Village West

**SCHOOL TELEPHONE:** (718) 292-5070      **FAX:** (718) 292-5071

**SCHOOL CONTACT PERSON:** Lourdes Estrella      **EMAIL ADDRESS:** Lestrel@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gregory Delts

**PRINCIPAL:** Lourdes Estrella

**UFT CHAPTER LEADER:** Lourdes Diaz-Camacho

**PARENTS' ASSOCIATION PRESIDENT:** Gregory Delts

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* None

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Yolanda Torres

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lourdes Estrella	*Principal or Designee	
Lourdes Diaz-Camacho	*UFT Chapter Chairperson or Designee	
Gregory Delts	*PA/PTA President or Designated Co-President	
Ana Marrero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Chaira Salem	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Geneine Usher	Member/	
Veronica Gerena	Member/	
Arrienne Carter	Member/	
Khadejha Ketter	Member/	
Althea Trice	Member/	
Scott Elson	Member/	
Vacancy	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.

---

*Performance School 385 is an urban Pre-K to fifth grade school located in the South Bronx. Although P.S.385 is a newly redesigned school, which opened on July 1, 2008, the administrative leadership became unstable necessitating another change. Chancellor Klein, acting quickly, re-established stability by appointing an Executive Principal on February 2, 2009.*

*As a new school, the school's performance data is limited to baseline information. In 2008-09 the ELA data indicated that 43.0% of the total number students tested score at level 3 and above. In Mathematics, 58.0% performed at or above grade level. The 2009-2010 ELA data would have shown 47.0%, reflecting a 4% increase in student performance in ELA and 65% in Mathematics, reflecting a 7% increase in Mathematics student performance. However, the cut scores were changed and we are currently facing a new crisis. This new baseline data will have strong implications for instruction and we expect that the school's instructional focus will change to address the needs of all student. The new data and a strong effort on understanding and implementing the new Common Core Standards will be the focus for this year.*

*Large portions of our students, approximately 90.8%, meet the eligibility requirements of free lunch. Currently there are 605 students attending the school, composed of 63.0 % Hispanic, 34.0% Black, 1.0% White and 1.0% Asian/others. The special needs population is composed of 12.0% students in a least restrictive environment, and 15.0% in a most restrictive environment, representing 27.0% of the total student population. The student stability rate is low in comparison to the city. Finally, the attendance rate is currently at 90.3 %.*

*For the 2010-2011 school year it becomes necessary to maintain the instructional program established earlier in the 2009 - 2010 school year. By design, our school has been divided into two academies of learning called The Learning to Read Academy and The Reading to Learn Academy. The overall mission of each academy is to develop students who will be college and career ready in reading, writing, speaking, listening, and language as described in the national Common Core Standards (CCS).*

*The Learning To Read Academy includes all our Pre-Kindergarten to Grade 2 classes. Two Assistant Principals supervise the academy and reports directly to the Principal. The goal of the Learning to Read Academy is to ensure that by the end of the second grade all students acquire a wide range of ever more sophisticated knowledge and skills through reading, writing, speaking, and listening. This will be accomplished by requiring students to read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational text, thus establishing the needed foundation for future success in the Reading to Learn Academy.*

*The secondary goal of The Learning to Read Academy is to ensure that all students become proficient in mathematics. Using the Every Day Mathematics program will provide a strong foundation in mathematics.*

*In Science and Social Studies, the New York City Core Curriculum will begin developing an inquiry-based, problem-solving approach in grades Pre-K–5.*

*Technology becomes a natural component of our new instructional program. Twenty-seven classrooms, currently transformed into Smart classrooms in which Smart Board Technology becomes the focal point for the delivery of instruction. Each teacher will have a laptop to plan and deliver an interactive instructional program.*

*The Reading to Learn Academy is directly supervised by an Assistant Principal, and overseen by the Principal. The goal of the Reading to Learn Academy is to provide opportunities for students to meet Common Core Standards (CCS) as they readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. The students will habitually perform the critical reading necessary to sort through the staggering amount of information available today in print/online. They will continue to actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They will reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students will master the standards as they develop the skills in reading, writing, speaking, and listening, the foundation for any creative and purposeful expression in language. Data-driven literacy instruction forms the backbone of the Reading to Learn Academy curriculum. In addition to purposeful reading and writing activities, learning experiences at the Reading to Learn Academy promotes interdisciplinary and project-based outcomes.*

*Technology is infused throughout each unit of study. Teachers and students use technology to explore research, practice test readiness, and prepare in-depth reports and power point presentations on given topics.*

*Teachers will utilize the new Common Core Standards and pacing guides for science and social studies to develop new curriculum maps.*

*Our over-arching goal for the 2010-2011 school year is to establish a philosophically coherent instructional program based on the new common core standards, for all students from grades Pre-K through grade five. Reflection on our program—review and revision—is a routine part of the work of faculty.*

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Performance School				
<b>District:</b>	07	<b>DBN #:</b>	07X385	<b>School BEDS Code:</b>	320700010385

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment: 605</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		35	36				90.3		
Kindergarten		67	80						
Grade 1		82	114	<b>Student Stability: % of Enrollment</b>					
Grade 2		102	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		107	66				TBD		
Grade 4		107	105						
Grade 5		95	94	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						86.6%	90.8%		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11							TBD		
Grade 12									
Ungraded		13		<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		592	605				22		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		82	74						
No. in Collaborative Team Teaching (CTT) Classes		17	0	Principal Suspensions		226	26		
Number all others		53		Superintendent Suspensions			4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(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				Early College HS Participants		0	0	
# in Dual Lang. Programs			0					
# receiving ESL services only			53	<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				59
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				28
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native			0	Percent more than two years teaching in this school				
Black or African American			202	Percent more than five years teaching anywhere				
Hispanic or Latino			318	Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.			3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White			4					
Multi-racial			0					
<b>Male</b>								
<b>Female</b>								

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	none	<b>Overall Evaluation:</b>	none
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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?
- 

*PS 385 is beginning its third year. We are currently School In Good Standing as identified by the New York State Education Department. The New York City Department of Education has identified the school as a C school. The 2008-2009 school year was full of many challenges including new leadership, the hiring of new teachers, new programs and a new curricular philosophy. In February 2009 a new principal was assigned to the school in order to formulate and provide instructional leadership. The 2008 -2009 state assessments are the first performance assessments for this school and were used to establish a baseline to indicate a beginning point for school improvement. During the 2009 -2010 school year students student performance increased from 44% to 47% in ELA and from 58% to 65% in Mathematics. However, to complicate matters new cut scores on both reading and mathematics were published in August 2010 and our school will now have a new baseline for student performance. This new baseline data will have strong implications for instruction and we expect that the school's instructional focus will change to address the needs of all student. We have also had a turnover of teachers, which will necessitate a strong professional development program. The new data and a strong effort on understanding and implementing the new Common Core Standards will be the focus for this year.*

*Based on the new cut scores, an overview of the school's performance on state assessments in English Language Arts, Mathematics, Science indicates the following:*

### **English Language Arts:**

*In grade three 20% of the students scored at levels 3 and 4; in grade four 13% of the students scored at levels 3 and 4 and in grade five 15% scored at levels 3 and 4.*

### **Mathematics:**

*In grade three 19% of the students scored at levels 3 and 4; in grade four 14% of the students scored at levels 3 and 4 and in grade five 22% scored at levels 3 and 4.*

### **Science:**

*In grade four % of the students scored at levels 3 and 4.*

*An analysis of this baseline ELA information indicates that there is a need to provide early academic intervention services before students reach grade 3. There is a need for ongoing standardized formative and summative assessments to monitor student progress in grades one and two. At present, Teacher's College Reading and Writing Project assessments are used in Kindergarten to grade 2. These assessments will be conducted four times a year in September, November, March and June and considered summative data. Formative running records will also be administered to allow for interim progress reporting. This data will be used to differentiate instruction based on an analysis of reading behaviors at different levels of performance. This year we have added ECLAS-2 assessments for the 2010-2011 school year.*

*In grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction. This year we have added ITA's for our ELL student population.*

*An analysis of baseline Mathematics information indicates that all mathematics instruction needs to be revisited and matched to the new Common Core Standards. There is a need to strengthen student performance from level 3 to level 4 for the general education student and careful consideration for students with special needs and all ELL students. There is also a strong need to reduce level 1 and 2 performance in mathematics.*

*Ongoing analysis of assessment data will be used to differentiate instruction. In grades K to 2 the teacher will use Every Day Mathematics tests to monitor student progress.*

*In addition to EDM, in grades three to five, the Interim Test Assessments (ITA), Predictive Test Assessment, and teacher-made assessments will be used to identify trends and guide instruction.*

- Each classroom will be supplied with technology tools to strengthen mathematics instruction. Incorporating technology in mathematics instruction will include the use of Smart Boards and desktop computers. An open access computer lab equipped with 28 desktop computers will provide opportunities for students to apply what they have learned.*

*Grade four is of particular concern in both ELA and Mathematics. There is a major drop in performance from grade three to grade four. This baseline information indicates that we must include:*

- Early intervention with academic intervention services (AIS) given to identified at-risk students in both pullout and push-in programs.*
- Professional development that meets the specific needs of the teachers.*
- Continuous development of effective progress monitoring of student learning.*
- Effective development and growth of cohesive curriculum mapping and lesson planning.*
- Creating and maintaining time for articulation among the teaching staff, AIS and support service providers.*

*It is also very clear that a strong focus should be placed on increasing student achievement in performance levels 1 and 2 in all testing grades. This year, we are targeting students' specific academic needs and honing in on the specificity of instruction for struggling readers. Every classroom has set overarching class goals while simultaneously setting individual student goals as evidenced through formative and summative data, teacher observations and NYS standardized testing data, where applicable. Therefore, it is our intent to*

- Develop the ability of our school community to work together cooperatively, collaboratively, with collegiality and camaraderie in a concerted effort to focus our students on excelling academically by establishing daily common grade preparation time.*

- *Improve time on task by engaging students in reading and mathematics, by increasing interaction between student/student, and student/teacher. Intentionally facilitate flexible grouping, stimulate verbal communication among students, and creates an environment conducive for learning.*

*There is also a need to strengthen the instructional programs in Science and Social Studies. This year we have begun to implement the NYC Core Curriculum throughout the grades so as to establish a cohesive program which will scaffold from year to year and improve student performance on the Grade 4 and Grade 5 Standardized Tests.*

## **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.

---

*The intent of our goals is to address areas in which the school needs to improve: First, The 2009-2010 NYC School Survey identified areas of improvement in four major areas: academic expectations, communication, engagement, safety and respect. Secondly, efforts to develop better opportunities for teachers to become involved in collaborative inquiry will be taken. Thirdly, to refine school-wide practices and policies to increase instructional coherence that builds capacity to improve academic outcomes as indicated in the 2010 Quality Review.*

**Goal No. 1** *To improve student performance in reading as indicated in the 2009-2010 Progress Report and to increase rigor in literacy instruction as indicated in the 2009-2010 Quality Review, the following objective to target specific groups will be established:*

*By June 2011, general education students in Grades 3, 4 and 5 will achieve a 50% decrease in the number of students performing at level 1 and a 25% decrease in the number of students performing at level 2 and 10% increase in the number of students performing at Level 3 and 4 as measured by the 2011 State ELA assessment.*

*By June 2011, ELL students in Grades K-5 will achieve a 25% decrease in the number of students performing at the beginners level and a 10% increase in the number of all tested students performing at or above the intermediate level, as measured by student spring results on Spring 2011 NYSESLAT assessments.*

*By June 2011, special education students in Grades 3, 4, and 5 will achieve a 10% decrease in the number of students performing at level 1 and a 5% increase in the number of all tested students performing at or above level 2, as measured by student spring results on Spring 2011 State ELA assessment.*

**Goal No. 2** *To improve student performance in mathematics as indicated in the 2009-2010 Progress Report and to increase rigor in Mathematics instruction as indicated in the 2009-2010 Quality Review, the following objective to target specific groups will be established:*

*By June 2011, general education students in Grades 3, 4 and 5 will achieve a 50% decrease in the number of students performing at level 1 and a 25% decrease in the number of students performing at level 2 and 10% increase in the number of all tested students performing at or above levels 3 and 4, as measured by student performance results on Spring 2011 State Mathematics assessment.*

*By June 2011, ELL students in Grades 3, 4 and 5 will achieve a 25% decrease in the number of students performing at level 1 and a 25% decrease in the number of students performing at level 2 and a 10% increase in the number of all tested students performing at or above levels 3 and 4, as measured by student performance results on Spring 2010 State Mathematics assessment.*

*By June 2011, special education students in Grades 3, 4, and 5 will achieve a 10% decrease in the number of students performing at level 1 and a 5% increase in the number of all tested students performing at or above level 2, as measured by student spring results on Spring 2011 State Mathematics assessments.*

***Goal No. 3 To develop better opportunities for teachers to become involved in collaborative inquiry as well as to refine school-wide practices and policies to increase instructional coherence that builds capacity to improve academic outcomes as indicated in the 2010 Quality Review, the following objective, targeting specific groups will be established.***

*By June 2011, the principal will have established professional learning communities/teams composed of grade supervisors, General Education Teachers, AIS teachers, ESL and Special Education Teachers in order to establish inquiry work as a professional practice and to provide professional support to 85% of the teaching and support staff.*



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our base program and Title 1 funds for our professional development activities will be utilized to support continuity of meeting and planning times.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be monitored on a quarterly basis by examining data from</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• ECLAS-2 Assessments</li> <li>• ELL Performance Assessments in Reading</li> <li>• Grades 3, 4, and 5 Periodic Assessments in Reading</li> <li>• Teachers' College Assessments</li> <li>• Ongoing Student Work</li> <li>• Formative running records designed to move students from one level to the next in meeting reading benchmarks.</li> </ul> <p>In all grades we will use our universal assessment system, Teacher College Assessments to determine student progress along the benchmark continuum in September, November, March, June. In grades 3, 4, and 5 Acuity Data will also be utilized to determine student progress.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Literacy  
English Language Learners

<p><b>Annual Goal #1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in Grades K-5 will achieve a 25% decrease in the number of students performing at the beginners level and a 10% increase in the number of all tested students performing at or above the intermediate level, as measured by student spring results on Spring 2011 NYSESLAT assessments.</p>
<p><b>Action Plan #1</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In an effort to meet our goals all Supervisors will:</p> <ul style="list-style-type: none"> <li>• Improve instructional coherence by providing opportunities for all staff to become familiar with the new Common Core Standards and thereby align the standards to the programs we utilize. This will be done through structured common planning time and by submitting and SBO to the Chancellor requesting for us to use every Tuesday from 2:50 to 3:30 pm for teamwork.</li> <li>• Utilize grade level teacher teams to design and map out engaging and rigorous curricula for students with English language learning needs. This will be done on a four to six week basis before we begin each unit of study.</li> <li>• Utilize the newly established grade level teamwork time to analyze student work. As each benchmark is met, analysis of student work will take place. This will include data from all formative and summative assessments as well as student writing samples.</li> <li>• Provide opportunities for staff to engage in open communication with students and their families regarding students’ learning of English literacy, needs and outcomes. This will occur in many ways. Throughout the school year parents and teacher will communicate on an ongoing basis, interim progress reports will be sent home, official Parent Teacher Conferences will occur twice a year.</li> <li>• Utilize the UFT Teacher Center, grade supervisors, teacher leaders to provide ongoing training in literacy. This will occur during common planning time, during the PD component of our Extended Day time, during Conference Days and after school.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be monitored on a quarterly basis by examining data from</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• EL Sol Assessments</li> <li>• ELL Performance Assessments in Reading</li> <li>• Grades 3, 4, and 5 Periodic Assessments in Reading</li> <li>• Teachers' College Assessments</li> <li>• Ongoing Student Work</li> <li>• Formative running records designed to move students from one level to the next in meeting reading benchmarks.</li> </ul> <p>In all grades we will use our universal assessment system, Teacher College Assessments to determine student progress along the benchmark continuum in September, November, March, June. In grades 3, 4, and 5 Acuity Data will also be utilized to determine student progress.</p>

**SECTION VI: ACTION PLAN**

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

**Special Education**

**Literacy**

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Grades 3, 4, and 5 will achieve a 10% decrease in the number of students performing at level 1 and a 5% increase in the number of all tested students performing at or above level 2, as measured by student spring results on Spring 2011 State ELA assessment.</p>
<p><b>Action Plan #2</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to meet our goals all Supervisors will:</p> <ul style="list-style-type: none"> <li>• Improve instructional coherence by providing opportunities for all staff to become familiar with the new Common Core Standards and thereby align the standards to the programs we utilize. This will be done through structured common planning time and by submitting and SBO to the Chancellor requesting for us to use every Tuesday from 2:50 to 3:30 pm for teamwork.</li> <li>• Utilize grade level teacher teams to design and map out engaging and rigorous curricula for students with English language learning needs. This will be done on a four to six week basis before we begin each unit of study.</li> <li>• Utilize the newly established grade level teamwork time to analyze student work. As each benchmark is met, analysis of student work will take place. This will include data from all formative and summative assessments as well as student writing samples.</li> <li>• Provide opportunities for staff to engage in open communication with students and their families regarding students’ learning of English literacy, needs and outcomes. This will occur in many ways. Throughout the school year parents and teacher will communicate on an ongoing basis, interim progress reports will be sent home, official Parent Teacher Conferences will occur twice a year.</li> <li>• Utilize the UFT Teacher Center, grade supervisors, teacher leaders to provide ongoing training in literacy. This will occur during common planning time, during the PD component of our Extended Day time, during Conference Days and after school.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be monitored on a quarterly basis by examining data from</p> <ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• ECLAS-2/EISol Assessments</li> <li>• ELL Performance Assessments in Reading</li> <li>• Grades 3, 4, and 5 Periodic Assessments in Reading</li> <li>• Teachers' College Assessments</li> <li>• Ongoing Student Work</li> <li>• Formative running records designed to move students from one level to the next in meeting reading benchmarks.</li> </ul> <p>In all grades we will use our universal assessment system, Teacher College Assessments to determine student progress along the benchmark continuum in September, November, March, June. In grades 3, 4, and 5 Acuity Data will also be utilized to determine student progress.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Mathematics  
General Education

<p><b>Annual Goal #3</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in Grades 3, 4 and 5 will achieve a 50% decrease in the number of students performing at level 1 and a 25% decrease in the number of students performing at level 2 and 10% increase in the number of all tested students performing at or above levels 3 and 4, as measured by student performance results on Spring 2011 State Mathematics assessment.</p>
<p><b>Action Plan #3</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In an effort to meet our goals all Supervisors will:</p> <ul style="list-style-type: none"> <li>• Improve instructional coherence by providing opportunities for all staff to become familiar with the new Common Core Standards and thereby align the standards to the programs we utilize. This will be done through structured common planning time and by submitting and SBO to the Chancellor requesting for us to use every Tuesday from 2:50 to 3:30 pm for teamwork.</li> <li>• Utilize grade level teacher teams to design and map out engaging and rigorous curricula for students with English language learning needs. This will be done on a four to six week basis before we begin each unit of study.</li> <li>• Utilize the newly established grade level teamwork time to analyze student work. As each benchmark is met, analysis of student work will take place. This will include data from all formative and summative assessments as well as student writing samples.</li> <li>• Provide opportunities for staff to engage in open communication with students and their families regarding students’ learning of Mathematics, needs and outcomes. This will occur in many ways. Throughout the school year parents and teacher will communicate on an ongoing basis, interim progress reports will be sent home, official Parent Teacher Conferences will occur twice a year.</li> </ul> <p>Utilize the UFT Teacher Center, grade supervisors, teacher leaders to provide ongoing training in mathematics. This will occur during common planning time, during the PD component of our Extended Day time, during Conference Days and after school.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our base program and Title 1 funds for our professional development activities will be utilized to support continuity of meeting and planning times.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program. In grades 3, 4, and 5, teachers will review data from Acuity and prepare progress reports for parents on a quarterly basis. In grades K, 1, and 2, teachers will utilize end of unit test and prepare progress reports for parents on a quarterly basis.</p>

**SECTION VI: ACTION PLAN**

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

**Mathematics**

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal #4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Grades 3, 4 and 5 will achieve a 25% decrease in the number of students performing at level 1 and a 25% decrease in the number of students performing at level 2 and a 10% increase in the number of all tested students performing at or above levels 3 and 4, as measured by student performance results on Spring 2010 State Mathematics assessment.</p>
<p><b>Action Plan #4</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to meet our goals all Supervisors will:</p> <ul style="list-style-type: none"> <li>• Improve instructional coherence by providing opportunities for all staff to become familiar with the new Common Core Standards and thereby align the standards to the programs we utilize. This will be done through structured common planning time and by submitting and SBO to the Chancellor requesting for us to use every Tuesday from 2:50 to 3:30 pm for teamwork.</li> <li>• Utilize grade level teacher teams to design and map out engaging and rigorous curricula for students with English language learning needs. This will be done on a four to six week basis before we begin each unit of study.</li> <li>• Utilize the newly established grade level teamwork time to analyze student work. As each benchmark is met, analysis of student work will take place. This will include data from all formative and summative assessments as well as student writing samples.</li> <li>• Provide opportunities for staff to engage in open communication with students and their families regarding students’ learning of Mathematics, needs and outcomes. This will occur in many ways. Throughout the school year parents and teacher will communicate on an ongoing basis, interim progress reports will be sent home, official Parent Teacher Conferences will occur twice a year.</li> <li>• Utilize the UFT Teacher Center, grade supervisors, teacher leaders to provide ongoing training in mathematics. This will occur during common planning time, during the PD component of our Extended Day time, during Conference Days and after school.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our base program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program. In grades 3, 4, and 5, teachers will review data from Acuity and prepare progress reports for parents on a quarterly basis. In grades K, 1, and 2, teachers will utilize end of unit test and prepare progress reports for parents on a quarterly basis.</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our base program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program. In grades 3, 4, and 5, teachers will review data from Acuity and prepare progress reports for parents on a quarterly basis. In grades K, 1, and 2, teachers will utilize end of unit test and prepare progress reports for parents on a quarterly basis.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Learning Environment

<p><b>Annual Goal #6</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the principal will have established professional learning communities/teams composed of grade supervisors, General Education Teachers, AIS teachers, ESL and Special Education Teachers in order to provide professional support to 85% of the teaching staff.</p>
<p><b>Action Plan #6</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to meet our goals all Supervisors will:</p> <ul style="list-style-type: none"> <li>○ Bring on board the services of the UFT Teacher Center to provide resources for teachers and a viable professional development program, which includes using technology for instruction.</li> <li>○ The Teacher Center provider will develop and conduct a professional development survey aligned to the new core standards to assess teacher needs and interests for professional development.</li> <li>○ Data resulting from the survey will drive the focus for embedded professional development/ teamwork.</li> <li>○ All teachers will participate in hourly sessions of professional development/teamwork conducted during common planning times, and during extended days on Tuesdays (SBO).</li> <li>○ The professional development team will have planned a differentiated professional development program focusing on the new Common Core Standards, the Phase I Initiative, Response To Intervention, Balanced Literacy, Balanced Numeracy, Classroom Management, Social Studies and Science.</li> <li>○ Teachers on all grades will be given an opportunity to inter-visit other teachers, which have been identified as implementing best practices.</li> <li>○ Pending funding consultants for mathematics instruction will be hired to work alongside teachers.</li> <li>○ All new teachers will have been assigned a mentor from the more experienced staff. They will meet 2 to 3 times weekly.</li> <li>○ Learning Walks will be conducted by in-house staff as well as by Network 109 staff to provide feedback and inform instruction. Members from each grade level team will have an opportunity to participate in school wide learning walks.</li> <li>○ The Turn Around Program will continue its work. In this second year, the Turn Around consultants will present the program at Faculty Conferences, will help facilitate Student Intervention Teams and Instructional Support Teams, provide professional development in the Classroom Organization and Management Program (COMP), provide support to teacher in the classroom as well as out of classroom support. Data will be collected by the Turn Around Program and shared with the principal, to monitor</li> </ul>

	<p>successful practices and determine future needs.</p> <ul style="list-style-type: none"> <li>○ Establish a viable Data Inquiry Team.</li> <li>○ Establish a viable School Leadership Team.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds for our primary instructional program, Title 1 funds and Title III funds for our professional development activities will be utilized to support continuity of meeting and planning times as well as for our after school programs. Title 1 funds will also be used to reduce class size in fourth and fifth grades. School Supplemental Allocation will be utilized for a Saturday Academy Program. Title 1 Funds will be used to support the UFT Teacher Center Staff Developer, Consultants for Mathematics PD, Afterschool Program for students. A percentage of State and federal funds combined with a percentage of tax levy funds will be used to support the AIS in school program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will review attendance sheets, school wide presentations of each team in response to the inquiry work being investigated. Teams will quote data, research, application to our school and implications for further inquiry. This process is ongoing throughout the year</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	7	7	N/A	N/A	4		0	15
1	18	18	N/A	N/A	13		5	28
2	13	13	N/A	N/A	13		34	9
3	66	66	N/A	N/A	15		35	36
4	49	49			15		13	18
5	51	51			17		23	36
6								
7								
8								
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Tier I- Differentiated Instruction is available to all students. Providing additional drill and practice in reading fluency for students with limited decoding skills. Flexible grouping is consistently used. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Comprehension skills are matched to the students reading levels. Concept of print, phonemic awareness and decoding is provided to students in small groups. Foundations and Great Leaps are used to service this population of students. Duration: 5x week 90 minutes</p> <p>Tier II- 3-30 minute groups a day 5x a week during the day. The groups are skills based groups (Main idea, prediction, inference, fact and opinion). Guided Reading groups are targeting comprehension, fluency, vocabulary and phonemic awareness. Concept of print, phonemic awareness and decoding is provided to students in small groups and one to one. Graphic organizers and focused writing tasks are used to build relationships among ideas and explicit and implicit texts. Pre and post assessments are given 2x a month to evaluate the strategies and skills taught in order to drive instruction. The groups use the following programs to service this population: Read Naturally, Fountas and Pinnell Literacy Leveled Instruction and Benchmarks Assessments.</p> <p>This population is also serviced during the Extended Day 3x a week for 50 minutes. This program uses a Language, Grammar and Writing Program to address the new Common Core Standards for the development of the conventions of the English language. Additionally, guided reading with small groups of students in reading short, carefully chosen texts in order to build independence, decoding, fluency, comprehension skills, and problem-solving strategies.</p>
<b>Mathematics:</b>	<p>Tier I- Differentiated Instruction is available to all students. Implementation of research based strategies that support all learners, including students struggling with math concepts. Identify students not making progress and falling behind by using assessments and conferencing.</p> <p>5x week 90 minutes. Through guided math groups students build conceptual knowledge of number concepts. The groups' skills align with the standards for the grade. The programs used are Everyday Mathematics and Math Steps.</p> <p>Tier II- 3-30 minute groups a day 5x a week using research-based strategies that support the math concepts and standards. Teachers use focused and direct instruction teaching with small groups and intense one on one while using manipulatives and differentiated instruction, matching curricular materials and instructional level. Teachers teach mini lessons on skill deficits and increase the amount and type of cues and prompts. Pre and post assessments are given monthly to evaluate the strategies and skills taught and to drive instruction. Mnemonic strategies and drills for multiplication and addition are used. Small groups and individualized conferences are used to reinforce the standard based skills for grades 1-5. The program used is Numbers World.</p>
<b>Science:</b>	<p>Our Science program is based on the NYC Core Curriculum. We focus on two major strands—the Physical Setting and the Living Environment. Science instruction provides students with opportunities to interact directly with the natural world and gives them the skills they need to explain the world that surrounds them. Our approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. We also emphasize a hands-on, inquiry-based approach to learning. Younger students learn effectively when they are actively engaged in the discovery process. Children's natural curiosity leads them to explore the natural world. We encourage our teachers to provide opportunities for their students to have direct experience with common objects,</p>

	<p>materials, and living things in their environment. In addition to the classroom teacher, teaching science twice a week, we have added a cluster teacher in grades 3 – 5 to add an additional period weekly. We use Harcourt Brace and FOSS instructional material. Tier I- In classroom-Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science (2x week). Tier II—Cluster program-3-45 minute groups a day 5x week. Discovery and experimental model along with reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in science.</p>
<b>Social Studies:</b>	<p>Our Social Studies program is based on the NYC Core Curriculum. The NYC K – 8 Scope and sequence indicates that in our Learning To Read Academy (grades K-2), students begin to develop awareness about self, family, neighborhoods, and communities large and small. In our Reading To Learn Academy (grades 3-5), students are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere (North, Central and South America and the Caribbean). We use the Houghton Mifflin/Harcourt Brace Social Studies program in grades Pre-K to 5. We also utilize the fourth grade Trade Book Unit Guides. In addition to the classroom teacher, teaching social studies three times a week, we have added two clusters one for grades K – 2 and one for grades 3 - 5 to provide an additional period weekly.</p> <p>Tier I- In classroom-Differentiated Instruction available to all students. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through social studies (3x a week).</p> <p>Tier II- Cluster program 3-45 minute groups a day 5x week. Reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through science. Reading nonfiction text and providing critical thinking skills and content vocabulary in social studies.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>School counselors will provide guidance and behavior modification counseling services during the school day, one period a week or more frequently if needed, to all students who are at-risk. Students are assisted in learning how to deal with various personal issues including creatively solving conflicts relating to school, friends, family, etc. The Turn Around Program is presently implementing strategies to work with At-Risk students.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>As a result of the many referrals, the school psychologists do not see at-risk students.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>Social Workers</b> will provide counseling services to at risk students especially students in the targeted subgroups and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<b>At-risk Health-related Services:</b>	<p>The nurse service students who need medication administered and asthma-related assistance.</p>

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

*NCLB/SED requirement for all schools*

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

---

**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) Pre-K to 5      Number of Students to be Served: 157 LEP        Non-LEP

Number of Teachers 7      Other Staff (Specify) \_\_\_\_\_

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

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

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

*Performance School 385 provides Transitional Bilingual Education in Pre-Kindergarten through Fifth Grade and Free-Standing ESL in Kindergarten, First, Second, Third, Fourth, and Fifth Grades. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and the LAB-R in accordance with New York State guidelines. Students at the Beginning Level receive 360 minutes of ESL instruction per week, at the Intermediate Level receive 360 minutes of ESL instruction per week, and at the Advanced Level receive 180 minutes of ESL instruction per week.*

*Our Free-Standing ESL program serves 85 students in grades K-5 using a combination of push-in and pullout program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. Ongoing, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffold instruction is achieved through use of leveled books, trade books, books in the Native Language and intervention strategies. Native Language materials are provided in the general education and the ESL classroom.*

*We implement flexible grouping based on the results of the LAB-R, and LAT in each modality. Materials used in the Free-Standing ESL Program include but are not limited to Rigby On Our Way to English, leveled classroom libraries, leveled Guided Reading books, dictionaries, reference books, and Internet-based texts. Instruction is provided using small groups, technology, Guided Reading with a focus on learning strategies, academic language acquisition, Readers' Writers' Workshop, and scaffolding using glossaries, native language dictionaries, reference books and peers. ESL and classroom congruence is achieved through ongoing collaboration and articulation between ESL and classroom teachers. ESL teachers receive training in balanced literacy through TC Workshops, BETAC, ELL training from the Office of English Language Learners.*

*ELL students in the TBE program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model using ESL methodologies. The language allocation is in accordance with New York State requirements, students at the Beginning Level are taught 60% of the time in their native language and 40% of the time in English using ESL methodology. Intermediate Level students are taught 50% of the time in their native language and 50% of the time in English. Advanced Level students' receive instruction in English 70% of the time and in their native language 30% of the time. Students in the Freestanding ESL program model receive 100% of their instruction in English.*

*Students in Performance School 385 TBE program receive explicit NLA instruction using Balanced Literacy. The Native Language Arts curriculum is taught integrated across the content areas according to the language allocation guidelines of 60/40, 50/50, 70/30. Content area instruction in math, science, and social studies in the TBE program is delivered in the Native Language at the Beginning and Intermediate levels as a resource for cognitive and conceptual development. In the Advanced Level math and social studies is taught twice week in English.*

*A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffold instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs*

such as Starfall, chants, and songs on tape and CDs, through modeling, hands-on activities and note-taking. Read-Alouds with Accountable Talk also support Listening and speaking skills.

Reading instruction is scaffold through modeling, use of graphic organizers, brainstorming, and pre-reading questions which are then answered after reading. Explicit ESL instruction is delivered through Guided Reading following Teacher's College Reading Workshop model. Vocabulary is supported through the use of picture libraries, computer images, and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas, and then maintained through written usage and active use of Word Banks and Word Walls. Libraries are leveled and available to the student for both Guided and Independent Reading. Students are transitioned to writing through Teacher's College Writing Workshop model. Writing instruction is scaffold through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and Interactive Writing are additional models for the writing process. Rubrics are used to guide students and to develop their metacognitive skills.

After reviewing and analyzing the NYSESLAT data for the past three years we have come to the conclusion at P.S. 385 that the best way to effectively service our ELL population is through supplemented after-school and Saturday academic instruction. In looking at the data we uncovered patterns where some students received a beginning level on the NYSESLAT in one academic school year, an intermediate level the following year only to fall back to a beginning level or remain at an intermediate level the third year. The goal we are setting is for students to advance at least one NYSESLAT level per academic year until they successfully pass the NYSESLAT. The only way to reach this goal is through solid teaching practices during the school day enhanced by supplemental Title III activities afterschool.

In December 2010 will begin an intensive afterschool program from 3:30 to 5:30 P.M. The afterschool program will take place two times a week on Tuesdays and Wednesdays. We have already met with consultants from Sussman Sales who have shared with us new materials published by Continental Press entitled Empire State: English Language Arts and Finish Line for ELLs. The Finish Line program has 34 lessons, which focus on all four modalities of language acquisition (Listening, Speaking, Reading and Writing). In addition, we have also met with consultants from the software company that sells the literacy software for ELL students (Imagine Learning). We will hire three (3) appropriately certified ESL or Bilingual pedagogues who will each service the students in grades K-5. For those Students who have tested out of NYSESLAT will also be offered the opportunity to attend the afterschool program in order to continue receiving support. We will also hire one (1) supervisor for the program. This afterschool program will end in May 2011.

---

**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.

---

### **Section III. Title III Budget**

**School:** PS 385 **BEDS Code:** 320700010385

<b>Allocation Amount: \$12467.</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$10,000</b>	<b>30 hours X 7 Persons X \$50.00 = \$7,140.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>0</b>	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$5,327</b>	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) ELL Program published by Continental Press</b>
<b>Educational Software (Object Code 199)</b>		<b>ELL Software Program to increase vocabulary, word knowledge and comprehension.</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$12467.</b>	

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

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

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

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

---

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 surveys were reviewed, staff observations and an increase in the immigrant population at our school led us to conclude that there is a need to provide both oral and written communication to parents in both English and Spanish.*

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.

*Due to our findings, all communication with parents will be provided in both English and Spanish. The staff was informed of this decision at the first faculty conference in September. A translator for written parent communications will be assigned to work once a week, for the 2009-2010 school year.*

#### **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.

*Based on school policy, the translation services at P.S. 385 are provided in-house by school staff and/or parent volunteers, in a timely manner.*

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

*At every general meeting for parents, translation services at P.S. 385 will be provided in-house by school staff and/or parent volunteers.*

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>.

*P.S. 385 will meet the required Chancellor's Regulations by providing all school-based written and oral communication in both English and Spanish. Parent/Teacher conferences are provided with a translator upon request of the teacher/parent when needed. The school will call the translation hotline if necessary.*

**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:	636,201	104,660.	740,861
2. Enter the anticipated 1% set-aside for Parent Involvement:	6362.	1046.	7408
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	37,043.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	74,086.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
  - Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**PS 385  
The Performance School  
750 Concourse Village West  
Bronx, NY 10451**

### ***Title I Parent Involvement Policy***

#### ***General Expectations***

*PS 385 agrees to implement the following statutory requirements:*

- *The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.*
- *The school will incorporate this parental involvement policy into its school improvement plan.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.*

*The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.*

*The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:*

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- *The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.*

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

1. *PS 385 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the DCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:*

*Convene an annual meeting, for parents of participating Title I students, for the purpose of explaining the program offerings. These meetings will be held during the start of the school year, in conjunction with curriculum night, which is held sometime in October. At this meeting, parents will be asked to volunteer to serve on a committee that will meet during the school year, to help plan and review Title I programs.*

2. *PS 385 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:*

*Provide parents with the opportunity to meet with Title I funded reading, and ESL teachers, in order to familiarize parents with curriculum review, student assessment results. Title I parents will be represented on the School Leadership Team (SLT). The SLT provides input and feedback various school initiatives.*

3. *PS 385 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:*

*Parent workshops and informational meetings based on curriculum and assessments of the school will be conducted. Title I programs and interventions will be implemented through Teacher's College, Fountas and Pinnell's Leveled Literacy Intervention Program, Wilson and Words Their Way, Every Day Math and Numbers World, ARIS and Acuity.*

4. *PS 385 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:*

*Local Head start and local Pre-K program parents are invited to visit and learn about PS 385. The Parent Coordinator and ELL Program Supervisor will visit these local institutions to educate parents on the program options available at our school.*

5. *PS 385 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program.*

*The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.*

6. *PS 385 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:*
- a. *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –*
    - i. *The State's academic content standards;*
    - ii. *The State's student academic achievement standards;*
    - iii. *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*  
*Parent workshops will provide information for parents to access government and state websites to help them understand State content and achievement standards. Annual Curriculum Night Session will provide an opportunity to review state standards with parents and for parents to work with teachers. The monthly PS 385 Parent Newsletter will share information on assessments and testing calendar. Results of periodic assessments will be distributed to parents and meetings will be held to explain the results of these assessments. Leveled Reading workshops will provide parents the necessary tools to understand the academic progress of their children throughout the school year.*
  - b. *PS 385 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:*  
*Collaborating with the Learning Leaders Program, local CBO's, to provide on-site workshops on family care issues and on leadership training for parents. Providing parent workshops on up coming state exams and school-wide assessments.*
  - c. *PS 385 will, with the assistance of the Children First Network and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:*  
*Using grade level meetings, faculty meetings and PLC meetings as an opportunity to discuss issues, which are relevant to parents.*
  - d. *PS 385 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start Programs for Preschool Youngsters, and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:*  
*Local Head-Start and local Pre-K program parents are invited to visit and learn about PS 385. The Parent Coordinator will visit these local institutions to educate parents on the program options available at our school.*
  - e. *PS 385 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:*  
*Compose a Parent Handbook, to be distributed at the beginning of the school year and to all new students throughout the school year, which will include vital information to parents.*

**Adoption**

*This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_ . This policy was adopted by PS 385 on October 29, 2010 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 15, 2010.*

*Principal's Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

***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.

### ***Spanish Version of the Parent Compact***

#### ***Compacto de Padres y Maestros De Performance School P.S. 385***

*Nuestra misión como defensora educacionales en la Escuela Pública 385 es proveerles a cada niño/a una fuerte fundación académica con la cual el/ella pueda lograr una excelencia escolar. Es nuestra creencia que todos los niños pueden aprender. Estamos convencidos que nuestro compromiso, propósito y nuestra dedicación a las necesidades y el interés de los niños nos ayudara a proveer un ambiente enriquecido y con muchos logros.*

#### ***Responsabilidades de Padre:***

- 1. Los padres deben sacar un tiempo para ayudar a sus niños con la tarea y deben firmar cuando ya la tarea este terminada;*
- 2. Los padres deben animar los niños a tener una disposición positiva sobre la escuela;*
- 3. Tienen que asegurarse que los niños vengan a las escuela regularmente;*
- 4. Revisar las tareas y asegurarse que el niño/a entienda su tarea*
- 5. Proveer un sitio tranquilo y callado para que puedan concentrarse en su lectura y las tareas;*
- 6. Asistan a las conferencias de los maestros con los padres y comuníquese con los maestros*

7. regularmente;
8. Provea a sus niños con los materiales necesarios;
9. Cuando tengan alguna preocupación llamen a la escuela o comuníquese con su Coordinador de Padres;

Responsabilidades del Estudiante:

1. Asegúrense de tener todos los materiales Para completar las tareas que se llevan a la casa;
2. Pregunten a sus maestros si no comprenden sus tareas;
3. Asegúrense que sus padres firmen sus tareas;
4. Asistan a la escuela regularmente;
5. Obedezcan las reglas y regulaciones de la escuela;
6. Respeten las propiedades personales y el derecho de todo el mundo;

Responsabilidades del Maestro:

1. Proveer instrucciones apropiadas y enseñarles liderazgo a los estudiantes;
2. Corregir todas las tareas y usar comentarios positivos;
3. Respetar todas las diferentes culturas o raciales de los estudiantes y de los padres;
4. Tener por lo menos 2 conferencias al año con los padres;
5. Darles a los estudiantes tareas razonables para que tengan tiempo en terminar sus tareas;
6. Las tareas deben ser de acuerdo con el grado de cada estudiante;
7. Proveerle a los padres información positiva así como problemas y preocupaciones con los niños;

---

Favor de firmar y devolver a la maestra/o de su niño/a

Estimada Sra. / Sr. \_\_\_\_\_

\_\_\_\_\_ Mi hijo/a y yo hemos leído el contrato escolar y los dos lo vamos a firmar.

Nombre del niño/a \_\_\_\_\_ Clase \_\_\_\_\_

Firma del niño/a: \_\_\_\_\_ Firma del Padre: \_\_\_\_\_

Firma del maestro: \_\_\_\_\_ Firma del Principal: \_\_\_\_\_

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

### *Explanation/Background:*

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

**Reminder:** To consolidate funding in a 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.

## **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/ronlyres/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.)

*Currently we have 3 students living in Temporary Housing.*

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

*We will ensure that students in Temporary Housing maintain 90% attendance rate and are included in all after school activities. In addition, teachers and other staff members will be trained to identify some common signs of homelessness. In doing so they are to report their concerns to the grade supervisor who in turn will investigate further. Students may be referred to the Turn Around Program at the school. Some signs are as follows:*

#### **Lack of Continuity in Education**

- *Attendance at many different schools*
- *Lack of records needed to enroll*
- *Gaps in skill development*
- *Mistaken diagnosis of abilities*
- *Poor organizational skills*
- *Poor ability to conceptualize*

#### **Poor Health/Nutrition**

- *Lack of immunizations and/or immunization records*
- *Unmet medical and dental needs*
- *Respiratory problems*
- *Skin rashes*
- *chronic hunger (may hoard food)*
- *Fatigue (may fall asleep in class)*

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Performance School						
<b>District:</b>	7	<b>DBN:</b>	07X385	<b>School</b>		320700010385	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	33	33			90.4	89.7
Kindergarten	67	77	80				
Grade 1	82	93	105	<b>Student Stability - % of Enrollment:</b>			
Grade 2	102	82	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	91	105	88			88.6	88.8
Grade 4	107	91	105	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	95	106	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0			87.3	90.8
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0			17	16
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0			22	13
Ungraded	13	20	20				
Total	592	607	605				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	82	75	74	Principal Suspensions		63	0
# in Collaborative Team Teaching (CTT) Classes	17	18	9	Superintendent Suspensions		28	2
Number all others	53	59	67				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	69	53	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	87	97	TBD
# ELLs with IEPs	12	55	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		64	59
Number of Administrators and Other Professionals		30	11
Number of Educational Paraprofessionals		11	28

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	94.7
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		43.8	47.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		61.0	67.8
American Indian or Alaska Native	0.7	0.0	0.3	% core classes taught by "highly qualified" teachers		86.2	92.5
Black or African American	34.1	36.4	36.4				
Hispanic or Latino	62.3	60.5	61.0				
Asian or Native Hawaiian/Other Pacific	1.4	0.7	0.5				
White	0.8	1.0	1.8				
<b>Male</b>	53.9	51.7	53.7				
<b>Female</b>	46.1	48.3	46.3				

#### 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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	36.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	0	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:	0	Quality Statement 4: Align Capacity Building to Goals					UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	33.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District	School Number	School Name <b>type here</b>
Principal <b>type here</b>	Assistant Principal <b>type here</b>		
Coach <b>type here</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Guidance Counselor <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>type here</b>	Other <b>type here</b>		

### B. Teacher Qualifications

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

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

### C. School Demographics

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

## 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.

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

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

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																				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

# Part IV: ELL Programming

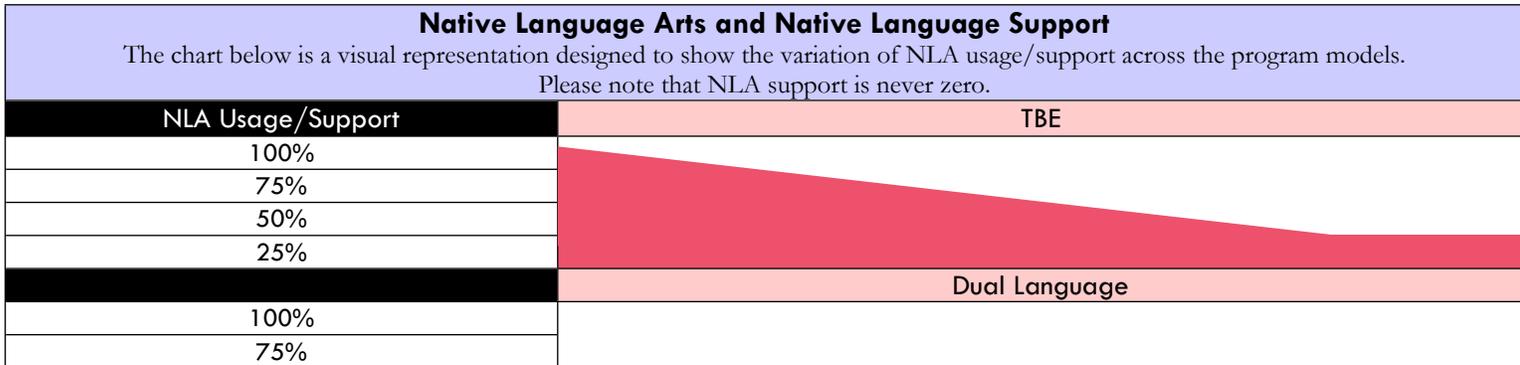
## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

### E. Parental Involvement

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

Paste response to questions 1-4 here

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	<b>A</b>													
	<b>P</b>													

<b>NYS ELA</b>									
<b>Grade</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

<b>NYS Math</b>									
<b>Grade</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

<b>NYS Social Studies</b>									
	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	
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**

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

Paste response to questions 1-6 here

### 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 <b>109</b>	District <b>07</b>	School Number <b>385</b>	School Name <b>Performance School</b>
Principal <b>Lourdes Estrella</b>		Assistant Principal <b>Gil M. Feliciano</b>	
Coach <b>Roberta Green/ UFT Teacher Cen</b>		Coach	
Teacher/Subject Area <b>Lilia Kalika/ESL</b>		Guidance Counselor <b>Alexandria Maida</b>	
Teacher/Subject Area <b>Amy Mascunana/ESL</b>		Parent <b>Veronica Herrera</b>	
Teacher/Subject Area <b>Sandra Rivera/Kindergarten</b>		Parent Coordinator <b>Carmen Colon</b>	
Related Service Provider <b>Cynthia Melendez</b>		Other <b>type here</b>	
Network Leader <b>Maria Quail</b>		Other <b>Yolanda Torres</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>604</b>	Total Number of ELLs	<b>153</b>	ELLs as Share of Total Student Population (%)	<b>25.33%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

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

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

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

#### Part II: ELL Identification Process

This school year we had an extremely successful registration process. Before the onset of parents, we formed a committee at the school in August made up of the Assistant Principal, Parent Coordinator, Pupil Secretary, Parent Coordinator and Attendance Family Worker. We discussed strategies which enabled us to ensure a smooth registration process for all involved. We also devised a tool which we included on every new student cum record folder. This tool listed every document which was necessary for the parents to complete including the very important Home Language Identification Survey (HLIS). All students who are newly enrolled in the New York City School System are required to complete a Home Language Identification Survey. This survey is provided to the families as part of their registration packet. Assistance is provided by school personnel to families in completing the HLIS form as well as any other registration material. During registration there are always ESL teachers available to assist families in completing the HLIS forms correctly. They also ask a series of informal oral interview questions in English and in the child's native language if possible. The survey is used to identify students who may have limited English proficiency. If the survey indicates that a language other than English is used in the home, the student is administered the revised Language Assessment Battery (LAB-R) within ten (10) days of registration by one of our certified ESL teachers. The LAB-R is used to determine initial placement.

Families of students who have been identified as an English Language Learners and were invited to participate in the parent orientation session which was held within ten (10) days of the beginning of the school year. At this orientation meeting the families are introduced to the school principal, assistant principal in charge of the ELL programs, ESL teachers and parent coordinator. During these sessions, parents are informed of the different types of programs and services available for their children. Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language Programs are explained in detail. Families are also shown the New York City Department of Education Orientation Video for Parents of English Language Learners. At the conclusion of the orientation session families were individually assisted in completing their Parent Survey Letters and Program Selection Forms. This orientation session is held in both English and Spanish.

In accordance with parent survey letters for program choice, the school provides five (5) transitional bilingual education classes and a freestanding ESL program which provides push-in and pull-out services. Students are placed in Transitional Bilingual Programs or in our English as a Second Language Program based on Parent selection forms.

The school has many forms of checks and balances which ensure 100% family participation in entitlement letter, parent survey and program selection form distribution and collection. The first is by the creation of a master list of all of our ELL students in the entire school and updating this master list on a regular basis especially at the end and beginning of each academic school year. Using this list, we ensure that parents are distributed all necessary forms. Once collected a roster is updated with this information and the actual signed forms and letters are kept, organized by grade in a binder in the assistant principal's office. Any missing forms/letters such as; entitlement letters, parent surveys and program selection forms are immediately identified and families are contacted by classroom teacher, ESL teacher, parent coordinator and/or assistant principal until the form/letter is received and placed on file.

As P.S. 385 we are in strict alignment with parent requests in offering a Transitional Bilingual Education Program and an English as a Second Language Program. However, we will continue to closely monitor this for any future change in trend. cument.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	2	2	2	2	2	4	0	0	0	0	0	0	0	14
<b>Total</b>	3	3	3	3	3	5	0	0	0	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	153	<b>Newcomers (ELLs receiving service 0-3 years)</b>	85	<b>Special Education</b>	21
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	65	<b>Long-Term (completed 6 years)</b>	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	1	1	0	1	0	1	2
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	0	0	0	0	0	0	2	0	0	2
<b>Total</b>	0	0	0	1	1	0	3	0	1	4

Number of ELLs in a TBE program who are in alternate placement: 0

### 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	27	23	18	39	42	46	0	0	0	0	0	0	0	195
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	0	2	1	0	0	0	0	0	0	0	0	6
Haitian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	3	6	1	4	0	0	0	0	0	0	0	0	17
<b>TOTAL</b>	<b>32</b>	<b>30</b>	<b>24</b>	<b>43</b>	<b>47</b>	<b>47</b>	<b>0</b>	<b>223</b>						

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### Part IV: ELL Programming

P.S. 385 Provides Transitional Bilingual Education in Kindergarten, 1st /2nd , 3rd, 4th and 5th grades and a Free-Standing ESL program for students in Kindergarten, first, second, third, fourth and fifth grades. Since we have over 15 students who's native language is Spanish, we offer a Spanish Transitional Bilingual Program. For students who speak a language other than Spanish, we offer a free-standing ESL program. The mandated number of instructional minutes is provided according to language proficiency levels as determined by the results of the NYSESLAT and LAB-R in accordance with New York State guidelines. Students at the Beginning level receive 360 minutes of ESL instruction per week, at the Intermediate level receive 360 minutes of ESL instruction per week and at the Advanced level receive 180 minutes of ESL instruction per week.

Both models (Transitional and ESL) used at our school are driven by the State Education Standards and by the New York City Performance Standards. Literacy is emphasized across a curriculum that is structured on the Department of Education's Comprehensive Instructional Approach in Literacy and Mathematics. The curriculum initiatives in the areas of science, social studies and technology are interdisciplinary

in nature. Teachers use nationally validated curricula to promote attainment of the New York City and State learning Standards. Students develop their reading, writing, listening and speaking skills in English through a variety of ESL methodologies that may include Total Physical Response (TPR), chanting and rhyming, pictorial representations to optimize students' understanding of newly introduced concepts. Teachers have also differentiated instruction by grouping as per LAB-R and Spring '10 NYSESLAT results. They also use informal assessments, conferring and teacher observations in order to monitor student progress. The Transitional Bilingual Education classrooms contain well-organized classroom libraries, print-rich environments and multiple visual support systems.

ELL students in the Transitional Bilingual Education program model receive explicit ELA instruction through Balanced Literacy, Teacher's College Reading and Writing Workshop model. The Kindergarten and 1st grade model we are following is an 80%-20% Transitional Bilingual Education model where students receive their instruction in Spanish 80% of the time. Second and Third grade Transitional Bilingual Education students will receive Spanish instruction 50% of the time and fourth and fifth grade students will participate in a Transitional Bilingual Education program which teachers in Spanish 20% of the time.

Students in the Transitional Bilingual Education program receive explicit Native Language Arts (NLA) instruction using Balanced Literacy during the literacy block in grades K and 1 and 50% of the time in grades 3 and 4 followed by 20% in grades 4 and 5. Content area instruction in math, science and social studies in the Transitional Bilingual program is delivered in the Native Language in grades K 100% of the time followed by 50% of the time in grades 2 and 3 and 20% in grades 4 and 5.

Our Free-Standing ESL program services 83 students in grades K-5 using a combination of push-in and pull-out program models. Students from a class that consists of a majority of ELLs are chosen for push-in model. On-going, consistent articulation with the classroom teacher determines and targets students' individualized needs. Scaffolded instruction is achieved through intervention strategies and the use of leveled, trade, native language, high-interest and guided reading books.

A variety of instructional approaches and methods are used to make content comprehensible and enrich language development. Scaffolded instruction for listening skills is delivered through use of visuals such as picture libraries, text images, computer images, timelines, and realia through the audio support of books on tape, educational internet programs such as; Starfalls, chants and songs. Students are also engaged in lessons which provide them with modeling, hands-on activities, note-taking, read-alouds with Accountable Talk which also support Listening and Speaking skills.

Our school practices a flexible grouping approach to teaching. Some groups students are organized together regardless of grade ie. 1st and 2nd grade students together. Others are groups homogeneously based on their proficiency levels on the NYSELSAT. We also have some heterogeneous groups of students. All grouping is based on students' individual academic needs. Students in our Free-Standing ESL program are serviced by two ESL certified teachers. One ESL teacher has five groups in her schedule. ELLs in Group 1 are kindergarten students and grouped according to their proficiency level achieved at LAB-R administered in Fall 2009. They are Beginners. The ESL teacher utilizes a Push in/Pull out model and provides these students with appropriate mandated minutes per week in accordance with New York State guidelines. Students in the beginning and intermediate level receive 360 units of ESL instruction per week and students in the advance level receive 180 units per week. Group 2 is a combination of ELL students in Grades 1 and kindergarten. They are all at the Advanced level. The grouping of these students is based on the analysis of NYSESLAT modalities and LAB-R results. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELLs in Group 3 are second grade students. They are all at the Advanced proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. Group 4 is a combination of ELL students in Grades 1 and 2. The majority of these students are at the Beginning level. One student is at the Intermediate proficiency level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5 are second grade students. The majority of these students are at the Intermediate proficiency level. Two students are at the Beginning level. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. The second ESL teacher has five groups in her schedule. Group 1 is a combination of ELL students in Grades 3 and 5. They are all at the Beginning proficiency level. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 2 are third grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 3 are third grade students and are at the Intermediate proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 4 are fourth grade students. They are all at the Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5A are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines. ELL students in Group 5B are fifth grade students and are at the Intermediate and Advanced proficiency levels. The grouping of these students is based on the analysis of the NYSESLAT modalities. The ESL teacher uses a Pull out model and provides these students with appropriate number of minutes per week in accordance with New York State guidelines.

Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming and pre-reading questions which are then answered and discussed. Explicit ESL instruction is delivered through Guided Reading following the Teachers College workshop model. Vocabulary is supported through the use of picture libraries, computer images and realia. Vocabulary study is ongoing, being introduced or reviewed in all content areas and then maintained through written usage and active use of word walls. Libraries are leveled and available to the student throughout the day. Students are transitioned to writing through Teacher's College Writing Workshop Model. Writing

instruction is scaffolded through modeling, exemplars, shared writing experiences, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and interactive writing are additional models for the writing process. Rubrics are used to guide students and to develop their metacognitive skills.

Content area instruction is scaffolded through the use of extensive use of graphic organizers, visual supports, technology, vocabulary development, building background knowledge, accountable talk, hands-on activities and project-based instruction, writing activities, etc.

Differentiated instruction for all ELL subgroups is based on students' individual learning needs and styles. This instruction is also data driven. ELL students whether they are ultimately exempt temporarily from taking the New York State ELA Exam, are administered interim assessments such as; ACUITY which allow us to identify their strengths and weaknesses and to build their stamina, reading comprehension and confidence.

SIFE students have been acclimated back into our school and supported through academic Intervention Support and participation in our intensive Title III after school program. We provide the same support to our students who have been in our country for less than three (3) years. At this time, we are servicing 49 ELL students who have been receiving ESL services between 4 and 6 years. NYSESLAT data has been collected and used to determine instruction and resources needed for these individual students.

Our ELL students with disabilities who receive ESL services are grouped heterogeneously with ELL students from general education classes. The ESL teachers always have a copy of the students' current Individualized Educational Plan (IEP) in order to address the students' specific needs.

Students who reach proficiency level on the NYSESLAT receive continuing transitional support for two academic school years. This is achieved by providing them with scaffolded instruction in the classroom in all content areas, AIS support, eligibility for Title III afterschool program, state test modifications, etc.

We are also seeking to improve upon our existing programs at our school. One way of achieving this is through the use of surveys from teachers, parents and students. Their feedback will weigh heavily when adopting new resources, programs and technology.

Our ELL students are integrated in every aspect of our school culture from classroom placement in the building to, assemblies, lunchroom, afterschool programs, field trips, etc.

Native Language instruction is delivered in the same manner as our English Language instruction (See page 3 ).

All services support and resources for ELL's students are grade and age appropriate.

We implement flexible grouping based on the results of the LAB-R and NYSESLAT in each modality (Listening, Speaking, Reading and Writing). Materials used in the Free-Standing ESL program include but are not limited to 'On Our Way to English' published by Rigby, leveled libraries, leveled guided reading books, dictionaries, reference books, internet-based texts, books on tape and computer programs. Instruction is provided using small groups using glossaries, native language dictionaries reference books and peers. ESL and classroom congruence is achieved through ongoing collaboration and articulation between classroom teachers and ESL providers. ESL teachers receive training in balanced literacy through Teacher's College Workshops, BETAC trainings, and ELL meetings provided by our network leaders. Common branch and Bilingual Teachers with ELL students in their classes will receive preliminary training on analyzing their student's Spring 2010 NYSESLAT results. Understanding the results will provide the teachers with a basis for understanding the importance of infusing ESL methodologies into all subject areas with a special focus on pictorial representations to enhance student understanding of newly taught concepts.

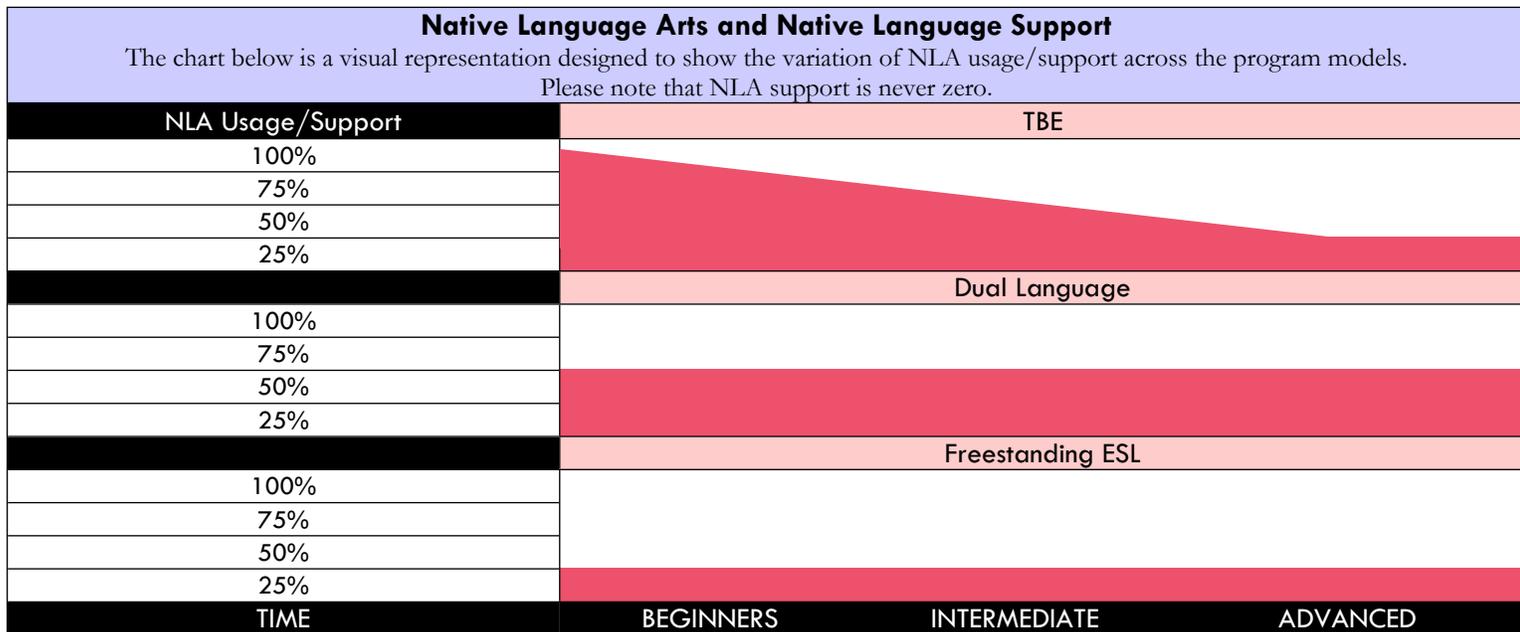
This school year we have a solid block of 90 minutes (Monday – Friday) where the focus of uninterrupted instruction is on literacy. Academic Intervention Service (AIS) providers have been assigned to every classroom during this time to assist in small group individualized instruction. In a monolingual classroom, during this literacy block you may find the classroom teacher, AIS provider working with a small group of students while the ESL teacher is supporting her group own group of beginners and intermediates at the same time. Another new initiative for the school is providing common branch and bilingual teachers with common preparation times where teachers can plan and share best practices. We have also instituted 40 minutes of daily independent reading in every classroom. We also included our students in our extensive beginning of the year assessment program which included individualized Teacher's College benchmark running records as well as ECLAS-2 administration.

Our ELL students are incorporated in every part of our intervention program in our school. They benefit from reduced class size as well as participate in the school's extensive 37.5 minute extended day program three times per week. We have also hired additional staff members at the school as cluster teachers. Not only do these specialty teachers provide the students with instruction in areas such as; art, science, dance, physical education and music but they also serve as our AIS providers. Everyone of their schedules reflect two (2) consistent periods per day where they are assigned to specific classes to work with classroom teachers on providing small group instruction. In some classrooms while the AIS teacher is working with a small group of students the teacher can work with a group of ELL students. Depending on whether the class is a transitional bilingual teacher or a common branch teacher the language of small group instruction may be in English or Spanish.

This school year, we will continue to use resources with our ELL students such as; The Empire State NYSESLAT ESL/ELL and NYSESLAT Finish Line. Since we purchased and installed over 49 licenses from a software company called Imagine Learning which allows us to track the progress of 49 ELL students, we will be piloting this new program in our newly renovated computer lab as well as in our bilingual classrooms.

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

### C. Schools with Dual Language Programs

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

N/A

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

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

#### Professional Development

Professional development is offered to all teachers of ELLs. They learn how to differentiate instruction to meet the needs of ELLs and to use scaffolding strategies to support student participation in content areas. Bilingual and ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, long-term ELLs, beginner, intermediate and advanced. This year, as mentioned above we have also provided the opportunity for common branch teachers and bilingual education teachers to plan together during common planning times. In addition, we have a newly established Teacher Center staffed by a newly hired and experienced Staff Developer who facilitate discussions, trainings, staff development and provide classroom support as well.

Last year the ESL teacher provided the mandated 7.5 hours of Jose P training to 4 staff members at our school. This year we will continue to vigorously train our staff members in this training during our Tuesday afternoon Professional Development opportunity days with the ultimate goal being that every classroom teacher and cluster/AIS teacher receive this training in cycles by the end of this academic school year. Our professional development will continue to implement strategies that promote learning environments which respect individual needs.

Through assessment, observation, study groups and discussions with colleagues, we will continue to adjust curriculum instruction to meet the needs of our ELL students. All administrators and the staff developer will assist the staff with the implementation of NYC performance and New Core Curriculum State Standards to effectively align the curriculum in grades K-5. There is a strong conviction shared at by the P.S. 385 teaching staff that we will minimize the existing deficits which are hampering ELLs from achieving the New Core Curriculum State Standards.

Staff members will also be trained in the preparation and administration of the NYSESLAT assessment, ELL Periodic assessment and extensive training in our technology-based program, Imagine Learning.

In the late spring teachers will make themselves available to meet with parents in order to help student and families make the transition from one grade to the next. We will provide them with a list of summer reading books, math activities, resources available throughout the city.

### E. Parental Involvement

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

#### Parental Involvement

Parental involvement is a very strong component at P.S. 385. This school year there will be on-going communication with parents via progress reports, newsletters, meetings and conferences. Personnel involved in these on-going activities will be teachers, administrators school-based support team members and ESL teachers. Our parent coordinator will also provide our ELL parents with on-going support on resources available to them from our Community Based Organizations (CBOs) and provide trainings and workshops throughout the school year on various topics. Translated versions of materials will also be readily available to our ELL parents. In addition to this the school has hired a bilingual social worker, bilingual psychologist to assist families who may be in crisis. This year we will also be sending a survey to the families during the 2nd marking period (January) where we will ask them to evaluate their child's progress thus far and provide us feedback.

This year we continue our 2nd year partnership with Turn Around for Children an organization which assists in establishing system to support students and parents with academic and social/emotional needs. We have also teamed up with a Public Health Educator from the Bronx District Public Health Office which provided our parents with Anger Management, health issue, child abuse, battered women, sexual disease issues, Hostos Community College which assists in providing our parents with training and career advancement and placement and Harvest which began a healthy cooking initiative at our school with our parents and Educational Outreach Program.

## 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)	4	13	3	9	6	5	0	0	0	0	0	0	0	40
Intermediate(I)	5	4	3	15	9	8	0	0	0	0	0	0	0	44
Advanced (A)	13	0	3	4	15	12	0	0	0	0	0	0	0	47
Total	22	17	9	28	30	25	0	0	0	0	0	0	0	131

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	3	3	1	0	0	0	0	0	0	0
	I	0	13	0	6	7	8	0	0	0	0	0	0	0
	A	0	2	3	14	15	3	0	0	0	0	0	0	0
	P	0	0	5	12	3	13	0	0	0	0	0	0	0

READING/ WRITING	<b>B</b>	0	14	2	17	9	11	0	0	0	0	0	0	0
	<b>I</b>	0	3	6	17	20	14	0	0	0	0	0	0	0
	<b>A</b>	0	0	1	2	0	0	0	0	0	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	14	11	3	0	28
5	24	11	7	0	42
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	0	0	0	0	0	0	3
4	8	6	15	1	3	0	0	0	33
5	6	5	19	0	12	2	0	0	44
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	1	4	0	10	0	1	0	22
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	28	4	2	0	1	1	1	0	37
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	5	23	7	1	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

## Part VI: LAP Assurances

data for the past spring we began to look at trends across the grades from the past three years. Our initial findings have been very interesting. We have found several students scoring at a beginning level in kindergarten, reaching an intermediate level in 1st grade then

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11.12.2010
	Assistant Principal		11.12.2010
	Parent Coordinator		11.12.2010
	ESL Teacher		11.12.2010
	Parent		11/12/10
	Teacher/Subject Area		
	Teacher/Subject Area		11/12/10
	Coach		
	Coach		
	Guidance Counselor		11/12/10
	Network Leader		
	Other		