



# **SCHOOL FOR ENVIRONMENTAL CITIZENSHIP**

**2010-2011**

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

**SCHOOL: 10X386  
ADDRESS: 125 EAST 181<sup>ST</sup> STREET  
TELEPHONE: (718) 563-3292  
FAX: (718) 563-3453**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X386      **SCHOOL NAME:** School for Environmental Citizenship

**SCHOOL ADDRESS:** 125 East 181<sup>st</sup> Street Bronx, NY 10453

**SCHOOL TELEPHONE:** (718) 563-3292      **FAX:** (718) 563-3453

**SCHOOL CONTACT PERSON:** Heather Dawe      **EMAIL ADDRESS:** hdawe@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christina Saunders

**PRINCIPAL:** Heather Dawe

**UFT CHAPTER LEADER:** Bessie Chance

**PARENTS' ASSOCIATION PRESIDENT:** Flor Cabrera/Abigail Sotomayor

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 606

**NETWORK LEADER:** Petrina Palazzo

**SUPERINTENDENT:** Sonia Menendez

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

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

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

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

Name	Position and Constituent Group Represented	Signature
Heather Dawe	*Principal or Designee	
Bessie Chance	*UFT Chapter Chairperson or Designee	
Abigail Sotomayor	*PA/PTA President or Designated Co-President	
Flor Cabrera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Christina Saunders	Member/teacher	
Valerie Borock	Member/teacher	
Courtney Little	Member/teacher	
Carmen Hernandez	Member/parent	
Liana Salazar	Member/parent	
Rushedra Howard	Member/parent	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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### **School Description**

The School for Environmental Citizenship is located in the Creston Campus, formerly PS 79. As we grow, we will attain one grade level each year as PS 79 phases out its upper grades. We have expanded this year to serve Pre-Kindergarten through Grade 4, and will grow into a full elementary school, serving Pre-K through Grade 5. As a campus location, there are four schools housed within the building. We serve the families of the Burnside area of the Bronx.

Demographic breakdown:

Enrollment:	438
Special Education students:	11%
English Language Learners:	16%
Economically Disadvantaged:	100%
Current Attendance:	94.1%

### **Our Vision**

The development of the School for Environmental Citizenship was based on the belief that all children can and should be actively involved in the world around them. Therefore, our overarching theme involves the study of our world community. Through our emphasis on cultural awareness, world language acquisition, and environmental responsibility students will understand the world in which they live and develop the values of respect, responsibility, and fellowship. Students will be empowered to learn and explore, and will be equipped to achieve in school, their local community, and our global community. Students will be able to articulate and demonstrate respect and responsibility for themselves, their families, their community, and the world. While academic achievement will be the priority at our school, it is our responsibility to go beyond academic achievement and instill a sense of pride in children and families for the community in which they live.

### **Our Mission**

The School for Environmental Citizenship promotes learning and integrity by engaging students in the study of the world around us. We provide opportunities to explore world cultures and languages while emphasizing a strong academic curriculum in order to expand boundaries beyond the local community. Students have first-hand humanitarian experience as they help others in need in their community and take action on current environmental issues. Ultimately, students become responsible thinkers, doers, and risk-takers who demonstrate strong character and the ability to learn independently, and who are prepared for successful academic careers.

The major tenets of our work are:

- At the School for Environmental Citizenship we hold a strong belief in the Efficacy Paradigm, based on the work of Dr. Jeff Howard, which states that intelligence depends upon confidence and effort, and that intelligence is not innate.

- The cultural aspect of our school theme is addressed in many ways, including the integration of cultural education into our Arts and Physical Education Programs.
- Our Spanish teacher sees each class weekly. The Spanish teacher makes curricular connections and focuses on cultural aspects of the language as well as Spanish literacy.
- As a school, we value character development, as we recognize the importance of starting our young children on a respectful and responsible path.
- Every Friday, during the Morning Meeting block, the entire school community comes together for Friday Assembly.

A strong focus on academic achievement in addition to these features move the School for Environmental Citizenship forward.

**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>	School for Environmental Citizenship				
<b>District:</b>	10	<b>DBN #:</b>	10X386	<b>School BEDS Code:</b>	321000010386

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		54	54				TBD		
Kindergarten		86	75						
Grade 1		87	79	<b>Student Stability: % of Enrollment</b>					
Grade 2		82	79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		0	83			86.5	TBD		
Grade 4		0	0						
Grade 5		0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	0			90.5	75.3		
Grade 8		0	0						
Grade 9		0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0			55	TBD		
Grade 12		0	0						
Ungraded		0	3	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		309	373			15	3		
<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		13	25						
No. in Collaborative Team Teaching (CTT) Classes		10	9	Principal Suspensions		9	TBD		
Number all others		10	9	Superintendent Suspensions		5	TBD		
<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)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants		0	0
# in Trans. Bilingual Classes		0	0	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		48	87	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		2	9	(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		26	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		2	TBD
		0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100.0	TBD
American Indian or Alaska Native		0.3	0.3	Percent more than two years teaching in this school		0.0	TBD
Black or African American		22.7	20.6	Percent more than five years teaching anywhere		42.3	TBD
Hispanic or Latino		74.8	75.6				
Asian or Native Hawaiian/Other Pacific Isl.		0.6	1.1	Percent Masters Degree or higher		62.0	TBD
White		1.0	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		93.8	TBD
<b>Male</b>		51.5	46.4				
<b>Female</b>		48.5	53.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input 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 checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

#### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	NR
<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?
- 

After completing our second year, we have been able to identify several significant accomplishments as well as areas of improvement. Our focus for the 2010-11 school year will be to continue to improve the areas in which we exhibit strength while dramatically improving student achievement rates as we continue to grow our school.

Last year we accomplished many things. As a school in good standing with NCLB regulations, we have maintained a culture of data, and teachers are comfortable assessing their students regularly and looking closely at the results of those assessments in order to plan for more effective instruction. Teachers have become proficient at setting SMART goals based on data analysis and developing an instructional plan to address the needs of the students in their classes. Teachers work collaboratively to create these plans in order to share ideas and maximize the effectiveness of their plans during common planning time and our monthly "Data Parties," three-period blocks of time devoted to data review and analysis.

We have also worked hard to implement a positive school culture, where teachers and students are proud of their school. To this end, we have been successful in achieving this through our Friday Assembly program. Students are excited to come together as a school and have the opportunity to share what they are learning with their school community. It also serves as a way for us to recognize students who display positive character traits and have exceptional attendance. We also host regular Family Fun Nights, which bring families, students, and staff together for a night of fun-filled activities. The nights are theme-based and focus on ways parents can help their children academically.

We were rated proficient on last year's Quality Review and were commended for our data analysis systems and our caring and respectful environment. The work of our teacher teams was also noted. It was recommended that we focus on patterns and trends with subgroups of students and implement flexible grouping to differentiate instruction. To this end, we are looking more closely at subgroups with our grade-level Inquiry Teams and focusing on strategies that utilize differentiation of instruction to target these groups.

As a result of student performance on the Grade 3 ELA and Math assessments, the school received an F on the Early Childhood Progress Report. Student performance on these assessments counts for both the progress and performance measures on this report.

We have noticed that most of our students showed significant growth in reading. According to the results of our year-end Fountas and Pinnell reading assessment slightly less than half (48%) of our students closed out the school year reading at or above grade level. We also had 15% of our third graders score in the proficient range on the New York State English Language Arts assessment.

Last year's in house summative math assessment showed that 67% of our students showed mastery of grade level mathematics standards. Twenty-one percent of our third graders displayed proficiency on the New York State Mathematics assessment.

While we have made significant improvements in the area of behavior, as evidenced by the 26% decrease in Level 4 and 5 infractions, it remains a focus. We have identified a continued need to work on our character development program and ensure that students are participating in character building activities on a daily basis in order to help students consistently make appropriate choices.

As a school community, we are concerned with our attendance rate. We realize that academic achievement is hindered when education is frequently interrupted, and we recognize the role that parents play in attendance during the early-childhood years. It is a necessity to make improving our student attendance a priority in the 2010-11 school year.

Through teacher observations, review of student work, and assessment results we have also noticed the need for more rigorous instruction across grades and school-wide. We recently began using a protocol for looking at student work which had not previously been in place. Increased formal and informal observations, strong professional development offerings, effective unit planning using the Common Core State Standards and continued use of a protocol to review student work are important areas to address during the 2010-11 school year.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. The percentage of students in grades K-4 reading at or above grade level will increase from 48% at the end of the 2009-10 school year to 55% by the end of the 2010-11 school year as measured by the Fountas & Pinnell Benchmark Assessment System administered quarterly.

*The School for Environmental Citizenship recognizes that literacy leads to learning in all curriculum areas. Therefore, increasing student reading levels is a priority at our school.*

2. The median student proficiency in Mathematics will increase from 67% at the end of the 2009-10 to 75% for students in grades K-4 by the end of the 2010-11 school year as measured by the Teach for America Summative Assessment administered quarterly.

*We will continue to put various measures into place to increase our students' proficiency in math.*

3. Student attendance will increase from 91% at the end of the 2009-10 school year to 92% by the end of the 2010-11 school year as measured by ATS.

*In order to increase student achievement we will work toward improving student attendance to maximize participation in instructional activities.*

4. The Learning Environment Survey Score for Safety and Respect will increase from 7.7 during the 2009-10 school year to 8.5 during the 2010-11 school year as measured by the Learning Environment Survey administered in the Spring.

*In order to increase student achievement and promote a positive school climate we will continue to work toward improving systems for managing student behavior.*

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students in grades K-4 reading at or above grade level will increase from 48% at the end of the 2009-10 school year to 55% by the end of the 2010-11 school year as measured by the Fountas &amp; Pinnell Benchmark Assessment System administered quarterly.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We currently have two Literacy AIS providers who service our students who are most in need. The provider for the lower grades is implementing the Fountas &amp; Pinnell Leveled Literacy Intervention system to rapidly increase the reading levels of Kindergarten through second grade students reading far below grade level. For non-readers with little knowledge of letters and sounds, she will use the Land of the Letter People to help children develop letter recognition and phonemic awareness. The provider for the upper grades will use the Academic Workout program to provide intensive support and test readiness skills to our third and fourth grade students who display a need for intervention.</li> <li>• We have arranged the budget to allow for an AUSSIE consultant to work with us monthly (10 days) to assess and address areas of specific need in literacy through classroom visitations, modeling, debriefing sessions, lunch-and-learns, and close work with the Literacy Coach</li> <li>• In response to noticing wide discrepancies in our running record analyses, our AUSSIE consultant did a workshop on miscue analysis during our Summer Institute. We are following up by implementing a periodic “Child Study” component to our grade team meetings where we will look in depth at one running record from each class in order to ensure accuracy and consistency</li> <li>• Our Literacy Coach works one-on-one with teachers using the Impact Modeling Cycle to ensure quality instruction and leads Professional Learning Teams through Understanding by Design unit planning</li> <li>• This year’s Summer Institute included a workshop on the new Common Core State Standards in Literacy and professional development will continue throughout the school year which will increase instructional rigor by helping teachers to focus on critical thinking skills</li> <li>• Faculty Conferences will be used this year for a school-wide book study on best practices using <u>The Skillful Teacher</u>. Teachers will study specific chapters in small groups and share their learning with the rest of the staff through short presentations</li> </ul>

- Monthly “data parties” (3-period blocks of time which incorporate the weekly common planning time, grade conference, and lunch) are used to look at student running records, perform miscue analysis, write SMART goals that address the needs of the students, and develop strategies for instruction
- We are implementing student goal-setting and more rigorous portfolio work this year that will allow students to track their own growth and develop their own action plans so students will be aware of their progress as learners
- As part of the New Leaders for New Schools DY0 cohort, we will administer 4 interim assessments this year on grades 2-4
- All grades utilize the Fountas and Pinnell Benchmark Assessment System to track progress and identify specific areas of need in terms of miscue analysis, fluency, and comprehension
- Teachers are following a clear, comprehensive Curriculum Map designed by teachers and administrators that outlines units of study and provides time built in for portfolio work (i.e., goal-setting, choosing work for portfolio, reflections, etc.)
- Goal setting conferences between teachers and administrators will take place periodically to discuss progress of individual students, goals for improvement, and instructional strategies
- Teachers use an electronic tracking system that measures student progress toward 1.5 years growth
- Staff uses a private community in ARIS to upload electronic tracking sheets and share best practices with each other
- An Independent Reading Data Wall provides a visual tracking system for student reading levels
- A Writing Data Wall will be developed to track class progress in the 6+1 traits of writing
- Teachers keep conferring notes to track student progress during Independent Reading
- Teachers on grades 2-4 will use the Reading Trends program during the Extended Day block to further develop critical thinking skills
- An after-school program for grades 3-4 will use Buckle Down and Skill Bridge programs to provide support for struggling students
- We have incorporated a 20-minute Accountable Talk block during the day during which time teachers are expected to read aloud rich text and lead students in discussion using critical thinking skills based on Bloom’s Taxonomy
- We utilize a push-in model for English as a Second Language instruction during various content areas
- Teachers will continue to use Good Habits, Great Readers as a resource to develop mini-lessons in the workshop model for reading workshop
- Grade teams will develop three comprehensive Literacy units using the Understanding by Design planning model and the new Common Core State Standards
- Teachers will use Month-by-Month Phonics as the primary Word Study resource
- The Curriculum Team will monitor progress throughout the year and revise our action plan as necessary
- Several of our teachers have been awarded Donor’s Choose grants which have provided our classrooms with additional literacy resources such as Listening Center and Guided Reading

	<p>materials.</p> <ul style="list-style-type: none"> <li>• We will continue our partnership with Literacy, Inc. in order to increase family involvement and reading at home through our monthly Family Fun Nights</li> <li>• Our Parent Coordinator and School Counselor will work together to plan and implement family workshops on literacy development in the home</li> <li>• We will offer professional development on various literacy topics through our Professional Development Workshop Series</li> <li>• We are actively seeking a Data Specialist to maintain data systems and support data tracking, analysis, and Inquiry Team work</li> <li>• Our Instructional Support Team meets weekly to develop instructional strategies for struggling readers and follow-up on these action plans</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>	<ul style="list-style-type: none"> <li>• 2 Literacy AIS providers funded through (1) \$70,843.81 in Title I SWP monies and \$13,186.60 in Fair Student Funding (Job ID GA7RQ) and (2) \$44,277.38 in Title I SWP monies, \$25,463.37 in Fair Student Funding, and \$7503.10 in Children First Funding (Job ID GA7QS)</li> <li>• 10 days with AUSSIE consultant funded through \$6569 in Title I SWP 5% Improved Teacher Quality allocation and \$4931 in Fair Student Funding</li> <li>• Literacy Coach funded through Title I SWP including 10% Professional Development allocation (Job ID GAKAM)</li> <li>• Contract for Excellence funding allocated in per session for third and fourth grade after-school program</li> <li>• Title I SWP and Title I ARRA SWP Improved Parent Involvement allocations to be used for food and materials for Family Fun Nights and workshops</li> <li>• New Leaders for New Schools DYO to be supported with expected DYO funding</li> <li>• Fair Student Funding allocated in per session for Summer Institute and Workshop Series professional development opportunities</li> <li>• \$6300 in New Schools funding used to purchase curriculum materials for incoming fourth grade, including Good Habits, Great Readers and Month-by-Month Phonics</li> <li>• Data Specialist to be funded using \$2518 Data Specialist allocation (Job ID GFS3T)</li> <li>• \$7144 Inquiry Team allocation to be used to support data work on Inquiry Teams</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Electronic spreadsheets will track student growth over time by recording students' independent reading levels according to the Fountas & Pinnell Benchmark Assessment System administered 5 times yearly. These results are displayed on a School-wide Data Walls in the Principal's office to track the growth of all students by displaying current reading and writing levels as well as yearly progress
  - We will measure quarterly results against the following benchmarks and monitor and revise our instructional plan if over 50% of students have not met the benchmark:

	<b>November</b>	<b>January</b>	<b>March</b>	<b>June</b>
<b>K</b>	<b>A</b>	<b>B</b>	<b>B</b>	<b>C</b>
<b>1</b>	<b>C</b>	<b>E</b>	<b>G</b>	<b>I</b>
<b>2</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>3</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
<b>4</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>

- Monthly Grade Team Data Parties will allow teachers the opportunity to set and revisit goals throughout the year to track progress as a grade
- Quarterly reviews of student portfolios will show the individual progress of each student toward their goals
- Regularly monitored teacher data binders, including conferring notes, Fountas and Pinnell electronic tracker printouts, and goal-setting sheets will demonstrate growth in use of reading strategies that will lead to higher levels of proficiency
- Regular informal and formal observations of teachers will indicate areas of need for support and provide feedback to teachers aligned to achievement of this goal

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The median student proficiency in Mathematics will increase from 67% at the end of the 2009-10 to 75% for students in grades K-4 by the end of the 2010-11 school year as measured by the Teach for America Summative Assessment administered quarterly.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We have created a Math AIS position to provide support to our students who are most in need. The provider will utilize 2 programs, Math Options and Quick Start Math, to rapidly increase the performance levels of Kindergarten through fourth grade students far below grade level.</li> <li>• We are currently working within our budget to explore the possibility of commissioning an AUSSIE consultant to work with us monthly (10 days) to assess and address areas of specific need in math through classroom visitations, modeling, debriefing sessions, lunch-and-learns, and close work with administration</li> <li>• Our SETSS provider works one-on-one with teachers using the Impact Modeling Cycle to ensure quality instruction</li> <li>• Monthly “data parties” (3-period blocks of time which incorporate the weekly common planning time, grade conference, and lunch) are used to look at student math assessments, write SMART goals that address the needs of the students, and develop strategies for instruction</li> <li>• This year’s Summer Institute included a workshop on the new Common Core State Standards in Mathematics and professional development will continue throughout the school year</li> <li>• Faculty Conferences will be used this year for a school-wide book study on best practices using <u>The Skillful Teacher</u>. Teachers will study specific chapters in small groups and share their learning with the rest of the staff through short presentations</li> <li>• We are implementing student goal-setting and more rigorous portfolio work this year that will allow students to track their own growth and develop their own action plans</li> <li>• As part of the New Leaders for New Schools DYO cohort, we will administer 4 interim assessments this year on grades 2-4</li> <li>• We will continue to use the Teach for America summative assessments as a baseline and endline for grades 2-4 and as an interim assessment on grades K-1.</li> <li>• Teachers will utilize the Teach for America mastery quizzes to assess students on specific standards and plan for instruction</li> <li>• Teachers are following a clear, comprehensive Curriculum Map that outlines units of study and provides time built in for portfolio work (i.e., goal-setting, choosing work for portfolio, reflections, etc.)</li> <li>• Goal setting conferences between teachers and administrators will take place periodically to discuss progress of individual students, goals for improvement, and instructional strategies</li> <li>• Teachers use an electronic tracking system that measures student mastery of individual New York State Mathematics standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff uses a private community in ARIS to upload electronic tracking sheets and share best practices</li> <li>• A Math Mastery Data Wall provides a visual tracking system for student math levels</li> <li>• Teachers on grades 3-4 will use the CAMS and STAMS programs during the Extended Day block to further develop concrete math skills</li> <li>• An after-school program for grades 3-4 will use Buckle Down and Skill Bridge programs to provide support for struggling students</li> <li>• Teachers will continue to use the Everyday Math program as a resource to develop mini-lessons in the workshop model for the math block</li> <li>• Teachers will use the Everyday Counts Calendar math program daily to build critical math skills</li> <li>• The Curriculum Team will monitor progress throughout the year and revise our action plan as necessary</li> <li>• We will address math skills that can be reinforced in the home and community through our monthly Family Fun Nights</li> <li>• Our Parent Coordinator and School Counselor will work together to plan and implement family workshops on mathematics development in the home</li> <li>• We will offer professional development on various mathematics topics through our Professional Development Workshop Series</li> <li>• We are actively seeking a Data Specialist to maintain data systems and support data tracking, analysis, and Inquiry Team work</li> <li>• Our Instructional Support Team meets weekly to develop instructional strategies for students struggling in mathematics and follow-up on these action plans</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>	<ul style="list-style-type: none"> <li>• Math AIS provider funded through \$88,555 in Title I SWP monies (Job ID GA7R3)</li> <li>• Contract for Excellence funding (\$35,822 Job ID GEWP8) allocated in per session for third and fourth grade after-school program</li> <li>• We will possibly allocate \$10,000 in unallocated Fair Student Funding monies to support a Math AUSSIE consultant for 10 days</li> <li>• Title I SWP and Title I ARRA SWP Improved Parent Involvement allocations to be used for food and materials for Family Fun Nights and workshops</li> <li>• New Leaders for New Schools DY0 to be supported with expected DY0 funding</li> <li>• Fair Student Funding allocated in per session for Summer Institute and Workshop Series professional development opportunities</li> <li>• \$6300 in New Schools funding used to purchase curriculum materials for incoming fourth grade, including Everyday Counts Calendar Math</li> <li>• \$10,000 allocated for P-Card, a portion of which will be used for consumable Everyday Counts Calendar Math materials for grades K-3</li> <li>• Data Specialist to be funded using \$2518 Data Specialist allocation (Job ID GFS3T)</li> <li>• \$7144 Inquiry Team allocation to be used to support data work on Inquiry Teams</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• Electronic spreadsheets will track student growth over time by recording students' math scores according to the Acuity interim assessments and Teach for America summative assessments administered quarterly</li> <li>• A school-wide Data Wall in the Principal's office will track the growth of all students by displaying current math mastery levels as well as yearly progress</li> <li>• Monthly Grade Team Data Parties will allow teachers the opportunity to set and revisit goals throughout the year to track progress as a grade</li> <li>• Quarterly reviews of student portfolios will show the individual progress of each student toward their goals</li> <li>• Teachers' data binders, including Acuity printouts and goal-setting sheets will demonstrate growth toward mastery of math standards that will lead to higher levels of proficiency</li> <li>• We anticipate incremental gains of 7-10 percentage points at each administration of the Teach for America assessment</li> </ul>
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**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Student attendance will increase from 91% at the end of the 2009-10 school year to 92% by the end of the 2010-11 school year as measured by ATS.</p>
<p><b>Action Plan</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>	<ul style="list-style-type: none"> <li>• A Monthly Student Attendance bulletin board will display students with 100% attendance each month</li> <li>• A Monthly Class Attendance bulletin board will display a bar graph that tracks classes with 100% attendance on a daily basis for each month</li> <li>• Each class will create a display tracking daily class attendance rates</li> <li>• We have a school aide dedicated to the task of tracking attendance, making daily phone calls to parents of absent students, and working closely with the new Attendance Teacher assigned to our school</li> <li>• Monthly award ceremonies acknowledge students who have perfect attendance for the month as well as the school year</li> <li>• Students and classes with 100% attendance for the month receive incentives such as field trips and participation in celebrations</li> <li>• Parent conferences will be held with administration for families of students whose attendance falls below 92% and/or demonstrate excessive tardiness</li> <li>• The school nurse will be consulted in planning family workshops on promoting good health habits in order to ensure regular attendance in school</li> <li>• The Attendance Coordinator will inform teachers of how many days a child can be absent in a given month in order to maintain 92% attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents or guardians will be required to pick up work for students who have been absent for 2 or more consecutive days</li> <li>• Late passes are collected by teachers and letters are sent home regarding attendance and tardiness rates</li> <li>• Outside agencies will be contacted for assistance in providing workshops and support for families of children with asthma to ensure maintenance of their symptoms and regular attendance in school</li> <li>• The Core Team (consisting of Principal, Assistant Principal, School Counselor, Parent Coordinator, and Attendance Coordinator) will monitor attendance rates throughout the year and revise our action plan as necessary</li> <li>• Calls made by teachers to families of students who are absent 3 or more days</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>	<ul style="list-style-type: none"> <li>• Attendance Coordinator duties to be performed by a school aide funded through Fair Student Funding (Job ID GE8VW)</li> <li>• \$10,000 allocated for P-Card, a portion of which will be used for attendance incentives</li> <li>• A portion of the Title I SWP Improved Parent Involvement allocation will be used to supply food and materials for parent workshops on good health habits and managing asthma</li> <li>• Expected Translation Services allocations will be utilized to ensure clear communication with families of all students with poor attendance</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Daily attendance rates will be monitored in ATS</li> <li>• Parent contact log will be maintained specifically for phone calls and meetings relating to attendance</li> <li>• Monthly Student Attendance bulletin board will show the number of students with perfect attendance each month</li> <li>• Monthly Class Attendance bulletin board will show the number of classes with perfect attendance each month</li> <li>• Class attendance displays will track daily attendance rate growth over time</li> <li>• We anticipate an average growth of 1 percentage point per month over last year's monthly attendance rates.</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_ **Discipline** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. The Learning Environment Score for Safety and Respect will increase from 7.7 during the 2009-10 school year to 8.5 during the 2010-11 school year as measured by the Learning Environment Survey administered in the Spring.</li> </ol>
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**Action Plan**

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

- Continuation of the Value of the Month program organized and facilitated by the school counselor
- Increased accountability for teachers to track scores based on Value of the Month rubrics and report these scores to counselor/administration on a monthly basis
- Students are recognized for exceptional demonstration of monthly values through Value of the Month award ceremonies
- Incentives are provided for Value of the Month Award recipients
- Increase of Morning Meeting block to 40 minutes to allow for daily implementation of a rigorous Character Development curriculum, aligned to monthly Value of the Month program, written as backward-design unit plans by a team of teachers
- Our weekly Friday Assembly program builds school-wide community and celebrates successes
- Mandatory classroom displays that reflect instruction around the current Value of the Month as well as common rubrics associated with each value posted as part of the display
- Student self-assessments and reflections based on the Value of the Month rubrics included in portfolios
- As a school, teachers came together during the Summer Institute to create calendars for each of the Character Education units in order to further specify work that can be done daily with students around these topics
- Our School Counselor has implemented a Peer Mediator program which allows students who model positive behavior to serve as role models, as well as allowing all students to work through their differences.
- Our School Counselor has formed a Youth Development Committee that involves some of our students who struggle emotionally in positive events, such as performing skits for the school community that model positive behaviors
- We have implemented a daily Quiet Time after lunch (when many infractions occur) during which time students can draw, read quietly, rest, work on incomplete assignments, etc.
- Many teachers have volunteered to assist in the cafeteria and on the Play Roof during lunch to minimize conflicts that lead to infractions in the afternoon
- Using the book, Have You Filled a Bucket Today? as our theme, we will take time each week at Friday Assembly to allow students to “shout out” other students and staff members who have “filled their buckets” during the previous week.
- Teachers access and utilize curriculum and lesson ideas from the Have You Filled a Bucket Today? website
- Circular 6 Professional Activity period used by 2 teachers to develop and implement a “Conduct Camp” program in which students exhibiting behavioral issues will have the opportunity to reflect on their choices and receive additional character development instruction
- Teachers use Discipline Referral forms to notify administration of behavior infractions. Administrators then record how the incident was handled and provide a copy for the teacher to allow for clearer communication between teachers and administrators as well as better tracking of incidents
- This year’s Summer Institute included a workshop on creating a positive classroom environment

<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</b>	
<p><b>Directions:</b> All schools must complete Appendices 1 through 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improving Student Achievement (year 1), Restructuring (year 1), Restructuring (year 2), Restructuring (year 3), and Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP submission instructions and timelines. (Important Note: 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.)</p>	<ul style="list-style-type: none"> <li>Implementation of Core Team (consisting of Principal, Assistant Principal, School Counselor, Parent Coordinator, and Attendance Coordinator) to regularly review data concerning school-wide discipline. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improving Student Achievement (year 1), Restructuring (year 1), Restructuring (year 2), Restructuring (year 3), and Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP submission instructions and timelines. (Important Note: 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.)</li> </ul>
<p><b>Aligning Resources: Implications for Appendix 1: Staffing, Training, Intervention Services (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</b></p> <p><b>Appendix 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</b></p> <p><b>Appendix 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</b></p> <p><b>Appendix 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</b></p>	<ul style="list-style-type: none"> <li>\$10,000 allocated for P-Card, a portion of which will be used for Value of the Month incentives</li> <li>A portion of Fair Student Funding allocated for Summer Institute and Workshop Series substitutes to be provided to cover teachers on classroom and school visits</li> <li>School Counselor funded through \$85,086 in Title I SWB monies, \$73,171 in IDEA Mandated Counseling monies, and \$10,416.48 Tax Levy Mandated Counseling monies (Job ID GAKAT)</li> <li>Fair Student Funding allocated in per session for Summer Institute and Workshop Series professional development opportunities</li> <li>\$2000 in Fair Student Funding allocated for School Counselor per session to support work around Peer Mediator and Youth Development programs (Job ID GG5N1)</li> </ul>
<p><b>Appendix 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b></p> <p><b>Appendix 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b></p> <p><b>Appendix 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</b></p>	<ul style="list-style-type: none"> <li>The OORS Management System will be checked monthly to monitor level and rate of incidents</li> <li>Intervention plans for students with multiple OORS incidents will be revised after monthly review of incidents</li> <li>Discipline Referral forms will be tracked to identify trends in students being referred, time of day of referral, and class/teacher referring students</li> <li>Administrators and the School Counselor will conduct periodic learning walks during Morning Meeting time to highlight best practice with the Character Education curriculum</li> <li>The Counselor will track students referred to Peer Mediation for progress of individual students</li> </ul>
<p><b>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)</b></p>	<p>plan and staff gathering.</p>

**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	10	12	N/A	N/A	1	0	0	0
1	12	15	N/A	N/A	4	0	0	0
2	18	10	N/A	N/A	4	0	0	0
3	27	26	N/A	N/A	4	0	0	0
4	62	55	62	62	3	0	0	0
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>The lower grade Literacy AIS provider conducts intensive small-group lessons in a pull-out model using Fountas and Pinnell’s Leveled Literacy Intervention program. Students are seen daily during a 10-week cycle during which time progress is monitored closely. The upper grade Literacy AIS provider conducts small-group lessons using Academic Workout to provide intensive support for struggling third and fourth graders. This service is provided between 30-90 minutes per week based on need. Academic Intervention Services are also provided in 30 minute blocks 3 times per week in a push-in model in all classrooms. An After-School program supports struggling 3<sup>rd</sup> and 4<sup>th</sup> grade students for 3 90-minute sessions per week. A Saturday Academy is also in place to provide additional services for ESL students in grades K-4.</p>
<p><b>Mathematics:</b></p>	<p>The Math AIS provider supports students struggling in mathematics through small-group lessons in a pull-out model. She uses resources such as Quick Start Math and Math Options in her lessons. This service is provided between 30-90 minutes per week based on need. Academic Intervention Services are also provided in 30 minute blocks 3 times per week in a push-in model in all classrooms. An After-School program supports struggling 3<sup>rd</sup> and 4<sup>th</sup> grade students for 3 90-minute sessions per week. A Saturday Academy is also in place to provide additional services for ESL students in grades K-4.</p>
<p><b>Science:</b></p>	<p>Literacy AIS teachers incorporate Science content into their lessons at a minimum of 1 session per week.</p>
<p><b>Social Studies:</b></p>	<p>Literacy AIS teachers incorporate Social Studies content into their lessons at a minimum of 1 session per week.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The School Counselor meets with at-risk students on an individual basis during the regular school day. Counseling services include but are not limited to individual sessions with students facing academic difficulty and emotional distress which may have an impact on their learning. The work with the students is based on Cognitive Behavioral Therapy and Family systems, two theories that incorporate skills for working within the child’s network of self and home-school community. Examples of strategies discussed with the students consist of anger management and breathing/counting techniques, locating a person/adult to speak with and also considering consequences and alternative behaviors.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	

<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

**Grade Level(s)** PK-4      **Number of Students to be Served:**      70 LEP      0 Non-LEP

**Number of Teachers** 1      **Other Staff (Specify)** 4 (classroom teachers working toward ESL certification)

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

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

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

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

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The School for Environmental Citizenship is currently in its third year, having opened during the 2008-2009 school year. We currently serve grades Pre-Kindergarten through 4. We have a total of 438 children, 70 of whom are English Language Learners. Spanish is the predominant first language spoken by our English Language Learners. We provide ESL services to our students in all content areas using a push-in model for all grades. Twenty-nine of our English Language Learners are at the beginning proficiency rating level, 27 are at the intermediate proficiency rating level, and 13 are at the advanced proficiency rating.

Our English Language Learners are grouped homogeneously in Kindergarten through Grade Four monolingual general education classes. Our English Language Learners are held to the same high standards and expectations as all other students in our school. All goals and strategies for our English Language Learners are aligned with the New York State ESL Standards, New York State ELA and Math Standards and best practices in education. Many of our English Language Learners are newcomers, and 8 of them also qualify for Special Education Services. All of our students receive daily instruction in English and weekly Spanish instruction. Our Spanish teacher utilizes the *Risas y Sonrisas* and *Viva en Espanol* programs in conjunction with the New York State Standards for Languages Other Than English.

Sixteen percent of our student population is comprised of English Language Learners while 44 percent of our total student population holds language dominance in languages other than English. Out of our total ELL population 56 students are at either Beginning or Intermediate levels while only 13 students are advanced. We have 12 former English Language Learners, according to ARIS.

Our teachers assess their children's reading ability through the *Fountas and Pinnell Benchmark Assessment System*. Independent reading levels are collected five times throughout the year and are analyzed for trends and patterns. When analyzing the results of this assessment it was very apparent that many of our English Language Learners are reading far below grade level expectations. Furthermore, once strategies and trends were discussed it was discovered that many of our English Language Learners are at the first (Pre-Production) and second (Early Production) stages of language acquisition.

The School for Environmental Citizenship provides support to prepare our students for the NYSESLAT exam by focusing on listening, speaking, reading and writing daily. Balanced Literacy instruction takes place daily in all classrooms using the *Good Habits, Great Readers* program as well as the *Good Habits, Great Readers* Writing Component. Our teachers further support the children through the use of ESL strategies and methodologies such as scaffolding instruction and differentiation.

We plan to work with all ELL groups on achieving grade level goals through the Extended Day program and our Title III after-school (or Saturday) program.

In addition, several of our English Language Learners receive additional AIS services. Title III funding will also be used to develop an after-school (or Saturday) program to assist all subgroups of ELLs in preparing for the NYSESLAT. Getting Ready for the NYSESLAT materials will be used and teachers will receive professional development from the ESL teacher on how to best use the materials to support students in all modalities and extending their progress in those modalities to classroom instructional practices.

The majority of the Title III funding will be dedicated to the after-school/Saturday program, which will run for 12 weeks (3 hours per week, either 9:00 am-1:00 pm Saturday or 3:15-4:15 Tuesday-Thursday). Six teachers will be hired to teach small groups of approximately 15 students each (2 groups each on grades 1-3). The program will cover all aspects of the English Language Arts, but will focus particularly on reading and writing as students who took the NYSESLAT last year scored much lower in this area than listening and speaking. Teachers will begin with a read aloud and employ accountable talk strategies and then engage students in reading and writing activities to strengthen their skills. Although teachers will receive support in designing their own lessons based on the needs of their students, we will also utilize *Getting Ready for the NYSESLAT and Beyond*, a standards-based program that moves students through the skills required by the NYSESLAT.

One of our certified ESL teachers will provide support for this program. First, he will facilitate professional development sessions after school prior to the start of the program to train teachers on the format of the program and the use of the materials to ensure consistency and quality of instruction. Our other certified ESL teacher will teach all students in this program in a push-in rotation.

The Assistant Principal will supervise the after-school program, and be responsible for the compilation of data to measure progress throughout the course of the program. She will also collaborate with our Parent Coordinator to plan and provide a workshop for parents, explaining the NYSESLAT and sharing concrete ways for parents to support their children at home.

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

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We actively seek professional development opportunities focused on best practices for English Language Learners for all of our teachers offered through such organizations as the Leadership Learning Support Organization and Bronx BETAC. Teachers who attend these workshops will turnkey information during our Professional Development Workshop Series. In addition, we will provide school-based professional development around the New York State ESL standards and differentiated instruction through regular support from our ESL Provider and Coordinator on strategies that can be integrated into daily instruction in order to support English Language Learners.

One of our classroom teachers has already signed up for 2 workshops, “Designing and Developing Exemplary Practices for ELLs” on November 17<sup>th</sup> and “ELLs Best Practices for Assessment and Progress Monitoring” on December 17<sup>th</sup>. In addition, we will publicize these offerings and send a wider range of teachers to upcoming BETAC professional development sessions. Our certified ESL teacher will also attend a workshop series offered by the CFN 606, which will cover such areas as ELL compliance and accelerating academic language acquisition for ELLs across the content areas. All of these sessions are at no cost to Title III.

The push-in support model of the ESL teacher for the Title III program is another development opportunity for our teachers and gives the ESL teacher an opportunity to model best practices for ELLs.

**Section III. Title III Budget**

School: 10X386      BEDS Code: 321000010386

<b>Allocation Amount:</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	\$12, 591.99	<ul style="list-style-type: none"> <li>• 324 hours of per session for after-school/Saturday program supporting ESL students (3 hours/week x 12 weeks x \$49.89 x 6 teachers= \$10,776.24)</li> <li>• 30 hours of per session to be provided to Assistant Principal for preparation and supervision of after school program (30 x 52.21=1566.30)</li> <li>• 5 hours of per session to be provided for the ESL teacher to prepare for and conduct parent workshops on language acquisition and professional development to hired teachers (5 x 49.89=249.45)</li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2408.01	<ul style="list-style-type: none"> <li>• Getting Ready for the NYSESLAT materials for 70 ESL classes (\$489.75 per classroom set X 4= \$1959)</li> <li>• Listening Center materials and trade books totaling \$449.01 to be purchased through Lois Sharzer and Associates</li> </ul>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

*An intake interview was conducted with each family during student registration at the beginning of the school year. This interview consisted of a needs assessment to determine how best to serve the students and families of our community, and allowed us to gather information about the translation needs of our families. Our Parent Coordinator has also maintained communication with families of students already enrolled to ensure up-to-date information regarding translation needs.*

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.

*Through the intake interviews, we found that a great deal of our families require written translation and oral interpretation. The school community has been made aware of this through interactions with families and the weekly staff newsletter.*

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

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

*The Parent Coordinator and School Secretary translate outgoing letters into Spanish, the dominant language of many of the families we serve. School faculty members also utilize the Department of Education's written translation services. The Parent Coordinator and Parent Association Co-President work to identify volunteers to translate necessary documents into other languages represented in our school, such as Chinese and various African dialects. Our Parent Coordinator also works one-on-one with teachers and families to translate individual homework assignments and behavior tracking sheets.*

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.

*The Parent Coordinator is available to translate during family meetings. During Parent-Teacher Conferences, the Parent Coordinator as well as other Spanish-speaking staff members are available to translate. As with the written translation services, our parent coordinator actively seeks out community members to provide oral interpretation services in languages other than English and Spanish.*

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>.

*The Bill of Parent Rights and Responsibilities, which includes information regarding translation and interpretation services, will be distributed to families. In addition, signs notifying parents of translation services will be posted prominently in the main office.*

## 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:	\$420,125.00	\$99,903.00	\$520,028.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4201.25	\$999.03	\$5200.28
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,006.25	*	\$21,006.25
4. Enter the anticipated 10% set-aside for Professional Development:	\$42,012.50	*	\$42,012.50

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93.8%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

*The teacher who was not considered highly qualified during the 2009-2010 school year is no longer working in this school.*

\* 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.

**School for Environmental Citizenship  
PS 386  
School Parent Involvement Policy (SPIP) 2010-2011**

The School for Environmental Citizenship was founded during the 2008-2009 school year. Here at the School for Environmental Citizenship we believe that the parents are an integral part of our student's success. Having this belief we have developed a Parent-Teacher Association and a School Leadership Team. We host a variety of family activities, including Family Fun Nights, where the parents learn specific language and learning strategies and techniques they can use in the home to support language development and academic success.

The School for Environmental Citizenship agrees to implement the following regulations:

1. The School for Environmental Citizenship will put into operation programs, activities and procedures for quality involvement of all parents of Title 1 eligible students consistent with the Elementary and Secondary Education Act. All programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. The School for Environmental Citizenship will carry out programs, activities and procedures in accordance with the definition of parental involvement.
  - Parental Involvement means the participation of parents in regular, two-way meaningful communication involving student academic learning and other activities, including ensuring-
    - a. that our parents play an integral role in assisting their child's learning
    - b. that our parents are full partners in their child's education and are included in decision-making to assist in the academic success of their child.
    - c. that our parents are encouraged to be actively involved in their child's education here at the School for Environmental Citizenship.

- Opportunities for our parents to become involved:
  - Learning Leaders
  - Parent-Teacher Association
  - School Leadership Team
  - Parent-Teacher Conferences
  - Family Fun Nights (academic based)
  - Family workshops
  
- The School for Environmental Citizenship will provide assistance and workshops to parents in understanding topics such as, but not limited to, the following:
  - New York State ELA, Math, Social Studies, Science, English Language Learner Standards
  - Understanding our curriculum and programs:
    - Good Habits, Great Readers
    - Good Habits, Great Readers Writing Component
    - Fountas and Pinnell Benchmark Assessment System
    - Everyday Math
    - Everyday Counts Calendar Math
    - Interactive Read Alouds
    - FOSS Science Kits
    - Environmental Science
  - Family orientation
  - Understanding the importance of language and the connection to literacy achievement
  - Curriculum Night
  - Child Safety
  - Nutrition and health
  
- The School for Environmental Citizenship will provide translated documents of all school-home correspondence.
- Translation services will be provided by our Parent Coordinator and other school personnel
- The School for Environmental Citizenship will provide professional development to our staff regarding the most effective techniques for involving parents through respectful conversations and outreach to parents.

This document will be updated to reflect any changes regarding our School Parent Involvement during the annual review to take place during the April 2011 PA Meeting. The School-Parental Involvement Policy is distributed annually during September of each school year as an attachment to the Family Handbook.

**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.

**School for Environmental Citizenship  
PS 386  
School Parent Compact 2010-2011**

The School for Environmental Citizenship will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the New York State’s learning standards;
- Hold Parent-Teacher Conferences at least twice annually;
- Disseminate report cards four times a year;
- Provide parents with reasonable access to staff (our teachers are available for two parent teacher conferences and are available by appointment during their preparation periods and before and after school);
- Provide parents opportunities to become trained Learning Leaders to volunteer in our school.

The School for Environmental Citizenship’s Parent-Teacher Association will:

- Host a number of events each year that will allow parents the opportunity to be directly involved in our school community.

Our Parents will:

- Make sure their child is on time and prepared to learn everyday;
- Assist their child in completing homework activities;
- Read to their child everyday;
- Engage their child in meaningful conversations;
- Reinforce the school rules and policies;
- Enforce child safety and discipline guidelines as per the Chancellor’s Discipline Code;

- Reinforce the values of the month;
- Reinforce the school's motto;
- Work in conjunction with the school to meet the learning needs of their child;
- Participate in school activities on a regular basis;
- Support their child in making good choices.

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

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

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

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

*The design of an effective educational program that enables all students to meet high standards is of utmost importance to us. Therefore, we have conducted a variety of needs assessment activities in order to ensure the input of various constituencies.*

*We created surveys for parents, staff, and students. The surveys have assisted us in developing programs that address the needs of the students by providing information about the interests, strengths, and needs of our children. It has also informed our work by giving us a candid view of how various groups currently see us in terms of our strengths and needs as a school in the area of student support services. We also use the Learning Environment Survey to assess the needs of our school as perceived by parents and staff.*

*Grade Teams (consisting of the Principal, Assistant Principal, Literacy Coach, and grade level teachers) and Inquiry Teams collected and analyzed 2009-10 student data and reviewed SMART goals set for students throughout the year. We have also reviewed and reflected on progress made last year by students as evidenced in interim assessments and our Independent Reading Data Wall. Feedback on the effectiveness of instructional strategies in reaching SMART goals was discussed.*

*The Core Team (consisting of the Principal, Assistant Principal, Guidance Counselor, Literacy Coach, Parent Coordinator, and teachers) reviewed attendance data for the 2009-10 school year and developed programs to ensure that all students are coming to school and therefore able to participate in all educational programs.*

*The Business Manager conducted a technology inventory, which the School Leadership Team used to determine technology needed to support all learners.*

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

*By using Title I money to support our Literacy Coach this year, funds were made available to hire three Academic Intervention Services providers who utilize various programs to ensure rapid advancement of our students struggling the most in reading and math. Our School Counselor offers at-risk counseling services to individual children whose emotional and social needs hinder their academic performance. The Counselor also works to implement a character development program, developed by a team of teachers, which is based on ten values reflective of social development needs. Youth Development and Crisis Intervention services are also provided by the Counselor.*

3. Instruction by highly qualified staff.

N/A

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

*The funds allocated to professional development have been used to support a full-time Literacy Coach. Our Coach works with all teachers in the school on various components of Balanced Literacy to ensure rigorous instruction for all students aligned with our school literacy goal (see page 14).*

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

*We attend career fairs to attract qualified teachers for open positions. Our teachers also provide word-of-mouth referrals through a network of colleagues qualified through such programs as the Teaching Fellows and Teach for America.*

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

*We are continuing our partnership with Literacy Inc. who will provide services to involve parents in literacy education and promote student attendance. Our Parent Coordinator is also actively seeking additional opportunities to develop partnerships with agencies able to provide resources to our families. We host monthly Family Fun Nights and various parent workshops.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

*Many of our Kindergarten students attended Pre-Kindergarten in our school, which is an important factor in transitioning to Kindergarten. We also host Curriculum Night during the first month of school, which provides an opportunity for families to meet the classroom teacher and become familiar with state standards and grade-level curriculum. Our teachers maintain contact with parents and guardians.*

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

*Teachers create many of their own classroom assessments to measure progress. Interim Assessments are administered quarterly on a school-wide basis, and teachers are consulted in instances when it is determined that revisions to these assessments need to be made.*

*Portfolios provide additional ways for students to demonstrate learning beyond traditional assessments. Students choose which work to include in their portfolios. Students are required to provide an explanation for their choices, indicating why they feel the work best demonstrates their understanding of a particular unit of study.*

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Much of our common planning time is devoted to data analysis and using the results of assessments to plan for instruction. Teachers come together on grade teams weekly, and during monthly 3-period "Data Parties" to discuss specific instructional strategies that can be implemented based on the needs of individual students. These plans are revisited to determine the success of these instructional strategies and make revisions as necessary.*

*Our Instructional Support Team meets weekly. Teachers complete a request for a meeting and submit it to the team along with an "Areas of Concern" checklist about the student in question. The team meets with the classroom teacher and the needs of the student are discussed. We decide upon several strategies to implement in the classroom as well as any at-risk services that may benefit the child. These strategies are utilized for a six to eight-week period, after which time the team reconvenes for a follow-up meeting. Strategies are discussed and revised as necessary and next steps are determined.*

*We also have the services of two full-time Literacy AIS providers as well as a full-time Math AIS provider. Students are picked up for these services based on academic need, and groups are flexible. Cycles last about 10 weeks.*

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*The Parent Coordinator and School Counselor work collaboratively to coordinate assembly programs and to turnkey information gained at such workshops as CAP training, Child Abuse Prevention Training, and McKinney-Vinto training.*

## **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)

**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.

Title I, Part A (Basic)	Federal	✓			\$310,892.50	✓	13-22, 32-39
Title I, Part A (ARRA)	Federal	✓			\$98,903.97	✓	13-22, 32-39
Title II, Part A	Federal	✓			\$110,974.00	✓	13-22
Title III, Part A	Federal	✓			\$15,000.00	✓	26-29
Title IV	Federal			✓			
IDEA	Federal	✓			\$45,649.00	✓	13-22
Tax Levy	Local	✓			\$1,792,162.00	✓	13-22

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

*We currently have 8 students enrolled in our school who reside in temporary housing facilities.*

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

*The School for Environmental Citizenship assists students residing in temporary living situations including those from families living in shelters or experiencing hardship due to finances, natural disaster and other uncontrollable events. School staff works to ensure that students living in temporary housing are given the opportunity to participate in all programs and have access to the same education and services that are available to permanently housed students. The parent coordinator, guidance counselor, attendance teacher and attendance coordinator maintain a close relationship with the district liaisons, Stephanie Dyer and Regina Ross. The attendance teacher conducts family visits and systematic checks on individual student attendance; classroom teachers are encouraged to maintain accurate and current records of daily attendance including absence and tardiness. The pupil accounting secretary collects residency questionnaires, immediately enrolls students, maintains health records, makes proper recommendations for immunization compliance to families, and also documents attendance including 407s. The guidance counselor and social worker also work to provide services for students on an individual or family basis as well as refer to them to outside support agencies in the community. McKinney-Vento posters are posted in English and Spanish throughout the building to educate staff, students and families on factors regarding temporary housing. Necessary referrals regarding placement and transfers are made to the CSE, the school psychologist and IEP team members to ensure that*

*appropriate and mandated services are rendered for students who have Individualized Education Plans. School supplies and free transportation, including yellow bus service or full-fare MetroCards© are provided for students as needed.*

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	School for Environmental Citizenship						
<b>District:</b>	10	<b>DBN:</b>	10X386	<b>School</b>		321000010386	

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5		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	54	54	54				NR
Kindergarten	86	75	75				
Grade 1	87	79	74	<b>Student Stability - % of Enrollment:</b>			
Grade 2	82	79	70	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	83	83			86.5	90.4
Grade 4	0	0	79				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0			75.3	95.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0			55	52
Grade 12	0	0	0				
Ungraded	0	3	3	<b>Recent Immigrants - Total Number:</b>			
Total	309	373	438	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						15	3

<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	13	25	24	Principal Suspensions		9	5
# in Collaborative Team Teaching (CTT) Classes	10	9	9	Superintendent Suspensions		5	5
Number all others	10	9	18				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		26	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		8	4
# receiving ESL services only	48	87	TBD				
# ELLs with IEPs	2	9	TBD				

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

Number of Educational Paraprofessionals		2	8
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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	96.5
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		42.3	46.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		62.0	70.0
American Indian or Alaska Native	0.3	0.3	0.5	% core classes taught by "highly qualified" teachers		93.8	95.8
Black or African American	22.7	20.6	19.2				
Hispanic or Latino	74.8	75.6	79.2				
Asian or Native Hawaiian/Other Pacific	0.6	1.1	0.5				
White	1.0	0.8	0.7				
<b>Male</b>	51.5	46.4	48.2				
<b>Female</b>	48.5	53.6	51.8				

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	-	-					
<b>Student groups making</b>	<b>1</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>	F	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	8.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	5.6	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					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	1.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<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>606</b>	District <b>10</b>	School Number <b>386</b>	School Name <b>School for Environme</b>
Principal <b>Heather Dawe</b>		Assistant Principal <b>Lynnann Fox</b>	
Coach <b>Nicole Dieckman</b>		Coach	
Teacher/Subject Area <b>Ahmed Salama</b>		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Maria Amaya</b>	
Related Service Provider		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>429</b>	Total Number of ELLs	<b>100</b>	ELLs as Share of Total Student Population (%)	<b>23.31%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. At registration, parents of all new admits fill out the Home Language Identification Survey. Staff members, including the Parent Coordinator and several teachers, conduct the informal interviews as parents complete the surveys. The surveys are then screened by Mr. Salama, the ESL teacher, to determine students' eligibility for LAB-R testing. The LAB-R test is then administered (in English by Mr. Salama and in Spanish by our Spanish Language teacher, Ms. Real) to students whose Home Language Identification Survey indicates that a language other than English is spoken in the home. This assessment is used to determine the students' status as English Language Learners and their eligibility to receive services as such. We administer the NYSESLAT according to the New York State testing schedule and provide all required testing modifications. Students are prepared for the test using materials that focus on the reading, writing, listening, and speaking components of the assessment.

2. Within 10 days of registration, parents are notified by mail of their children's ELL status and LAB-R hand scores using the Entitlement Letter provided in Appendix C. The parents are also invited to attend an orientation session about the different instructional models for English Language Learners. At the orientation session, Ms. Amaya (Parent Coordinator) and Mr. Salama (ESL teacher) provide parents with information about Bilingual and ESL services and afford parents the opportunity to ask questions so that they can make an informed decision regarding program selection. The orientation team presents parents with the highlights of CR Part 154 and the children's right to be placed in a bilingual program along with the instructional units that English Language Learners must receive. Oral interpretations and translated materials are offered to the parents when needed. Parents also receive detailed information about instructional programs for English Language Learners by watching the Orientation Video in the native language (Model A of Appendix J). The orientation video is followed by a Question and Answer session to help parents make an informed decision about their children's program selection forms, Appendix D.

3. Entitlement letters are sent by mail. Home Language Identification Surveys are completed and collected as part of the registration process and Program Selection forms are completed during orientation. In this way we ensure that all forms are collected and on file in the school.

4. As described above, parents are communication and consultation occur during orientation. After the program selection forms are collected, they are sorted out according to the programs selected. Currently we offer a free-standing ESL program. As mandated by CR Part 154, each program selection is counted across two contiguous grades to decide the need for creating a Dual Language program or a Transition Bilingual Education program. We have not yet reached the requirement of 15 parent choices across two contiguous grades for DL or TBE programs. Parents are clearly informed of the requirements of CR Part 154 and that if there are not enough students to form a Bilingual or Dual Language program they will have the option of transferring their child to another school within District 10 that offers these programs. They are also informed that if they choose not to transfer their child the student will receive ESL instruction at our school. Parents are promptly notified of their child's placement within 10 days of enrollment.

5. Now in our third year, we have found that parents overwhelmingly prefer their children to receive ESL instruction as part of a free-standing program.

6. Our program model is aligned with parents requests as the majority of our parents request free-standing ESL instruction for their children.

## 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>	24	21	21	19	15									100
<b>Total</b>	24	21	21	19	15	0	0	0	0	0	0	0	0	100

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	100	<b>Newcomers (ELLs receiving service 0-3 years)</b>	85	<b>Special Education</b>	10
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	15	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	85		8	15		2					100
<b>Total</b>	85	0	8	15	0	2	0	0	0		100

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	20	21	18	15									97
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>24</b>	<b>21</b>	<b>21</b>	<b>19</b>	<b>15</b>	<b>0</b>	<b>100</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.

1a. As per CR Part 154 the School for Environmental Citizenship, a Pre-K through 4 school, follows a Balanced Literacy model for English Language Learners in a combination of push-in and pull-out services. ELL students in both organizational models receive hours of instruction according to their proficiency levels on the LAB-R and the NYSESLAT as per CR Part 154.

1b. We work in cooperative learning groups in both homogeneous and heterogeneous groupings, depending on the need. We hone in on writing skills as well as reading, speaking, and listening. The goal of our ESL program is for students to acquire the language development necessary to transition them to advanced levels of ESL proficiency and to ultimately test out of the ELL pool. Our plan is to provide the students with instruction in their classrooms based on the modalities in which they require the most support. They also receive support in our after school program and Saturday programs to prepare them for the NYSESLAT, ELA, and Math exams. Teachers use informal and formal assessments to drive and plan instruction and support student learning.

2. Our ESL teacher pushed into the classes where ESL students are not otherwise serviced by a classroom teacher with a Bilingual Extension. We are actively seeking an additional ESL teacher to ensure that all of our students receive the mandated number of instructional minutes.

3. Content area instruction is driven by student data collected by various assessment tools. The ESL program at our school is content-based.

ELL students receive ESL instruction in their classes (push-in model) through content in small groups. Classroom teachers and ESL teachers plan their instruction cooperatively with emphasis on students' linguistics and cognitive needs. As an intrinsic part of ELL instruction, context plays a vital role in making content comprehensible for English Language Learners. Through cooperative planning, student data, carefully selected materials, and age and level appropriate texts, student learning is geared toward meaningful activities that connect their learning to real life. Students use graphic organizers to facilitate and organize their understanding of newly acquired vocabulary and concepts.

4a. Currently the School for Environmental Citizenship has no Students with Interrupted Formal Education.

4b. English Language Learners who have been in U.S. schools for less than 3 years (newcomers) are provided services according to CR Part 154. Beginner and Intermediate students receive a combination of push-in and pull-out services for a total of 360 minutes per week.

Advanced students receive a combination of push-in and pull-out services for a total of 180 minutes per week with an instructional focus on writing. They receive content-based instruction according to both their grade and proficiency levels. ESL instruction is closely aligned with ELA instruction. All ELLs take ELA assessment simulations and participate in a school-wide plan to develop their test-taking skills as well as their stamina. For newcomers, vocabulary development is essential. Vocabulary instruction focuses on terms closely associated with ELA standards and objectives. It also focuses on the students' immediate everyday needs for communication. Students use personal journals to develop both their writing skills and stamina. The journal topics are carefully selected to provide students with ample opportunities to write about meaningful experiences. Classroom instruction is scaffolded by the ESL teacher in small groups.

4c. English Language Learners who have been receiving services for 4 to 6 years are grouped according to their proficiency levels. They receive instruction in specific areas to meet their specific linguistic and cognitive needs. In cooperation with classroom teachers ESL instruction is geared toward students' individual needs. Periodic assessment of students' mastery of the language is a key component in driving the instruction of students who have been receiving services for 4 to 6 years. Reinforcement of previously taught vocabulary and concepts in small groups helps ELLs retain information. Students are encouraged to use graphic organizers, word walls, and vocabulary gain with a focus on vocabulary closely connected to content areas.

4d. Currently we have no long term ELLs.

4e. English Language Learners with special needs receive instruction that involves both verbal and non-verbal representation of meaning. In their classrooms teachers apply Total Physical Response (TPR) in order to lower students' affective filter and to increase their vocabulary. TPR also facilitates students' grasp of new concepts through a variety of physical activities aligned with ESL standards.

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

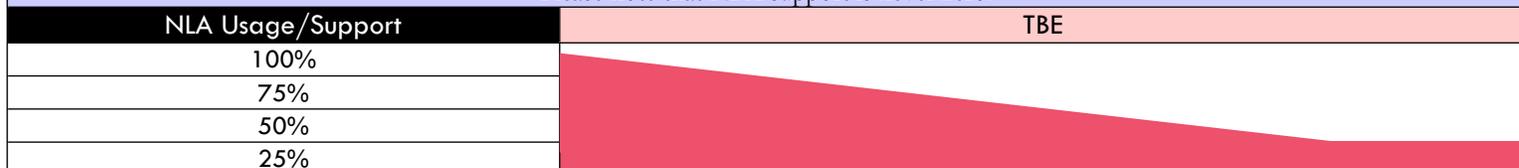
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

#### Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. Kindergarten and first grade ELLs who are currently non-readers and second and third graders who are reading 2 or more years below grade level (including non-readers) receive AIS in a pull-out model using the Fountas and Pinnell Leveled Literacy Intervention System and the Land of the Letter People program as the primary resources. All students who received a Level 1 on the third grade ELA, including ELLs, receive AIS support using the Academic Workout program. Math AIS is provided for students who have less than 10% of grade level standards mastered and who scored a 1 on the third grade math exam. All students receive small-group instruction for 150 minutes per week in addition to the pull-out AIS services.

6. To support ELLs who have reached proficiency levels, the students continue to be placed in classrooms with current ELLs so as to provide them with extra sheltered and scaffolded instruction. The students also continue to receive testing modifications for two years after testing out.

7. We will incorporate a Saturday Academy for ELLs using the English Now! program.

8. We do not have plans to discontinue any services at this time.

9. ELLs at the School for Environmental Citizenship are all in mainstream classrooms which allows them to participate fully in all school activities and programs. Both ELLs and non-ELLs are encouraged to participate in after-school programming, with an additional Saturday Academy focused solely on ELLs. ELLs receive AIS services as described above.
10. Classes display an array of instructional materials ranging from text-rich displays and charts to Smart Boards and technology classes delivered by the technology teacher. All classrooms are currently being provided with new technology.
11. Native language support is provided through our Spanish teacher, who services all of our students. Spanish is the dominant language of our ELLs.
12. Yes, all services and resources are age and grade appropriate.
13. As our school has been closed for construction every summer since our inception it has been difficult to engage families and students prior to the start of the school year. We look forward to planning activities for newly enrolled ELLs and their families in the future.
14. The School for Environmental Citizenship offers a Spanish Language program to develop the native language of ELLs which allows for a smooth transfer of linguistic and cognitive skills from and to English.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. Several of our teachers (including our ESL teacher and teachers with Bilingual Extensions ) attend workshops focused on ELL instruction outside of the school throughout the year. These include offerings from the Bronx BETAC and CFN 606 Professional Development Series. These teachers serve as capacity builders within the school and are required to turnkey information from these workshops during Faculty Conferences, Chancellor's Conference Days, and during our in-house Professional Development Workshop Series. Professional Development on best practices for English Language Learners is also embedded in our grade team meetings. Our school secretary has attended EPIC training and turnkeyed information from that training to the Parent Coordinator.

2. As a new school still building to capacity, we do not currently have students transitioning to middle school. Next year as we grow to include fifth grade we will develop supports to provide staff as they prepare students for this transition.

3. Staff will receive the mandated 7.5 hours of ELL training through professional development provided on Chancellor's Conference days and in grade-team meetings. Agendas and minutes will be maintained.

### E. Parental Involvement

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

1. We are continuously working to increase parental involvement at our school. Our efforts include monthly Family Fun Nights and the introduction this year of two family carnivals. Our PA is also becoming more active and developing programs to bring more parents in. We have several parents who are certified as Learning Leaders. These parents assist in the school library and cafeteria and participate in instructional learning walks. We also offer workshops throughout the year on various topics, including supporting language acquisition in the home. These workshops are planned and implemented by the ESL Coordinator, ESL teacher, and Parent Coordinator.

2. Currently we are partnered with Literacy, Inc. to provide workshops for all parents, including those of ELLs.

3. The Learning Environment Survey provides useful information on the needs of parents. The Parent's Association Co-Presidents provide a

forum for parents to share their needs during their monthly meetings and bring concerns of parents to the School Leadership Team to be addressed. Our Parent Coordinator also has frequent interactions with parents thereby enabling her to assess their needs as well.

4. Workshops are tailored to the needs of the parents which are determined both through the methods described above as well as the noticings of teachers and other staff members (i.e., poor homework completion rates, sleep patterns of students, parent communication methods, attendance and lateness).

## 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)	10	15	2	2										29
Intermediate(I)	8	3	10	6										27
Advanced (A)	2	2	2	7										13
Total	20	20	14	15	0	0	0	0	0	0	0	0	0	69

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2	0	1	15
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	7	1	9	0	2	0	0	0	19
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

- The Fountas and Pinnell Benchmark Assessment System is used to assess the early literacy skills of all students. Many of our ELLs are reading significantly below grade level according to this data. As teacher teams meet to analyze the data and plan for instruction we will look at ELLs as a subgroup and incorporate best practices into curriculum planning.
- We have noticed a trend in our NYSESLAT scores, which show that our proficiency levels are much higher in Speaking and Listening than Reading and Writing. This provides focus for our ESL teacher as well as classroom teachers in planning their lessons for small groups.
- A strong focus on writing is being implemented school wide, as well as work on reading and writing stamina. As a school, we have seen the need in reading and writing on the NYSESLAT as well as other assessments.
- Again, the trend seen in the NYSESLAT is low proficiency in Reading and Writing. Many of our ELLs scored 1s on the NYS ELA and Math, although there were higher scores on the math exam for our ELLs. The NYS math exam was given to 1 student in Spanish last year. She received a 1.

## 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		