



**THE GIL HODGES SCHOOL  
PS 193**

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

**SCHOOL: (22K193)**

**ADDRESS: 2515 AVENUE L BROOKLYN, NY 11210**

**TELEPHONE: 718-338-9011**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 193      **SCHOOL NAME:** The Gil Hodges School

**SCHOOL ADDRESS:** 2515 Avenue L Brooklyn, NY 11210

**SCHOOL TELEPHONE:** 718-338-9011      **FAX:** 718-338-9074

**SCHOOL CONTACT PERSON:** Frank A. Cimino      **EMAIL ADDRESS:** [FCimino@schools.nyc.gov](mailto:FCimino@schools.nyc.gov)

**POSITION/TITLE PRINCIPAL**

**PRINT/TYPE NAME FRANK A. CIMINO**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lisa Schatz & Meredith Abell

**PRINCIPAL:** Frank A. Cimino

**UFT CHAPTER LEADER:** Christine Sam & Yelena Siwinski

**PARENTS' ASSOCIATION PRESIDENT:** Terri Cadet

**STUDENT REPRESENTATIVE:**  
(Required for high schools) NA

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 22      **SSO NAME:** CEI-PEA

**SSO NETWORK LEADER:** Nancy Ramos

**SUPERINTENDENT:** Marianne Ferrara

## **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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Frank A. Cimino</b>	*Principal or Designee	
Christine Sam	*UFT Chapter Chairperson or Designee	
Terri Cadet-Donald	*PA/PTA President or Designated Co-President	
Terri Cadet-Donald	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Pam Fuschetto</b>	DC 37 Representative, if applicable	
NONE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Annabell Corales	Member/School	
Merry Abell	Member/School	
Lisa Schatz	Member/School	
Lori Sblano	Member/School	
Stephanie Berman	Member/PA	
Ray Sitorus	Member/PA	
Katherine Levine	Member/PA	
Marie Joseph	Member/PA	

(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 Vision & Mission**

We have a vision whereby all students are treated equally as our very own children. We have a vision whereby all children learn the values of respect, responsibility, and honesty. We have a vision whereby all students are taught in an atmosphere of compassion, empathy, and nurture. We have a vision whereby we meet the needs of all of our students, capitalizing on their strengths and diversity, while eliminating their weaknesses and problems. We have a vision whereby all students who are in need of help have a teacher, a paraprofessional, a secretary, and aide, or the principal to personally intervene to help that child work through any and all problems. We have a vision whereby all staff members understand and put into practice our Guiding Principle "If he/she were my child, what would I want the principal to do, the teacher to do, the..."

We have a vision whereby all staff contributes their expertise, their love, their ideas, their energy, their passion, and their compassion into one over-riding goal..."To develop the entire child into a vibrant, happy, loving, inquisitive, empathetic, and respectful child who believes in the ideals of self worth and self-realization. We have a vision whereby all staff comes to school with the positive energy and ideas of knowing that each new day brings to each of us new challenges of the heart, mind, and soul. We have a vision whereby all of our aspirations of long ago are as fresh today as when we first entertained the idea of "giving something back, of making a difference, of making our existence more meaningful and fulfilling."

We have a vision whereby we work as one, avoiding petty conflicts and pitfalls, which takes us off track of attaining our aspirations. We have a vision whereby we will support each other, we will teach each other, we will listen to each other, we will care for each other and this in turn will allow us to support and encourage each other to attain our aspirations. We have a vision whereby our value system, our belief system, our innermost conceptions of what we want to achieve, becomes a reality in the lives of our students. We have a vision of creating a school – a building, of creating a community – the people, of creating an environment – the classroom, into a reality whereby the vision of all that we want for our students is achieved. We have a vision whereby we know our Guiding Principle "If he/she were my child, what would I want...." would be a dream come true.

**The Mission of PS 193** is to provide a secure and nurturing environment where all students work cooperatively towards achieving excellence by fostering each child's belief in him/herself.

We are dedicated to promoting honest and responsible behavior in our children by implementing a multi-ethnic and cross cultural integrated curriculum, and developing students' problem-solving and critical thinking strategies.

The Home-School Partnership ensures the importance of parent involvement in each child's education. Through this partnership, school personnel and parents support the goals of providing a rich learning environment, an atmosphere of safety and security, and an institution where the academic curricula integrate the arts and support fine citizenship qualities.

**The Gil Hodges School**, located in the Midwood Section of Brooklyn, focuses on high academic standards, attention to our at-risk students, and firmly believes in the integration of the Arts in daily instruction. Meeting the established standards in the curricula areas is accomplished through special academic programs, as well as implementation of after school programs that address the academic areas as well as the Arts. The several of the programs funded for the Arts and extra-curricula activities come from our committed Parents' Association. In deed, their partnership transcends these extra curricula programs to the point that their presence in the library, in the classrooms, on trips, etc. makes our home-school partnership one of our lasting attributes of a school community.

We have a G & T program, entitled "CIG" (modeled after the Hunter Model – Center for the Intellectually Gifted) that is academically challenging while providing enrichment activities that motivate interest and enthusiasm.

We provide additional academic intervention services to all children who are struggling in reading, writing, and/or math. Our focus is two-fold: Differentiation of instruction and small group and individualized instruction.

Each member of our staff is fully certified. They have been trained in the latest methodologies such as Balanced Literacy, Every Day Math, Wilson, Foundations, Spell Read, Assertive Discipline, and Learning Styles. The staff readily works with and supports each other and this collaboration and cooperation engenders an atmosphere of openness and camaraderie. The team work among the teaching staff, the Parents' Association and administrative staff is solid and this translates into a school community that can easily focus on the goal of academic and social success for each child.

## 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>	P.S. 193 Gil Hodges				
<b>District:</b>	22	<b>DBN #:</b>	22K193	<b>School BEDS Code:</b>	332200010193

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 checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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	23	18	18		93.8	94.4	TBD		
Kindergarten	115	100	142						
Grade 1	139	127	120	<b>Student Stability: % of Enrollment</b>					
Grade 2	140	132	124	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	152	136	132		94.7	93.7	TBD		
Grade 4	137	153	140						
Grade 5	140	138	152	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.2	63.4	75.8		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	9	TBD		
Grade 12	0	0	0						
Ungraded	0	0	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	846	804	832		5	18	10		
<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	12	11	12						
No. in Collaborative Team Teaching (CTT) Classes	44	60	60	Principal Suspensions	26	14	TBD		
Number all others	26	21	29	Superintendent Suspensions	3	6	TBD		
These students are included in the enrollment information above.									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	108	118	115	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	0	0	13	(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	64	65	TBD
				Number of Administrators and Other Professionals	12	14	TBD
<b>Overage Students:</b> # entering students overage for grade (As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	5	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.6	0.4	Percent more than two years teaching in this school	76.6	84.6	TBD
Black or African American	53.3	51.6	52.5	Percent more than five years teaching anywhere	56.3	56.9	TBD
Hispanic or Latino	13.7	13.4	13.3	Percent Masters Degree or higher	86.0	85.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	15.2	16.5	16.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.5	98.9	TBD
White	17.1	17.8	17.3				
Multi-racial							
<b>Male</b>	51.8	51.9	50.2				
<b>Female</b>	48.2	48.1	49.8				

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

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



NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<u>Differentiated Accountability Phase (Check ✓)</u>			<u>Category (Check ✓)</u>				
			Basic	Focused	Comprehensive		
In Good Standing (IGS)	4						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>				
	ELA:	4	ELA:				
	Math:	4	Math:				
	Science:	4	Grad. Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	4	4	4				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	4	4					
Hispanic or Latino	4	4	-				
Asian or Native Hawaiian/Other Pacific Islander	4	4	-				
White	4	4	-				
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	4	4	-				
Limited English Proficient	4	4	-				
Economically Disadvantaged	4	4					
<b>Student groups making AYP in each subject</b>	8	8	1				
<b>Key: AYP Status</b>							
√	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				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Looking at the last three years' of data we have seen the following trends that indicate that we have a more than stabilized school community.

- 1) Student attendance and stability are consistent from one year to the next.
- 2) Our student populations have remained consistent as well with the minority population hovering around 67% and the white and Asian populations hovering around 33%.
- 3) Our ELLs are approximately 12% of our student population.
- 4) Our Special education population is approximately 11%.
- 5) Our poverty rate averages 62.5% (Slowly increasing each year less than 1% point.)
- 6) Staff is fully certified and the turn over rate is low (except for staff who take leaves based on maternity and child care.)

The above factors have helped us in the academic growth and progress that we have established over the last three years. The following data sources and analyses indicate we have made steady improvements across all curricula areas and grades and that the data support our continued success in planning our goals and supporting action plans.

- 1) Our New York State ELA results/scores over the last three years for grades 3, 4, and 5 have consistently improved. There has been an overall growth rate from 72% (for all three grades, three years ago) to 83.4 % last year. This continued growth and progress can be attributed to the action plans, the goals, and the implementation of the budget to support these goals and action plans that includes but is not limited to the use of AIS personnel, materials and programs, and the after school programs.
- 2) Our New York State Mathematics results/scores over the last three years for grades 3, 4, and 5 also have consistently improved. There has been an overall growth rate from 81.8% (for all three grades, three years ago) to 94.6% last year. The continued growth (performance) and progress can be attributed to the implementation of new programs and strategies (such as Every Day Mathematics and the full use of the learning center and technologies we have available such as in Acuity and BrainPop) as well as to the implementation of "budgeting strategies" to ensure that AIS personnel are available during the day via pullout programs and in an after school component.
- 3) Our School Report Card has been a Steady A for the last three years.
- 4) Our Annual School Report Card indicates we are a school in good standing.
- 5) Our Quality Review has improved from under-developed to Proficient.

- 6) Our School Learning Surveys that reflect both teachers and parents views and opinions of our entire school community that range from the academics to the Arts to the school atmosphere, to the classroom engagement and achievement ( vis-à-vis “The California Standards for the Teaching Profession”) to the safety and well being of students and staff, have improved tremendously to indicate an above average satisfaction with our overall goals and implementation of the action plans that support those school-wide goals.
- 7) As we look over our primary grades and how they have improved, we can look to our Progress Monitoring/DIBELS and Reading 3D assessments that have helped us to monitor our growth and progress. As a result of the careful analyses of these results, across the three grades, we were able to implement a new methodology, Foundations, in all classes backed up with at least six training sessions from a renowned trainer (who provided modeling, intervisitations, and interactive lectures) along with our decision to become part of the RTI (Response To Intervention) initiative.
- 8) Through numerous classroom observations, both written and verbal, we are able to highlight fine teaching methodologies (such as differentiated instruction, individualization, learning center technology, etc.) and monitor best practices via the theories found in The California Standards for the Teaching Profession, The Principles of Learning, and Cambourne’s Conditions for Learning.
- 9) One of our greatest accomplishments that we find enhances the academic and social growth of our students is our focus on the Arts and how they support (not supplant) instruction across the grades. We have three Arts Residencies (The Ballet, Opera, and Theater,) that are introduced in many classrooms. The children are engaged and many of the Arts Residencies tie in other curriculum areas. In addition, we have two visual artists on staff as well as a pianist and choral teacher who round out the Arts in our school community.
- 10) We are also proud of the fact that we have seen the progress and performance of our students steadily move up each year, hence the reason for the Report Card grade of an “A” three years in a row.
- 11) A third accomplishment that we are very much proud of involves the growth of our ELLs and Special Education students, and the fact that the achievement gap between minority and white students is slowly being addressed and shrinking. Our overall efforts in addressing the neediest populations in our school, while maintaining the standards for our other populations such as our G & T students, has been a “team effort” across the board with all teachers (Classroom, cluster, and AIS) working towards this common goal.
- 12) We utilized our budget to provide additional CTT classes to ensure separation of students “who do not get along” while lowering the ratio of the mandate, 40/60%. We also utilized the budget resources to hire Per Diem teachers to push in and Pull out students for AIS in reading, writing, and mathematics. We were able to address children in grades 2-5, and we were able to address a much needed population, Grade 2 ELLS, in the area of literacy (based on assessments – NYSESLAT/Classroom and observations in the classroom as well as by the ESL Pullout teacher).
- 13) Finally, we utilized our monetary resources to provide P.D. to staff in the area of Foundations. We were now able to train our reading staff so that they can provide professional development services, provide the “Double Dose” of Foundations to at risk and identified students, and to assist with children who have been assessed as in need of this intervention service in all of our primary grade classrooms.
- 14) We continued with our Inquiry Team Research and have developed grade teams that work monthly on their inquiry work. The teachers have analyzed data; identified a skill deficit; read research articles and chose a strategy to address the skill deficit. The grade teams then created a Power Point presentation and shared their Inquiry Work with all other staff members at a faculty conference and at a Chancellor’s Professional Day in June.

## **Upcoming Significant Barrier to Continued Success:**

### **One word: *BUDGET***

How do we maintain our performance level and progress and proficiency growth one year to the next when we face enormous reduction in financial resources? We are expected to maintain the same success, as we would all love to continue and to continue to improve from one year to the next, when we have lost hundreds of thousands of dollars that have permitted me to hire staff to work with children at risk in math, reading, and writing. How can we maintain the same level of Academic Intervention Services when we lost the ability to hire any F status teachers, working three days (addressing 75 students in need and at risk) a week in these academic areas across the testing grades? How can we maintain the same level of AIS to these at risk students, at least 35 in an after school reading and math program, when there is no funding for this program? How can we maintain the same AIS to our ELLs in grades 2 -5 to support them in a pushin/pullout model with three per diem teachers, 4 times a week, assisting these youngsters (approximately 55 across these grades) without the funding necessary? How can I provide the after school AIS component to these at risk ELLs three times a week for 26 weeks when there is no funding? How can I continue with our Arts residencies and In House Art programs when I do not have the funds to hire two F Status music teachers as well as to engage private Arts Residencies if there is no money budgeted for these programs?

How do I address increased class size due to the fact that our budget is in deficit and the only way to address this deficit is to 'collapse" classes and raise the student ratio in a class, especially in our primary grades where individualization is so important to early development.

This is the conundrum; this is the problem that haunts me each and every day. How do I face my students, my staff, and my parents knowing that I am responsible to help each and every child, yet the funding is lacking to make the thought even feasible? How do I accomplish this Herculean task? There is so little support to count on and our options are so limited. Where do we go and how do I keep everyone upbeat with a positive attitude?

## **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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### **Goal #1**

**By June 2011, there will be an increase in the measured progress in mathematics achievement of 10% of our lowest third functioning students in grades four & five as measured by the NYS Mathematics Standardized Test.**

We reviewed the results of several assessments given over the course of the year (ITA, Predictives, Unit Tests, and most recently the NYS Standardized Math Test) and we concluded that our focus needs to be redirected to our lowest third functioning students in grades four and five. This cohort will encompass students who have been a concern for us as well; they are our ELLs and our special education populations. In addition, by focusing on this lowest third of students, we will address the achievement gap between minorities and non-minorities.

To achieve the goal of moving at least 10% of these students one year of progress, they will need many remedial opportunities in addition to the daily math instruction. We would look toward the extended day program as one form of remediation since this period is part of the school day. Addressing an after school component would be contingent on the budget and what we would be able to offer to at-risk, identified students (using the assessments listed above).

### **Goal #2**

**By June 2011, there will be an increase in the measured progress in ELA achievement in 10% of our lowest third functioning students in grades four and five as measured by the NYS ELA Standardized Test.**

As we look over the results of the ELA NYS Standardized Test as well as the various other assessments we utilized this year such as Acuity (Predictive and ITA) along with on-line assessments using RAZ KIDS and Brain Pop and the DRA2, we see that we need to focus on the lowest third functioning students in our fourth and fifth grades. In this cohort, we find many of our ELLs and our Special Education students as well as other students who have been at-risk in the previous year who need the additional resources to help them progress to the next level.

To achieve this goal of moving 10% of these most in-need students one full year's progress, we will need to plan and facilitate an AIS program that addresses their individual skill deficits. In addition, we would need to have several excellent assessment tools (DRA2, Predictives/ITA's, classroom assessments, etc.) to be able to specifically identify those skills that need to be remediated.

### **Goal # 3**

**By June 2011, we will have 100% of staff involved in the Inquiry Study of 5 of their students and address a specific skill deficit for these children along with a plan of action to address this skill deficit.**

Based on this year's Inquiry Study, we had approximately 90% of staff deeply involved in analyzing skill deficits, planning and researching studies that would remediate the skill deficit, and a study group of students who were given a pre test and post test to ascertain the effectiveness of the Inquiry Work. We found that this year, all staff who were involved in this collaborative effort, found it enlightening and provided not only insight to particular student's issues but also provided individual professional development.

We want to include the other 10% of staff to engage in the deep Inquiry work as their colleagues to ensure that every staff member has an opportunity to grow and to learn while engaging all staff in the latest research that is available as we continue to study and analyze students' skill deficits and make a plan of action to remediate these deficits.

### **Goal #4**

**By June 2011, there will be a one level performance improvement or progress made in grammar and punctuation for students in grades three through five as measured by a pre-test and post-test using the Simple Solutions Grammar Program in conjunction with a comparison of September written essays (first and corrected drafts by students) to June written essays (first and corrected drafts by students).**

Writing improvement has always been a school-wide goal for years. Each month, a specific writing genre is assigned and a class set is given to the principal for review. First drafts are attached to the final drafts (after conferencing with the teacher) so that each child's individual work can be gauged against the final draft (with teacher input). Writing skills have been addressed across the curriculum areas, especially in science (grade 4 test) and social studies (grade 5), since the children have to write cogently on standardized tests in these grades.

We have begun using the Grammar/Punctuation Simple Solutions Program for two years and we have received "raved" reviews from the teachers because of the content that is being taught. The one area we need to monitor is the "actual application" of the skills taught in the children's own writing, especially when looking at their first draft and then when they self-edit/revise.

### **Goal # 5**

**By June 2011, there will be an improvement in 15% of our primary students who score in the lowest third based on the DRA2; we expect that 15% of this cohort will move three reading levels from September to June 2011 as measured by the DRA 2 post assessment.**

We have noticed over the year, that there has not been the progress we expected to see in our primary grades in reading and comprehension. Through the DIBELS assessment and Reading 3D assessments, we felt that too much emphasis was placed on fluency and accuracy and not enough focus was on comprehension. In June 2010, we had all staff trained in using the DRA 2 kit because we felt that this assessment aligned with our balanced literacy program and provided the much-needed emphasis on comprehension (while addressing the phonics as well).

Our plan is to continue addressing this lowest third in literacy as part of our Inquiry work since the two cohorts will overlap and hence we would be able to provide the at-risk students with lots of support via our extended day program and other AIS that we can facilitate.

## SECTION VI: ACTION PLAN

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

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

**Mathematics**

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2011, there will be an increase in the measured progress in mathematics achievement of 10% of our lowest third functioning students in grades four and five as measured by the NYS Mathematics Standardized Test.</b>
<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>	<ol style="list-style-type: none"> <li>1) <b>Professional Development/Technology</b> – use of the Smart Board, Brain Pop, and Study Island Programs will be utilized to enhance instruction and engagement of students in all math lessons as well as in group center work and individually.</li> <li>2) <b>Academic Intervention Services:</b> <ol style="list-style-type: none"> <li>a) <b>Math Coach</b> – demo and modeling lessons; research support; provide direct instruction to various at-risk groups of students.</li> <li>b) <b>Extended Day</b> – students who have been identified as at-risk will be invited to attend this program to help address specific deficits.</li> <li>c) <b>After School Program</b> – planned two times a week for one hour; the lowest third of students will be invited.</li> </ol> </li> <li>3) <b>Classroom Mathematics Centers</b> – will address various activities and games to address specific skill deficits.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1) <b>Fair Student Funding</b> – Classroom teachers; absence teacher reserve days for professional development by math coach and Common Core Team; money to purchase additional manipulatives.</li> <li>2) <b>Title I SWP</b> – 15% salary for math coach to provide professional development services for staff; direct instruction to groups of students at risk. Parent Involvement workshop by staff to will address math test-taking strategies.</li> <li>3) <b>Title I ARRA</b> – Parent Involvement Workshop – Family Night; parent works alongside child focusing on several hands-on problems given by teachers.</li> <li>4) <b>Title III LEP</b> – F Status ESL teacher works with identified at-risk ELLs who are in need of tutoring in mathematics.</li> <li>5) <b>C4E</b> – 85% salary for math coach to provide professional; development services for staff; direct instruction to groups of students who have been identified as at-risk.</li> <li>6) <b>TL NYSTL Funding</b> - \$3000 for additional manipulative supplies for the classroom.</li> </ol>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> <li>1) <b>Results of the Periodic Assessments ( 1 Predictives and 2 ITAs)</b></li> <li>2) <b>Results of the Beginning of the Year Assessments</b></li> <li>3) <b>Monitoring of students' progress on Study Island and Acuity Websites</b></li> <li>4) <b>Results and analyses of EDM program assessments and teacher-made assessments</b></li> <li>5) <b>Results of the NYS Mathematics Standardized Test</b></li> </ol>



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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be an increase in the measured progress in ELA achievement in 10% of our lowest third functioning students in grades four and five as measured by the NYS ELA Standardized Test.</b></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>	<ol style="list-style-type: none"> <li>1) Professional Development Continuum with various programs such as Foundations and Technology; along with the DRA 2 Kit used to assess all students and to gauge and analyze those at-risk.</li> <li>2) Continued Double-Dosing in Foundations for early primary grade (grade 1) and a pull-out Foundations Program for grade 2 at-risk students.</li> <li>3) Continuation with Balanced Literacy components and an accent on comprehension skills.</li> <li>4) Provide AIS for identified lowest third of students for the Extended Day program.</li> <li>5) Provide a two-day-a-week after school literacy program for identified lowest third of students.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1) Fair Student Funding – Salaries for classroom teachers; funding from absent teacher reserve to provide professional development on the Common Core Standards. \$3000 for specialized support non-fiction materials in science and social studies.</li> <li>2) Title I SWP- funding for one reading teacher to provide direct instruction to at risk children; funding (.2% of a teacher for professional development to teachers; the other .8% is direct student services.)</li> <li>3) Title I ARRA – funding for one reading teacher to provide direct student services to children identified as at-risk.</li> <li>4) Title III LEP – F Status ESL teacher to provide per diem services (36 days) to identified at-risk ELLs.</li> <li>5) School Support \$ to lower class size on various grades to ensure a lower teacher-student ratio.</li> <li>6) TL NYSTL Funding - \$5000 to purchase reading non-fiction material to support the common core standards and increase reading progress.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1) DRA 2 Assessment – twice a year; a third time – mid-year for those students who are not progressing to expected levels.</li> <li>2) Acuity and Brain pop programs, computers, and RAZ Kids to monitor growth and to provide remediation services</li> <li>3) Periodic Foundations Assessments</li> <li>4) Acuity – Predictives/ITAs – four times a year.</li> </ol>

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2011, we will have 100% of staff involved in the inquiry work/study of five students and address a specific skill deficit for these students along with a plan of action to address the skill deficits.</b>
<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>	<ol style="list-style-type: none"> <li>1) Provide professional development to all staff (especially the 10% who are “on board” for the first time)</li> <li>2) Team up new members with “seasoned” members on a specific grade since the staff will work with the children during extended day.</li> <li>3) Meet monthly to assess the inquiry step process that will include identifying a skill deficit; the research that is available; and the materials that will be part of the study.</li> <li>4) Formulating a pre and post test.</li> <li>5) Creating a Power Point presentation to be shared among all staff at the end of the year.</li> <li>6) Posting our work on ARIS as the year progresses.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1) Fair Student Funding – salaries for all classroom teachers; funding for A.P. (73%) who will lead staff in their inquiry work study. Per session funding for Inquiry Teams (\$2500) to meet after school.</li> <li>2) Title I SWP- Math Coach – Staff developer/Inquiry Specialist (15% of salary) – is part of Inquiry Cabinet who will provide professional development. A.P. salary (23%) to lead after and during school sessions on inquiry work.</li> <li>3) Title I ARRA – 2 reading teachers will be “grade leaders” as we move through the inquiry process. (100% of their funding is included in this role as well as direct instruction to students who are at-risk.)</li> </ol>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a one level performance improvement or progress made in grammar and punctuation for students in grades three through five as measured by a pre-test and post-test using the Simple Solutions Grammar program in conjunction with a comparison of September written essays (first and corrected drafts by students) to June written essays (first and corrected drafts by students).</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>	<ol style="list-style-type: none"> <li>1) Each class on the three grades will have the Simple Solutions Program throughout the year to ensure that all topics in grammar, punctuation, etc. are taught and reinforced.</li> <li>2) Each student (in grades 3-5) will write an essay and correct the essay for a final draft. Every month, different genres will require the students to do the same thing thus practicing and applying the skills they learn from the Simple Solutions program as well as what the teacher covers during the school year.</li> <li>3) During the extended day program, students will be given additional support for those who indicate that academic remedial services are required.</li> <li>4) In the after school literacy program, two days a week, writing mechanics will be part of the overall literacy intervention plan.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1) Fair Student Funding – salaries of classroom teachers and ESL pullout teacher. \$2000 to purchase the workbooks to maintain the program.</li> <li>2) Title I SWP – one funded reading teacher who will work with at-risk students on their reading and writing as they respond to literature and address non-fiction writing such as expository and informative/explanatory writing that will include a focus on the writing mechanics.</li> <li>3) Title I ARRA – one funded reading teacher who will work with at-risk students in reading and writing across all genres, fiction and non-fiction.</li> <li>4) Title III LEP – F Status ESL teacher (36 days) to address writing skills and mechanics of at-risk ELLs as part of the literacy block tutorial.</li> <li>5) Title IIA – funded writing cluster teacher to focus on the mechanics of writing in non-fiction genres tying into social studies and science curricula for the grades.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1) Monthly writing samples reviewed by teacher and principal.</li> <li>2) Regular assessments given in class.</li> <li>3) Review and a comparison of a pre-assessment and post-assessment writing sample that includes the first draft and final copy.</li> </ol>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an improvement in 15% of our primary students who score in the lowest third based on DRA2; we expect that 15% of this cohort will move three reading levels from September to June 2011 as measured by the DRA2 post assessment.</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>	<ol style="list-style-type: none"> <li>1) Professional development using the DRA 2 to identify our 15% of lowest functioning students.</li> <li>2) Assess this cohort mid-year to ascertain the progress the children were making or to assess the reasons why progress as not being made and then to alter the instruction.</li> <li>3) Provide additional support services with Foundations and Double Dosing for students at-risk.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1) Fair Student Funding – salaries of classroom teachers. Materials and supplies for DRA 2 Kits (\$16,000).</li> <li>2) Title I SWP – one funded reading teacher devoted to assisting children who have been identified as at-risk.</li> <li>3) Title I ARRA – a second funded reading teacher whose time will be split among upper grade and lower grade classes to assist the at-risk below readers. Parent Involvement workshop designed to assist parents with ideas on how to help their child at home.</li> <li>4) Title III LEP- F Status ESL teacher (36 days) to work with at-risk ELLs in primary grades. \$1000 for books and materials for primary grades.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1) Mid-year assessment using the DRA 2 to monitor student progress</li> <li>2) Foundations assessments in mid-year to assess growth and progress</li> <li>3) Monthly assessments of reading levels vis-à-vis Fountas and Pinnell</li> </ol>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	8	0	N/A	N/A	0	0	1	0
1	23	0	N/A	N/A	3	0	0	0
2	18	0	NA	N/A	0	0	1	0
3	23	0	N/A	N/A	0	0	1	0
4	28	17	0	0	0	1	0	0
5	23	14	4	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> 1) Foundations/Wilson  2) Extended Day  3) Balanced Literacy  4) Technology	1) <b>A phonetic-based program that addresses students who are at-risk in kindergarten through fifth grade. Foundations is used in our primary grades. We have a resource teacher who will provide double-dosing to students in the first grade who have exhibited a real deficit in phonics. In kindergarten, the program is used in the “prevention” model as opposed to intervention model and it is used five days a week for approximately twenty-five minutes. In our second grade classes, the program is used in the prevention model, three times a week for approximately twenty-five minutes. We have a resource teacher who will pull out a group of second graders who need the “double dosing” intervention. Wilson is utilized by three teachers in our intermediate grades. Each teacher works with a group of four-five children, four times a week for a period of forty-five minutes. There are benchmarks that must be achieved in both programs as well as intermittent assessments to help monitor the delivery of the instructional program.</b> 2) <b>Two days a week for fifty minutes; children who have been assessed using the DRA 2 kit as at-risk, are invited to this academic intervention service program. In addition, many of these students become our Inquiry Study group, thus offering a greater analysis of skill deficits, plans of action and strategies to address these deficits, and additional assessments to monitor progress and growth.</b> 3) <b>In addition to each classroom’s focus on this methodology, we employ three reading teachers who are assigned to groups of five students in grades second through fifth who have been assessed as at-risk based on their comprehension skills using the DRA 2 kit. Each teacher will see a group of four-five students three times a week for a period of thirty minutes.</b> 4) <b>We will employ some on-line resources such as RAZ KIDS and Acuity to address the reading deficits of all students, with an emphasis on those who are reading below the appropriate grade level based on Fountas Pinnell.</b>
<b>Mathematics:</b> 1) Extended Day  2) Technology	1) <b>We will have a two-day a week program for fifty minutes that will address those at risk students who are in need of remediation in mathematics based on the beginning of the year assessments and the results of the NYS Mathematics Standardized Test.</b> 2) <b>We will use two online resources, Study Island and Acuity to help address the deficits of those students who have been identified as at-risk.</b>

<b>Science:</b>	1) In class assistance via learning centers and technology vis-à-vis Science curriculum CDs, Smart Boards and Brain Pop. Children receive remediation to help in designated areas of content as well as in responding to extended response questions and carrying out experiments.
<b>Social Studies:</b>	1) In class assistance with up-to-date resources and materials and technology (such as Primary Resource Kits, Brain Pop, and Smart Boards) that help the students with factual material as well as using resources to respond to scaffolding questions and DBQs.
<b>At-risk Services Provided by the Guidance Counselor:</b>	1) We have a three-day-a-week guidance counselor who services mandated students; this is priority # 1. In addition, she is available for children in crisis as well as seeing students on an as need basis when there is time in her schedule.
<b>At-risk Services Provided by the School Psychologist:</b>	1) She is available four days a week. In addition to her role as case manager for all initial evaluations, she is available to meet her mandated students as well as students who are in crisis as well as seeing children who are in need of a few sessions to help the child through a personal issue.
<b>At-risk Services Provided by the Social Worker:</b>	1) He is here three days a week and in addition to his mandated cases as well as conducting all initial evals intake social histories, he is available for all children in crisis as well as helping students over a period of time who present themselves as at-risk due to a particular situation.
<b>At-risk Health-related Services:</b>	1) Our school nurse is available five days a week helped by an assistant. They handle all medical emergencies; dispense medications according to 504s, present asthma workshops, and each of them is available to help out with minor injuries and feelings of illness. They make outreach calls to parents as well.



## **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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### **Title III, Part A LEP Program**

**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.

We have 107 ELLs in grades kindergarten through fifth. All ELLs receive instruction in English in their classroom. Students receive ESL instruction either in their classroom, when taught by certified ESL teachers as is done in kindergarten and third grade; otherwise all other students receive their mandates, based on the specifications of the law, in push-in or pull-out fashion by a certified ESL teacher.

We are instituting a school-wide ESL Program that encompasses a self-contained and push-in and pullout model. We have self-contained ESL classes for our kindergarten and third grade ELLs. For all other ELLs we will utilize a push-in or pullout model to meet all mandates. All teachers who will administer ESL methodologies are fully certified and licensed ESL teachers. Within this free-standing ESL program (which parents have opted in for as opposed to other available models) beginning and intermediate students receive 360 minutes of ESL instruction per week. The advanced students will receive 180 minutes of ESL instruction per week. We will utilize the results of the NYSESLAT & LAB-R to determine which students are identified for each category to ensure proper delivery of services.

Students will receive instruction that complements the themes and curriculum of their current grade level. The instruction will implement ESL strategies and methodologies to provide content-based knowledge and academic vocabulary. Emphasis will be placed on the four language arts skills of listening, speaking, writing, and reading. To ensure continued growth and progress in these English Language Arts skills for all beginners, intermediate, and advanced students, we will utilize all ESL methodologies that are available in conjunction with our overall literacy program components (that include Balanced Literacy and Foundations) as well as hitting upon mathematics via the Every Day Math Program.

We plan to continue to provide Academic Intervention Services to our ELLs on a grand scale. We will plan for an after school component to address the English Language Arts & Mathematics skills for our at-risk ELLs in grade 3 (in grades 4 & 5, we will also have available AIS but we will utilize Title I SWP Funds since the instructors are not ESL certified). We will utilize various quantitative assessment tools (such as DRA 2, Acuity, NYSESLAT, Beginning of the Year assessments, and portfolios) and qualitative tools such as teacher observations & conversations between classroom and AIS/ESL providers to identify those ELLs in need of these interventions. We will also offer the extended day program to all ELLs as a "prevention model" to falling further behind in the areas of literacy and mathematics.

All other subject areas such as science and social studies as well as the arts and physical education will follow the NYC Scope & Sequence curricula as taught to all of our students. For those ELLs that are having difficulty in the areas of science and social studies, we will offer additional remediation in the classroom via the computer technology (such as Raz Kids and BrainPop) and setting up specific learning centers.

We are planning a push-in school component to address specific needs of our ELLs in grades one through five. The program will begin in December (tentative date is Tuesday, December 6, 2010) and run every Monday and Tuesday, from 3:15-4:00pm. The anticipated date of completion of the program is Thursday, May 6, 2011. We are planning to invite fifteen students for each grade (first through third grade; our fourth and fifth grade ELLs are attending an after school program along with general education and special education students that is funded through Title I and ARRA monies) to participate in this two-day a week academic intervention program that will focus on all aspects of literacy (to prepare the students to be more proficient and ready for the NYSESLAT in 2011). The service providers may be ESL certified or they may be Common Branch fully certified. Since we only have four ESL teachers certified in ESL, we will open the “teaching pool” to all staff members with a preference given to those who are ESL certified. We will utilize our Title I SWP funds, not Title III.

As part of the funding source, Title III, we will hire an F Status ESL certified teacher to work with our at-risk ELLs in grades 1-5. The program will begin on January 17, 2011 and will run two days a week until May 26, 2011. The ELLs who will be serviced are those who have been identified as at-risk in literacy (reading & writing) by the classroom teacher in first through fifth grades. The program will be a push-in/pull-out program consisting of five students to one teacher thus permitting maximum individualization, one to one remediation. Each time period of instruction will be for thirty-five minutes thus allowing for seven groups of students (a total of thirty five students) to receive the tutorial program two times a week.

The program will focus on reading & writing responses to literature. In this fashion, specific comprehension skills (such as cause and effect, main idea, drawing conclusions, etc.) will be addressed through the literature and the writing (conventions of writing that include punctuation, mechanics, vocabulary development, etc.) will be addressed as the children write a response in “paragraph form” utilizing all of the appropriate writing conventions that will ensure an improvement in overall writing skills.

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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) K-5**Number of Students to be Served: 107 **LEP** 738 **Non-LEP**

**Number of Teachers** 68 **Other Staff (Specify)** Paraprofessionals - 17 \_\_\_\_\_

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

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

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

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We have 107 ELLs in grades kindergarten through fifth. All ELLs receive instruction in English in their classroom. Students receive ESL instruction either in their classroom, when taught by certified ESL teachers as is done in kindergarten and third grade; otherwise all other students receive their mandates, based on the specifications of the law, in push-in or pull-out fashion by a certified ESL teacher.

We are instituting a school-wide ESL Program that encompasses a self-contained and push-in and pullout model. We have self-contained ESL classes for our kindergarten and third grade ELLs. For all other ELLs we will utilize a push-in or pullout model to meet all mandates. All teachers who will administer ESL methodologies are fully certified and licensed ESL teachers. Within this free-standing ESL program (which parents have opted in for as opposed to other available models) beginning and intermediate students receive 360 minutes of ESL instruction per week. The advanced students will receive 180 minutes of ESL instruction per week. We will utilize the results of the NYSESLAT & LAB-R to determine which students are identified for each category to ensure proper delivery of services.

Students will receive instruction that complements the themes and curriculum of their current grade level. The instruction will implement ESL strategies and methodologies to provide content-based knowledge and academic vocabulary. Emphasis will be placed on the four language arts skills of listening, speaking, writing, and reading. To ensure continued growth and progress in these English Language Arts skills for all beginners, intermediate, and advanced students, we will utilize all ESL methodologies that are available in conjunction with our overall literacy program components (that include Balanced Literacy and Foundations) as well as hitting upon mathematics via the Every Day Math Program.

We plan to continue to provide Academic Intervention Services to our ELLs on a grand scale. We will plan for an after school component to address the English Language Arts & Mathematics skills for our at-risk ELLs in grade 3 (in grades 4 & 5, we will also have available AIS but we will utilize

Title I SWP Funds since the instructors are not ESL certified). We will utilize various quantitative assessment tools (such as DRA 2, Acuity, NYSESLAT, Beginning of the Year assessments, and portfolios) and qualitative tools such as teacher observations & conversations between classroom and AIS/ESL providers to identify those ELLs in need of these interventions. We will also offer the extended day program to all ELLs as a “prevention model” to falling further behind in the areas of literacy and mathematics.

All other subject areas such as science and social studies as well as the arts and physical education will follow the NYC Scope & Sequence curricula as taught to all of our students. For those ELLs that are having difficulty in the areas of science and social studies, we will offer additional remediation in the classroom via the computer technology (such as Raz Kids and BrainPop) and setting up specific learning centers.

We are planning a push-in school component to address specific needs of our ELLs in grades one through five. The program will begin in December (tentative date is Tuesday, December 6, 2010) and run every Monday and Tuesday, from 3:15-4:00pm. The anticipated date of completion of the program is Thursday, May 6, 2011. We are planning to invite fifteen students for each grade (first through third grade; our fourth and fifth grade ELLs are attending an after school program along with general education and special education students that is funded through Title I and ARRA monies) to participate in this two-day a week academic intervention program that will focus on all aspects of literacy (to prepare the students to be more proficient and ready for the NYSESLAT in 2011). The service providers may be ESL certified or they may be Common Branch fully certified. Since we only have four ESL teachers certified in ESL, we will open the “teaching pool” to all staff members with a preference given to those who are ESL certified. We will utilize our Title I SWP funds, not Title III.

As part of the funding source, Title III, we will hire an F Status ESL certified teacher to work with our at-risk ELLs in grades 1-5. The program will begin on January 17, 2011 and will run two days a week until May 26, 2011. The ELLs who will be serviced are those who have been identified as at-risk in literacy (reading & writing) by the classroom teacher in first through fifth grades. The program will be a push-in/pull-out program consisting of five students to one teacher thus permitting maximum individualization, one to one remediation. Each time period of instruction will be for thirty-five minutes thus allowing for seven groups of students (a total of thirty five students) to receive the tutorial program two times a week.

The program will focus on reading & writing responses to literature. In this fashion, specific comprehension skills (such as cause and effect, main idea, drawing conclusions, etc.) will be addressed through the literature and the writing (conventions of writing that include punctuation, mechanics, vocabulary development, etc.) will be addressed as the children write a response in “paragraph form” utilizing all of the appropriate writing conventions that will ensure an improvement in overall writing skills.

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

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Professional Development is ongoing all year long. ESL teachers are offered the opportunity to attend specific workshops that are offered via the NYCDOE as well as in-house and CEI-PEA (our CFN). We also address compliance issues to ensure that all mandates are met; that all ESL methodologies are implemented; all ESL teachers are trained in best practices such as differentiated instruction, learning styles and the use of the Smart Board; and our up-to-date Inquiry Study strategies. We also provide instruction to other personnel such as non-ESL teachers and paraprofessionals and to our parent coordinator since many of our ELLs are mainstreamed into general education classes and so these teachers as well as our cluster teacher need to have a handle on strategies that are effective with our ELL population as far as teaching and learning go. We plan monthly workshops that may include the following tentative plan of topics:

- |              |   |
|--------------|---|
| 1) September | Tips for teachers; how to assess ELLs in literacy   |
| 2) October   | Identifying instructional techniques that foster learning strategies for different language proficiency |
| 3) November  | Strategies for helping ELLs in center activities  |
| 4) December  | Analyzing the Predictives Results and how it impacts on our ELLs  |
| 5) January   | Planning math center activities for the ELLs in the classroom   |
| 6) February  | Focus on listening and speaking skills to prep for the NYSESLAT   |
| 7) March     | Focus on reading and writing skills to prep for the NYSESLAT  |
| 8) April     | Focus on science; writing extended responses prep for our ELLs  |
| 9) May/June  | promotional Criteria for our ELLs   |

Our professional development plans will provide our ESL teachers an opportunity to provide additional training to our AIS personnel during the school day so that these staff members may address our ELLs who may participate in an after-school program or in a pull-out model during the school day. The importance of integrating ESL methodologies and materials and strategies will be the focus of these staff development workshops that will occur during our Inquiry Work or grade conferences or Faculty Conferences. As part of our funding and budget plan (under Title III, like last year), we plan on hiring several subs to “cover” our ESL teachers as they conduct intervisitations, do model lessons, and preside over discussions of issues of concern related to the teaching of ELLs. We anticipate conducting this series of “interventions” in December 2010.

Finally, we will look to our relationship with CEI-PEA and ask for additional in-house workshops that will focus on literacy and math for all of our ELLs.

**Section III. Title III Budget**School: PS 193 BEDS Code: 22k193

<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> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$3000	<b>60 hours of per session for ESL teacher to work with third grade ELL students: 60 hours X tr. Per session rate/fringe = \$3000</b>
	\$12000	<b>35 days of F Status ESL Teacher to work with small groups of ELLs in grades 1-5 (35 X \$)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$0.00	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials. Must be clearly listed.</li></ul>	\$3300	<b>Supplies and Books</b>
<b>Educational Software (Object Code 199)</b>	\$0.00	
<b>Travel</b>		
<b>Other</b>	\$1180	Professional Development – Per Diem Substitutes, 5 days
<b>TOTAL</b>	\$19,480.00	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
In consultation with our Parents' association Executive Board, The SLT, the UFT Chapter Leaders, And with our ESL staff, we assessed the needs of the school. We came to a consensus on how best we could address the translation services that could be offered to our ELL parents who were in need of this service. We agreed that our three major languages (Russian, Spanish, and Haitian Creole) would have translation done by our staff members. In addition, should the need arise, we have another staff member who could translate documents and notices into Chinese. We will budget some of our translation funding for per session for these staff members since they will do the translations after or before school time. For other languages (especially for Urdu and Turkish and Korean), we would utilize parent volunteers as identified by the Parents' Association Executive Board. We will include a boiler plate on all notices that are sent home to parents explaining to them that we have translation services available upon request.

We have ordered and provided translated report cards in eight languages. These will be completed and attached to an English version so that parents will have an opportunity to read the results on the report cards either in their native language or in English. This will ensure every parent the right to know and understand their child's strengths and weaknesses.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The SLT discussed the translation services plan and we received feedback from many parents during Parents' Association meetings, conversations between parents and ESL teachers, and feedback from parents to workshop presenters (during Family ESL Workshop night). The translated report cards are wonderful. The "boiler plate" informing parents of upcoming events was helpful as was the translation into the three languages (done by staff members). We decided to have these translators available during Parent-Teacher Conferences as well as lining up parents from our Parents' Association body to be available as translators to those parents who were in need of the service. These steps helped to ensure that all communication between the school and the home would be opened and successful.

## Part B: Strategies and Activities

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

All notices sent home will have a “boiler plate” (in several languages) that will indicate to our ELL parents that translation services are available through the Parents’ Association volunteers. In addition, notices of importance will be translated into three main languages by school staff members either before or after school time. They will prepare the translated versions one week in advance of the due date that the English version is to be sent home. All parents will receive the notices on time (we plan to attach the English version to the translated version to ensure full understanding of the notice). Additional notices will be kept in the lobby and posted on the Bulletin Boards in the vestibule as well with the idea of providing additional places to locate information. Finally, we will have translation signs in our lobby, posted by our security agent, indicating that translation services are available upon request.

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.

Oral interpretation services will not be contracted outside of our school building. We have been successful using the services that we have employed over the last several years. We will continue to use the services of staff who are bilingual (in Russian, Spanish, Haitian Creole, and Chinese) as well as parent volunteers (in the languages of Urdu, Bengali, and Korean) who have been screened by our Parents’ Association Executive Board. All of these services will be invaluable regarding important notices as well as during our Parent-Teacher Conferences, twice a year, as well as assisting with individual conferences with administration and or teachers and other personnel members (secretaries, social worker, related service providers, etc.).

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>.

All notices that are sent home will be translated into three main languages (other than English) to ensure that all parental rights of “knowing what is going on” is met. In addition, we will provide a “boiler plate” that will address several other languages that will indicate that there are translation services available with parent volunteers. We will also utilize the translated version for the report card (in eight languages) and attach one to an English version to make sure that every parent fully understands the strengths and weaknesses of their child.



#### **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:	\$543,734	\$261,971	\$805,705
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5437	\$2619	\$8056
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,187	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$54,373	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_100%\_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

Once again our School Survey has indicated high parent satisfaction as well as high teacher satisfaction. There is a broad consensus with the two groups as far as student engagement and academic expectations and academic rigor; there is agreement that the students are receiving an exemplary education. The AIS programs that have been instituted during the school day, the extended day, and the after school programs as well have been well received. In addition, there are enrichment components to our school day vis-à-vis Club Hour, Arts Residencies, School Plays coupled with enrichment after school activities (such as Robotics Club, Basketball, Band, and Dance) that enhance the educational spectrum for all of our children; the parents and staff have all been in agreement as to their value for broadening everyone's education.

This year we had an OST program that has been effective for several years. It services fifty students across all grades. It has been well-received by parents and students. Our concern is for next year, when we lose this program due to the budget reductions. This will certainly be a detriment to the school community.

We have received an “A” for the third consecutive year on our Progress Report; this corresponds with the opinions of the parents and the staff in that we are meeting and surpassing the educational goals that we have set for our students and that the progress that a vast majority of students are making is laudatory.

As we review the School Surveys, there is high parent and teacher satisfaction with our Academic and Arts programs that are offered to our students. We utilized our funding sources to meet all the needs and challenges that were presented and we were able to intertwine the affective side of education with the effective side and be successful both quantitatively and qualitatively.

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

As a schoolwide program school, we ensure that all of our funding sources address the needs of all students with an emphasis on those students who are academically at-risk. These identified children fall into several cohorts, which include special education, ELLs, and the lowest third of students who scored at this level using various assessments and standardized tests. We offer various services to these students to help each child progress to the next level. These services include individual and group counseling, enrichment (during the school day as well as in after school programs), the extended day program, and after school Academic programs designed to address student weaknesses in literacy and math. These programs are opened to all students based on individual needs. We also have the G & T program, which is an accelerated and enriched program that is offered to students who qualify. We have a marvelous Arts program that includes two visual arts teachers, a dance teacher, a part time pianist, and a part time vocalist/instrumentalist along with a newly formed “drum line/drum corps” program. All students participate in a variety of these Arts programs that incorporate theater since every child is involved in a class or grade performance. We also have two physical education teachers, a large yard and a small playground for our primary grades to ensure that every child receives physical education and lots of activity. When we analyze our data and results of standardized tests, we do focus on the achievement gap and we make every effort to address this vis-à-vis special AIS programs, our funding sources, and of course with personnel. Finally, our summer school program is offered to all students in the testing grades who were not promoted to the next grade.

3. Instruction by highly qualified staff.

All staff is highly qualified, certified, and experienced.

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.

Professional Development is an on-going process and is provided to staff throughout the year. At times, staff attends in-house workshops, at other times staff visit other schools for the professional development. This year our focus was on our Inquiry work and we had 90% of all staff members thoroughly engaged in this work. We have had other training sessions that address the Wilson and Foundations methodologies. During grade conferences (during school time as well as before & after school time) and faculty conferences we have focused our attention on curriculum mapping and on utilizing and analyzing data to drive instruction (and the budget). We explored Acuity (Predictives and ITAs), Reading 3D, DIBELS, and our research work as a result of specific inquiries from different grade levels to help us understand and address weaknesses. We utilize the strengths of many of our staff members to present workshops that focus on ELLs, Special Education, Mathematics, Science, and of course literacy. We utilize our Family Night workshops to bring in families to explore scientific concepts, or to learn tips on studying for the standardized test, or becoming familiar with ESL methodologies, and the families love these nighttime workshops.

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

We are not a "high needs" school. However, we receive numerous resumes and contacts, letters and inquiries from new staff as well as from senior teachers looking to work in our school. Therefore, staff is always highly qualified and fully certified in their license area.

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

We utilize our Title I Parent Involvement Funds for a series of Parent/Family Night Workshops, approximately twelve per year. We tap into our parent needs assessments and the end of the workshop evaluations forms to help us determine which parent workshops we will offer each year. We address the parental requests and plan for two-hour workshops, presented by qualified staff members on the various curricula areas (such as literacy, test prep, science, etc.). We also offer weekly parent workshops, every Thursday morning, with our Parent Coordinator. She facilitates various guest speakers and topics (such as asthma, child abuse, parenting skills, etc.) from in our school such as the psychologist, school nurse and guidance counselor as well as from outside agencies such as Health Plus and guidance services. We utilize our schoolwide "Bulletin" to advertise schoolwide functions, to share up-to-date news, and to engage parents in their child's education. Parents are always encouraged to be chaperones and to volunteer in the classroom or the library or for special occasions as a way to keep the home-school partnership alive and functioning.

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.

We have one full time Pre-Kindergarten class. The class is located in one of our Transportable Classroom Units (TCU). The children have been frequent visitors to the "main building" as they visit the library on the third floor as well as visiting the science lab on the fifth floor. They have been seated in the audience, along with kindergarten and first grade classes during many of our school performances and assembly shows. The classroom teacher has taken the class on several "walk throughs" so the children become familiar with the "layout" of the building from the cafeteria on the main floor, to the general office on the second floor, as well as the location of our gymnasium and library on the third floor, making their way to the fifth floor (visiting the science lab with the many animals for them to see, touch, and learn about from the teachers). We

also have a “Kindergarten Orientation” in June for our Pre Kindergarten children and parents so that they become familiar with the school, policies, and the staff. The parents get a chance to “meet the teachers” and hear a little about the curriculum for kindergarten. Time permitting; a tour is conducted of the building with an emphasis on the kindergarten classroom.

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 are involved in analyzing, interpreting, and assessing the data available from the various assessments that are given to the students. Teachers on a grade work as a unit as they share information, insights, and ideas on how to interpret the data, what conclusions can be drawn from the data, noticing of trends and patterns, and finally what action plans should be developed to best respond to weaknesses both on a broad level and on an individual level. There are many assessments that are perused such as Reading 3D, DIBELS, Predictives/ITAs, DRA/WRAP, student portfolios, and of course teacher-made assessments. Our Inquiry Team (comprised of administrators and teachers) do an in-depth study of a cohort of students and use objective and measurable data to learn what is effective and what should be replicated in individual classrooms or across a grade (as a unit). In addition, we have formulated grade Inquiry Teams that do the same work, which is analyzing data; researching the literature for strategies that could be used to remediate the identified weakness; and then implementing the action plan followed up with the proper pre and post assessments. Through teacher input and teacher leadership, schoolwide decisions are made (as well as grade-wide decisions) that best address how we utilize data, how we gather data, and how this data is presented to staff that will eventually drive our instructional practices, our funding resources, and ultimately how we plan and program our staff. To assist with all facets of data analysis, we have a one-day-a-week data specialist who assists the school Inquiry Team as well as our individual grade Inquiry Teams make informed decisions using the data that is available. The data specialist also is able to help us identify trends, cohorts, patterns, the achievement gap, etc. so that we can “laser in” on a group of students who we feel need to be our target group.

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.

Students are assessed the first week of school. Pre Tests are given; data from the previous year (such as portfolios, DRA 2, standardized tests scores, and anecdotal material) are studied, and a systematic battery of assessments are given over the course of the year to ensure that students’ weaknesses are identified in a timely manner, which will in turn engender a plan of action to address the specific weaknesses for each child in each classroom. In reading (as with other subjects), the battery of yearly assessments begins with the pre test and then followed up with progress monitoring, teacher-made assessments, curricula assessments, and on-going analysis of student portfolios. We continuously monitor the progress of the students, keeping in mind the various AIS remediation that is provided and then make judgments of whether to continue the plan of action or to modify the plan of action or to remove the child from the AIS due to growth and progress. Conversations are also on-going among the AIS providers and the classroom teachers to ensure that the child’s progress is monitored and that alterations are made in a timely fashion. The key here is that every staff member who is involved with the child (classroom teacher, AIS providers, and extended day teachers) has input and share their opinions in order to address each child’s weaknesses. The decisions then whether to increase, decrease, change, or withdraw any AIS is made jointly and based on data and professional opinions.

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.

There are several committees in-house that work together on behalf of our students. We have a Crisis Team, a Pupil Personnel Committee, school nurse, SAPIS Worker, SLT, Parents' Association Executive Board, and SBST; these committees have many members of our school community, some members are on two or more committees thus integrating everyone's collective concern and input, working together to address individual needs of students (and parents) to ensure that we coordinate and integrate all of our programs and local services on behalf of our school community members, our children and their parents/guardians.

## **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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	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.
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$543,734	Yes	16 through 20
Title I, Part A (ARRA)	Federal	Yes			\$261,971	Yes	16 through 20
Title II, Part A	Federal	Yes			\$143,393	Yes	16 & 17
Title III, Part A	Federal	Yes			\$15,000	Yes	16, 17, 19, & 20
Title IV	Federal		No				NA
IDEA	Federal	Yes			\$263,759	Yes	16, 17, 18 & 20
Tax Levy	Local	Yes			\$3,419,306	Yes	16-20

#### 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 have none at this time.

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

### **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)**

**The Gil Hodges School**

PS 193  
2515 Avenue L  
Brooklyn, New York 11210  
718-338-9011

**Frank A. Cimino**  
Principal

**Annabell Corales**  
Assistant Principal

**Title I Parent Involvement Policy**  
**&**  
**Parent-School Compact for**  
**PS 193**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 193, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 193's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS193 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 193's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 193 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 193 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a <sup>4</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**PS 193 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

PS 193, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

PS 193 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;



- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **The SLT** on **January 25, 2010**.

This Parent Involvement Policy was updated **January 25, 2010** by our School Leadership Team.

The final version of this document will be distributed to the school community on **Wednesday, September 15, 2010** and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**Required Signatures:**

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**School Principal/Date**

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**Teacher**

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**Parent/Date**

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**Student****TEMPLATE - MAY 2010**

# SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

<b>School Name:</b>	P.S. 193 Gil Hodges						
<b>District:</b>	22	<b>DBN:</b>	22K193	<b>School</b>		332200010193	

## DEMOGRAPHICS

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

### Enrollment

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Pre-K	18	18	18
Kindergarten	100	142	144
Grade 1	127	120	156
Grade 2	132	124	132
Grade 3	136	132	120
Grade 4	153	140	144
Grade 5	138	152	142
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	4	8
Total	804	832	864

### Attendance - % of days students attended:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.8	94.4	94.0

### Student Stability - % of Enrollment:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.7	93.7	93.0

### Poverty Rate - % of Enrollment:

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.2	75.8	75.8

### Students in Temporary Housing - Total Number:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	9	9

### Recent Immigrants - Total Number:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	18	10

### Special Education

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
# in Self-Contained Classes	11	12	17
# in Collaborative Team Teaching (CTT) Classes	60	60	67
Number all others	21	29	32

These students are included in the enrollment information above.

### Suspensions (OSYD Reporting) - Total Number:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Principal Suspensions	26	14	52
Superintendent Suspensions	3	6	16

### Special High School Programs - Total Number:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

### English Language Learners (ELL) Enrollment: (BESIS Survey)

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	118	115	TBD
# ELLs with IEPs	0	13	TBD

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

### Number of Staff - Includes all full-time staff:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	64	65	67
Number of Administrators and Other Professionals	12	14	8
Number of Educational Paraprofessionals	7	5	18

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	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.6	84.6	89.5
				% more than 5 years teaching anywhere	56.3	56.9	76.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	86.0	85.0	91.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	96.5	98.9	100.0
American Indian or Alaska Native	0.6	0.4	1.7				
Black or African American	51.6	52.5	52.3				
Hispanic or Latino	13.4	13.3	14.6				
Asian or Native Hawaiian/Other Pacific	16.5	16.3	14.1				
White	17.8	17.3	16.9				
<b>Male</b>	51.9	50.2	51.5				
<b>Female</b>	48.1	49.8	48.5				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v	-			
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	8	8	1			

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
<b>Overall Letter Grade:</b>	B		<b>Overall Evaluation:</b>			NR
<b>Overall Score:</b>	51.8		<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			
School Environment:	8.8		Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	12.9		Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the			Quality Statement 5: Monitor and Revise			
Student Progress:	28.6					
(Comprises 60% of the						
Additional Credit:	1.5					

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](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>533</b>	District <b>22</b>	School Number <b>193</b>	School Name <b>The Gil Hodges School</b>
Principal <b>Frank A. Cimino</b>	Assistant Principal <b>Annabell Corales</b>		
Coach <b>Lori Sblano - Math</b>	Coach <b>None - ELA</b>		
Teacher/Subject Area <b>Larisa Beker/ESL</b>	Guidance Counselor <b>Patricia Pacheco</b>		
Teacher/Subject Area <b>Effie Katehis/First Grade</b>	Parent <b>Terri Cadet-Donald</b>		
Teacher/Subject Area <b>Mandy Kwan/Kindergarten</b>	Parent Coordinator <b>Kathy Rosenfeld</b>		
Related Service Provider <b>Caroline Tornabene/Speech</b>	Other <b>Ariane Schneider/Psychologist</b>		
Network Leader <b>Nancy Ramos</b>	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>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>866</b>	Total Number of ELLs	<b>107</b>	ELLs as Share of Total Student Population (%)	<b>12.36%</b>
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## Part II: ELL Identification Process

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

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



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

Initial Identification of Students who may be possible ELLs takes several forms. All parents who register for the first time fill out the Home Language Identification Survey (HLIS). The parent completes this form with the pupil accounting secretary along with our ESL Coordinator. At this time, a decision is made if the child should be given the LAB – R screening. For parents who have transferred to our school from another NYC public city school, we review (the PAS) the records and at the initial meeting with the parent, determine if the child was in another ESL program at the previous school. Again, at this initial meeting, a decision is made as to the proper placement of the child as well as initiation of ESL services if required.

Continuous Identification of Students is done on a yearly basis utilizing data from the NYSESLAT exam. Students' classification as beginner, advanced, intermediate, or proficient are based on the results of this annual exam. As the results are analyzed, the services are altered based on the analysis of this NYS standardized exam. Our ESL Coordinator carefully analyzes the results and confers with administration and ESL teachers to make informed decisions for each ELL student.

The breakdown of the # of ELLs in ESL by grade and language is as follows:

Spanish:	K=9; gr.1 = 9; gr. 2 = 1; gr.3 = 4; gr. 4 = 5; gr. 5 = 4.
Russian:	K=2; gr. 1 = 4; gr. 3 = 2; gr. 4 = 1.
Bengali:	K=1; gr. 2 = 2; gr. 3 = 2; gr. 5 = 1.
Urdu:	K=4; gr. 1 = 13; gr. 2 = 8; gr. 3 = 10; gr. 4 = 3; gr. 5 = 4.
Arabic:	K=2; gr. 1 = 1; gr. 3 = 2; gr. 5 = 1.
Haitian Creole:	K=1; gr. 1 = 1; gr. 2 = 1; gr. 3 = 2.
Albanian:	K=1; gr. 3 = 1; gr. 5 = 1.
Other:	K=3; gr. 2 = 1; gr. 3 = 1; gr. 4 = 1.

#### PARENT PROGRAM CHOICE

The ELL parents of newly enrolled LEP students are offered an orientation meeting at the beginning of the school year (as well as throughout the year as needed). All parents are invited to view the video "The Parent Connection" in their native language describing different program choices that are offered. The guidance counselor, school parent coordinator, principal, ESL teacher and the translators are available to answer any questions that parents might have. The three choices, Transitional Bilingual, Dual Language, and Free Standing ESL are then discussed in more detail. The "pros & cons" of each program are discussed as well as what we have found viable in our school community. "Seasoned" ESL Parents, who can easily communicate in native languages, of our school are invited to share their experiences and successes based on their child's achievement in the ESL program. They are available to answer questions openly and in confidence. Our Parent Coordinator, Guidance Counselor, and Administration are also resources to all ESL parents as well and assist the parents with clear and definitive explanations for each program. Entitlement Letters are distributed to all parents. We have a sign in sheet for this orientation meeting to document everything that we do as well as to document who was present and received the proper documentation (Entitlement Letters and the Parent Survey Form and the Program selection Form).

During this month of September, following the orientation meeting, parents are given the parent Survey form and the Program Selection Form. These forms are explained in detail as part of the second part of the orientation meeting. Parents have the option of completing these forms at this time with the assistance of all available support resources (the ESL Coordinator, Parent Coordinator, Guidance Counselor, members of the Parents' Association) and submitting them to our ESL coordinator or the parents may take them home and think about the choices that are available. For these parents, we take their names and contact information and counsel the parents to our time line for submission (within one week of the orientation meeting). The ESL Coordinator, Parent Coordinator, and parents of the PA are contacts who then retrieve these forms within the week's deadline to ensure full compliance.

Placement of students in an ESL Free Standing Program is based on the results of the LAB-R and/or the results of the NYSESLAT. Parents are notified in writing in both English and their native language (where possible). We make every effort to provide written translations; absent this we alert parents that we have parent translators who will volunteer their time to review and assist parents with their understanding of the placement of their child in an ESL class or the placement of their child in a general education class with Pull-out/Push-in services. We also utilize several staff members who are bilingual to assist parents when possible.

After reviewing & analyzing the Parent Survey and Program Selection forms completed by the parents for the past few years, we came

to the conclusion that all of our parents have requested a Free-Standing ESL Program as their first choice. 107 parents are requesting ESL for their children in 2010-2011. Our ESL program is aligned with what parents have been requesting. We develop this alignment by reviewing parents' requests (choices) at the end of each school year for the planning of the program for the following year.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	19		19											38
<b>Push-In</b>	21	22	3	14	20	8								88
<b>Total</b>	40	22	22	14	20	8	0	0	0	0	0	0	0	126

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	95			12	0	4				107
<b>Total</b>	<b>95</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>107</b>

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

### C. Home Language Breakdown and ELL Programs

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

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
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	9	9	5	1	5	4								33
Chinese														0
Russian		4	2											6
Bengali	1			2	1	1								5
Urdu	9	4	12	5	10	2								42
Arabic			1		3									4
Haitian	1	2	1	5	2									11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1	1	1								6
<b>TOTAL</b>	21	21	21	14	22	8	0	0	0	0	0	0	0	107

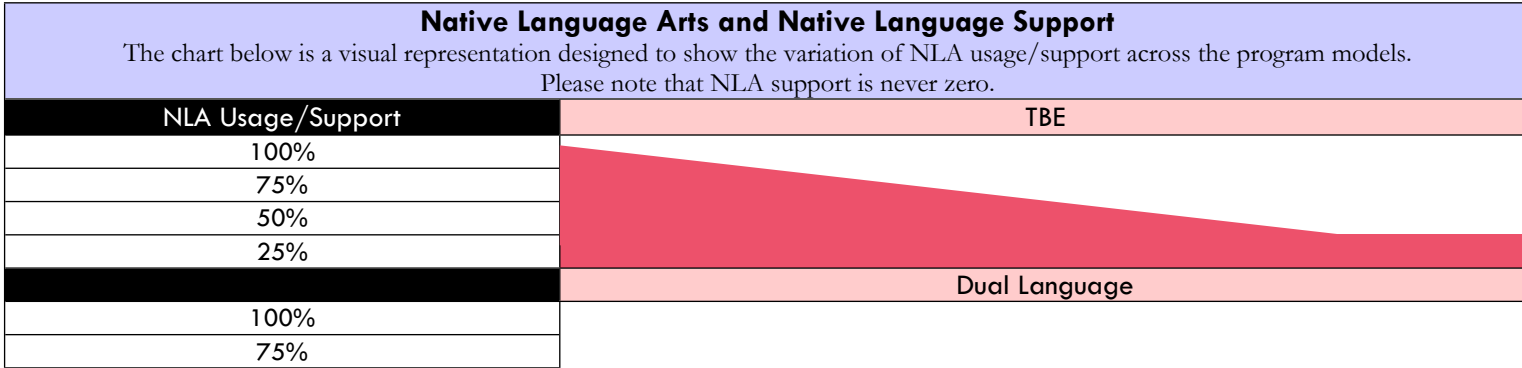
## Part IV: ELL Programming

### A. Programming and Scheduling Information

<ol style="list-style-type: none"> <li>1. How is instruction delivered? <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)? <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

## B. Programming and Scheduling Information--Continued

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

### PART III: ESL PROGRAM/ORGANIZATION/DELIVERY

Our organizational models are two-fold. We have two self-contained ESL classes, one in kindergarten and one in the second grade. For our ELLs in the other grades we utilize a Pull-out/Push-in model depending on the number of students per grade/class as well as the make-up of the class itself (e.g. an ICT class, a Special Education Self Contained class, or a General Education class).

In the Pull-out/Push-in Model, we ensure full compliance with mandates based on the NYSESLAT results and LAB-R results concerning the number of minutes of ESL instruction. Students identified as Beginners and Intermediate will be given 360 minutes of instruction each week while those students who are identified as Advanced will receive 180 minutes of weekly ESL instruction. Every effort is made to group students based on their English proficiency level within each of the three categories of Beginner, Intermediate, and Advanced. Through careful planning, screening, and assessing, these decisions can be made to group students based on their English "compatibility" and so instruction can be provided in a "laser" fashion that will target appropriate skills and levels of sophistication within these skills. To effectuate this plan, careful registration of students in classes on each grade is made with this concept in mind. In some instances, students may have to be grouped in more than one class on a grade; however, careful attention and analysis of assessment results is a contributing factor to class placement that will enhance our goal of homogeneous grouping when providing the necessary ESL services for all students.

In our organizational model, we must ensure that each student receives the mandated number of minutes of instruction. In the self-contained classes, there are no problems. Teachers plan their lessons on a weekly basis and are cognizant of the mandates they must meet each and every week. With our Pull-out/Push-in Model, our ESL Coordinator (and Pull-out/Push-in teacher) calculates the appropriate number of minutes of instruction for each child that resides in a non-ESL class. The ESL Coordinator then plans a schedule that will meet every mandate. The principal, ESL Pullout teacher (who also coordinates testing, assists with class placement, etc.), IEP Coordinator, and assistant principal meet periodically to review the plans for each child to ensure that the proper amount of instruction per week is being given to each child. Instructional minutes for beginners, intermediate, and advanced are carefully calculated and the time is recorded on each program card for the self contained ESL classroom as well as for the pullout program. To assist with translation services, we have purchased bilingual dictionaries in as many languages as we could find that address the ESL population in our school. We make these available in classrooms who have ELLs as well as in the ESL Pullout classroom.

Integrating the content area (the four components of literacy) into the ESL Methodology is accomplished both in the self-contained ESL classes as well as in the Pull-out/Push-in Models. All ESL teachers are fully trained in Balanced Literacy as well as in Response to Intervention (RTI initiative) using the Foundations Methodology. There are many literacy resources available for all ESL teachers that include non-fiction resource kits that address the social studies and science curricula across all grades. In addition, there are listening centers and “read along” centers to ensure that the listening and writing components along with the speaking and reading components of literacy are addressed in small group, peer to peer, and individualized centers of learning. The Writer’s Workshop is utilized in all classrooms and the ESL Pullout teacher also utilizes this methodology when addressing writing skills in her groups.

We utilize on-line websites that we purchased licenses for that include Brain Pop, RAZ Kids, Study Island, and Renzulli Differentiated Instruction. In addition, we utilize on-line Acuity services to address all literacy and mathematics weaknesses. These resources are used based on individual strengths, weaknesses, and specific needs of our ELLs.

We differentiate instruction for our ELLs much the same way as we do for our general and special education populations. All students are assessed and evaluated. We group our ELLs according to their abilities and many times we group students based on their level of ability, grouping beginners together, and in two contiguous grades; grouping intermediate students together, again addressing two contiguous grades; and finally grouping our advanced students, across two contiguous grades, to ensure that instruction for our ELLs meet their specific needs. In addition, in the self contained ESL classrooms as in our general education classrooms, grouping students to address differentiated instruction coupled with tier activities is a school-wide goal that has been addressed in various professional development venues as well as in our many grade conferences.

We presently have no students in the subgroup SIFE; ergo we have not incorporated a plan of instruction at this time.

Differentiated instruction is a school-wide goal for all students. All teachers have attended training sessions to not only understand the concept but to plan ways to meet the many needs of the children that they teach. Through longitudinal analyses of the assessment results that include but are not limited to class room assessments, NYSESLAT, NYS ELA, Periodic assessments, student portfolios, etc. we have come to realize and implement a sustainable program of instruction for all present identifiable ELLs as well as a support plan for ELLs who have become proficient and who have moved out of the “ELL category” into the mainstream of general education.

First and foremost for students who are newly arrived and first year ELL students, we ensure that the 360 minutes of ESL instruction is delivered each and every week. We also plan for academic intervention services (AIS) that will address the four components in literacy via several plans and options that we have available subject to budgetary constraints. We utilize funding sources such as Title III/LEP, Title I SWP, ARRA, and FSF to provide additional pull-out services via reading specialists (on staff) as well as part time staff. We provide additional AIS to students who are in the “transition phase” moving along the ESL continuum with the Extended Day program and an After School Program that are designed to address the four components of literacy that group the students according to need and years in the school system. Utilizing this overall school plan, we can address the specific needs of ELLs who are at the Beginner Level right through to students who have been out of the ESL program for more than a year (based on their individual weaknesses based on the results of the various literacy assessments that we have at our disposal).

There are 107 ELLs of which 14 are Special education. We have no SIFEs but we do have 78 newcomers and 30 other ELLs who have received service between 4-6 years. We have one long term ELL.

There are fourteen students who also have special needs. These students must be given all of the special services that are mandated along with the requirements as set forth in CR Part 154. Careful planning and coordination among the staff (ESL and Related Services and Special Education Staff) is needed to ensure delivery of all services and of course the services must be delivered in a timely (weekly and or daily) fashion. As a result, these coordination services are worked out among the Administration, ESL Coordinator, and IEP Coordinator.

All services will include any and all academic intervention services to assist these students who are at a disadvantage not only with the acquisition of the English Language but may also have learning disabilities that will certainly impact on the learning curve for these students. As a result, these students become a high priority for additional services.

We have several targeted intervention programs that we use to assist our ELLs in literacy & math as well as across the other curriculum areas. One of our approaches is to “compact” instruction so that when we need to address social studies or science we tie it in with literacy (basically using the Balanced Literacy components that include Read Alouds, Shared Reading, Guided Reading and Independent Reading. In addition to reading, the Writer’s Workshop Model is utilized to enhance the writing skills via Interactive Writing, Modeled Writing, Shared Writing, and Independent Writing).

We utilize our specialists in literacy and math (coaches) to provide AIS to at-risk students during the normal school day. The ELLs receive the same intervention services as do our general education and special education populations; no one group is at a disadvantage; there is equal access for all students who are in need of academic interventions services based on assessment results – quantitative measures, and on teacher recommendations – qualitative measures.

We plan to hire (if the budget permits) part time staff to provide additional Push-in/Pull-out services to our ELL populations, especially in grades 2-5 in the areas of math and literacy (much of the literacy support is in the non-fiction genre and so we are able to once again compact the curriculum by addressing the curricula standards while enhancing literacy skills). For our kindergarten & first grade ELLs, we have a reading/Foundations specialist who supports students at risk.

We have addressed our phonics program by signing on to the Response To Intervention (RTI) Initiative as an intervention program for our primary grade students that includes all of our ELLs in these grades. We found that our students have been lacking a systematic approach to letter/sound recognition/identification/etc. and so we have trained all teachers, purchased the necessary resources and materials, and will begin to implement the program on a modified scale. We anticipate a huge success for our ELLs as we utilize this program in conjunction with the Balanced Literacy components and the ESL methodologies.

We will continue to provide an After School component to our ELLs. We found this to be quite successful in past years and we will continue with this initiative.

Our Literacy & Math Coaches play a pivotal role in our ESL program. Through modeling, intervisitations, and direct instruction, our ELLs receive additional in-class and pull-out support in math and literacy.

Learning styles are also important to learning & differentiated instruction. Intertwined with these concepts, we must address technology and the role it plays in the education of our ELL students. We utilize listening centers that have “read and write” alongs as well as just listening to stories followed up with a series of questions. The resources that we use are both fiction and non-fiction; however we try to emphasize non-fiction in the curriculum especially in science and social studies.

We have trained many teachers on the use of and integration of Smart Board technology into the classroom. Our ESL program counts this technology as one facet for motivating students’ interest and participation and engagement in all lessons. Computer technology, vis-à-vis Brain Pop, Raz Kids, Study Island, et al. are other resources and methodologies that are part of the overall instruction found on a daily basis in the self contained ESL classroom, the general education classroom, and in the ESL lab for our pull-out program.

The resources and materials and the support AIS personnel are funded through several budget sources. We utilize FSF, Title I SWP, Title III/LEP, and ARRA funds for our ELLs as we do for all students (except the Title III/LEP funds; these are specifically spent on our ELLs). Teachers on each grade as well as the ESL Coordinator (and in consultation with AIS specialists) confer and decide on the type of materials and the scope of these resources to purchase and use in the classroom (be it for differentiated instruction, small group, or whole class).



We have found that students who have transitioned out of ESL (after scoring out based on the NYSESLAT) need support in the form of academic intervention services to ensure continued success in a “new general education” class. We ensure that students in this transition phase are given additional push-in\pull-out support with our reading teachers and with our math coach (during the school day). These are our students who will be assigned as “high need” students receiving this additional reading, writing, and mathematics support. Since we address the non-fiction genre as a mainstay in our AIS program, the students will also have their science and social studies curricula addressed within the literacy support.

As part of our “during the regular” school day program that addresses AIS, we also would ensure that each of these transition students from ESL are invited, and they will be strongly encouraged to attend the extended day model of academic intervention. Since we keep the ratio of students to teachers below 1:8, we know this two-day-a-week/fifty minute period of the AIS program is a perfect match to help the transitional students phase out of ESL.

In addition to the “during the school day” push-in and pull-out services, these transition students are also our #1 focus when it comes to “inviting” students for our after school academic intervention program as well (that will run two days a week for 45 minutes a day). The program usually runs for 6 months and so we address literacy and mathematics during this weekly program. In this model, the children are given these tutoring services that are consistently matched with what is going on in the classroom during the day.

All instruction, whether in the classroom, the ESL Lab, or as part of small group AIS, resources and personnel address the level of ability while also taking into account the grade level (and age) since we must meet the NYS curriculum mandates in areas such as social studies and science; ergo we make sure that the students’ instructional level is a factor when working with groups of students in any and all subject areas.

Testing accommodations will also be strictly enforced to ensure all transition ELLs the best opportunity for success.

We like to invite newly arrived ELLs to the school prior to their first day whenever possible so that they can meet me, the assistant principal, school aides, and of course the teacher (where feasible). We meet with the parent and we have our Parent Coordinator present and a translator if one is available to welcome the parent and to answer any questions. If the parent and child register once school starts, we do the “introductions” but we make sure that we buddy up the newly arrived ELL with someone who speaks and shares the culture and language of the new arrival to make the transition to a new environment as warm and comfortable as possible.

Native language support is given wherever possible in the classroom. We have purchased bilingual dictionaries for students (and parents) to help with translation. We address cultural holidays and celebrate these for all of our ELLs so that their cultural identity is respected and applauded. We utilize many non-fiction materials to address native cultures as part of our literacy and social studies curriculum. In our Arts and Theater programs, students’ cultural ancestry is celebrated, acknowledged, and taught to others. We make every effort to acknowledge differences and similarities with an eye to empathy and compassion for all.

Our ELLs, who are discontinued, will no longer receive ESL services. However, articulation between and among staff who taught the ELLs with the new general education teachers will be a focus to ensure all strengths and weaknesses are shared and can be addressed for the upcoming term. AIS will also be a focus for these transition students as mentioned above.

A new program that we have introduced is the Foundations Program to all students in K-2. We are planning to continue with this program for all students. Our on-going professional development for all staff has been a huge success. This exciting new program should further develop the reading, writing, and oral skills of our ELLs. All teachers, ESL and Non-ESL, have been trained and are working together in each grade as they deliver these services. In addition, for many students, ELLs as well as non-ELLs, they will receive “double dosing” of this methodology based on interim assessments.

Finally, we have continued with two terrific interactive websites, BrainPop and RAZ Kids, to provide reading instruction via the computer. Students, all ELLs, present and transition, have the opportunity to utilize these interactive programs to enhance their reading abilities, to foster progress in other curriculum areas such as science and social studies, and finally address our goal of differentiated instruction and grouping of ELLs.

## C. Schools with Dual Language Programs

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

#### **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.

Our Professional Development Plan for teachers, both ESL and non-ESL is an extensive plan. We utilize the resources from the DOE Central Board, from our Network and from various colleges and institutions that offer workshops over the course of the school year. ESL teachers are encouraged and attend several workshops from Q-Tel during the year as well as those given by our ESL Network Specialist.

All ESL teachers, administrators (principal and assistant principal), paraprofessionals, and Parent Coordinator receive professional development in various areas and strategies depending on their assignment, just like all other staff (general education and special education). We began the RTI initiative and our self contained kindergarten teacher was trained as part of her grade and alongside her colleagues. We provided training in Inquiry Work and use of analyzing data to drive instruction with all staff; that included ESL teachers as well. Across the board, ESL teachers have the same opportunities for professional development as other teachers.

We also provide additional professional development to non-ESL teachers as mandated. We utilize our ESL Coordinator and our ESL Specialist from our network to provide the mandatory 7.5 hours of training. These workshops are part of our overall program of staff development that is delivered during faculty conferences, grade conferences, and before/after school sessions.

#### **E. Parental Involvement**

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

Parental Involvement is key to student achievement & success. We begin encouraging parents of ELLs to engage in their child's education with the orientation meeting we have early in September. Here, we not only address the entitlement issues, we also begin the "conversations and invitations" to become active parents in our school. Continuing with encouragement of parent participation, several weeks later in September, parents attend class orientation meetings and learn more about their child's education and what they can do to become more involved. At Parents' Association meetings, we provide translators to help parents understand the agenda and to become active participants.

We make a concerted effort to provide translation services for parents in their native language. We provide translation services for letters, circulars, report cards, etc. to address specific needs of parents. Through the joint efforts of our Parent Coordinator and our ESL Coordinator, parent workshops are planned during the day that address issues of concern that include but are not limited to home work, study skills, parenting skills, etc. In conjunction with these daytime workshops (that are available to our ESL parents) we have nighttime Parent Involvement Workshops that pair the parent and child in a workshop setting studying animals ( a science workshop) or using manipulatives (math workshop) to solve problems. There are other evening workshops geared for parents that are presented by our ESL Coordinator that address specific topics for our ELL students.

We assess the needs of parents in several ways. We look to the results of the Learning Environment surveys. These NYCDOE survey results provide in-depth synopsis of parental requests, needs, suggestions and recommendations that give us a basis of what we need to do to increase parental involvement. We also assess parental needs via SLT meetings (and parental representation) and monthly Parents'

Association meetings along with input from our Parent Coordinator. The needs and requests of parents become crystallized in these forums and we are able to plan the appropriate programs to address these specific suggestions. In addition, we are able to provide specific workshops geared to our ELL parents as well as have their participation in generic parent workshops during the course of the year. Finally, parent involvement is encouraged during our biannual Parent-Teacher Conferences as well as the many conferences, conversations, and meetings that take place over the course of the year either dealing specifically with a parent's child or on a school-wide basis.

At the conclusion of every workshop, there is a questionnaire that the parents complete. We analyze the results and opinions of the parents and then we make adjustments such as replication of the workshop or we may alter the workshop based on the suggestions, or we may scuttle the workshop totally if it did not meet the needs of the parents.

As far as partnering with CBOs, we invite members to speak at our workshops that may address health issues such as asthma and obesity; we'll invite social workers from local agencies to speak about childhood depression; we'll invite speakers to address bullying & attendance issues. We provide many forums for various community members to be part of our school community with an eye to addressing the many parental concerns of our ELL parents.

Finally, through our active Parents' Association Executive Board, opportunities are provided for weekend excursions via our "PA Fathers' Club", an initiative that was designed to encourage "the male figure" in a child's life to become more involved in the child's educational life. This "Fathers' Club" has proven to be a real success based on the fact that for each excursion we have parents of all students ( ELLs, G & T, Special education, etc.) who gladly participate and expound on the importance of this bonding.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	10	2	6	5	1								29
Intermediate(I)	5	10	5	2	6	2								30
Advanced (A)	10	2	16	6	9	5								48
Total	20	22	23	14	20	8	0	0	0	0	0	0	0	107

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	1	2	1	0	2							
	I	6	1	2	0	1	1							
	A	11	12	2	7	0	3							
	P	6	15	10	17	10	8							
READING/ WRITING	B	9	1	5	2	0	2							
	I	11	5	2	5	2	3							
	A	2	9	6	9	5	4							
	P	2	14	3	9	4	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		1
4	1	9	2		12
5	3	4	2	1	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	12		7		1		25
4	2		6		2			1	11
5	2		7		3	1	1		14
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			1		7		2	1	11
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	5			1	5		1		12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam		
	Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

they read as well as writing skills that address responses to literature as well as simple sentence writing.

For the Listening/Speaking parts of the NYSESLAT (combination of modalities) students showed the following scores: out of 15 students in grade 1, 4 beginners, 4 students are attaining intermediate level and 7 students are attaining advanced level in English proficiency. Out of 24 students in grade 2, 4 beginners, 13 intermediate and 7 students are attaining advanced level in English proficiency. Out of 10 students in grade 3, 0 students are beginners, 0 intermediate level and 10 students are attaining advanced level. Out of 11 students in grade 4, 3 beginners, 1 is attaining intermediate level, and 7 students are attaining advanced level in English proficiency. There is 1 beginner in grade 5, 0 intermediate and 3 students are attaining advanced level in English proficiency.

For the Reading and Writing parts of the NYSESLAT (combination of modalities) students showed the following scores: out of 15 students in grade 1, 4 students are beginners, 4 students are attaining intermediate level and 7 advanced in English proficiency. Out of 24 students in grade 2, 4 of the students are beginners and 13 are attaining intermediate level and 7 advanced in English proficiency. Out of 10 students in grade 3, 0 beginners, 0 intermediate and 10 advanced in English language proficiency. Out of 11 students in grade 4, 3 beginners, 1 intermediate and 7 advanced. Out of 4 students in grade 5, there is 1 beginner, 0 intermediate, and 3 advanced students in English language proficiency.

The analysis of the test results indicate that 10 students became proficient in the first grade, 3 students became proficient in the second grade, 8 students became proficient in the third grade, 6 students became proficient in the fourth grade, and 4 students became proficient in the fifth grade.

The Overall NYSESLAT Proficiency Results are as follows:

Beginner: K=13; Gr. 1=17; gr. 2=3; gr. 3 = 5; gr. 4 = 1; gr. 5 = 4.

Intermediate: K=4; gr.1 = 9; gr. 2 = 4; gr. 3 = 13; gr. 4 =0; gr. 5 = 0.

Advanced: K= 6; gr.1 = 2; gr. 2 =6; gr. 3 = 6; gr. 4 = 9; gr. 5 = 7.

The NYSESLAT Modality Analysis:

Listening/Speaking; Beginner: K= 2; gr.1 = 1; gr. 2 = 3; gr. 3 = 0; gr. 4 = 1; gr. 5 =1.

Listening/Speaking; Intermediate: K= 10; gr. 1 =2; gr. 2 = 6; gr. 3 = 6; gr. 4 = 3; gr.5 = 0.

Listening/Speaking; Advanced: K= 14; gr.1 = 12; gr. 2 = 14; gr.3 = 10; gr. 4 = 7; gr.5 = 3.

Reading/Writing; Beginner: K=15; gr.1 = 4; gr.2=4; gr. 3 = 0; gr. 4 = 3; gr. 5 =1.

Reading/Writing; Intermediate: K=9;gr.1=4;gr.2=13; gr.3=0; gr.4=1;gr.5=0.

Reading/Writing; Advanced K=2;gr.1=7;gr.2=7;gr.3=10;gr.4=7;gr.5=3.

The Results of the NYS ELA:

Grade 3: Level 2=3; Level 3= 11; Level 4=4.

Grade 4: Level 2=5; Level 3=9; Level 4=0.

Grade 5: Level 5=2; Level 3= 3; Level 4=0.

The Results of the NYS Math:

Grade 3: Level 2=1; Level 3=12; Level 4=5.

Grade 4: Level 2 = 1; Level 3= 11; Level 4= 5.

Grade 5: Level 2= 1; Level 4=11; Level 4=3.

The Results of the NYS Science:

Grade 4: Level 2=3; Level 3=8; Level 4 =4.

This report reveals that our students have improved and showed better results in listening and speaking in comparison with reading and writing. Even though there is a steady increase in mastering reading and writing skills, it takes a longer time to acquire these skills. Those patterns will affect instructional decisions by offering mainstream classroom teachers to attend more staff development on how to use ESL methodologies, so ELL students will fully participate in all Balanced Literacy and EDM activities. In addition, we offer an after school remedial math/reading/writing programs to improve students' English proficiency.

All ELL students in grades 3, 4, 5 (regardless when entering the country) took the NYS Math Standardized test. Out of 17 students in grade

3, 5 students scored in level 4, 12 students in level 3, 0 student in level 2 and 0 students in level 1. Out of 15 students in grade 4, 5 students scored in level 4; 8 students scored in Level 3; 1 student scored in Level 2; and 1 student scored in level 1 (here less than 1 year!) Out of 6 students in grade 5, 3 students scored in Level 4 and 3 students scored in level 3. Regarding our Former ELLs, 18 students scored in Level 4 and 11 students scored in Level 3 (no one scored in Levels 1 or 2). The numbers speak to the success of our educational plan.

All ELL students in grades 3, 4 and 5 who were in the country for one year or more took the NYS Standardized ELA exam. Out of 16 students in grade 3, 2 students scored level 2, 10 students scored level 3 and 4 students scored level 4. Out of 11 students in grade 4, 3 students scored in level 2, 8 students scored in level 3 and 0 student scored in level 4. Out of 5 students in grade 5, 0 students scored in level 1, 2 students scored in level 2, 3 students scored in level 3, and 0 students scored in Level 4. We were very pleased to see the scores of former LEP students. Out of 19 former LEP students, there were 0 students in level 1; 2 students in Level 2; 13 students in Level 3; and 4 students in Level 4. These wonderful scores are indicative of the programs and interventions that we had in place to address our ELLs over the last three years. This fosters our notion that we need to continue to provide the same interventions and programs to continue our progress and achievement for our ELLs.

All our students across proficiency levels and grades preferred to take the test in English, even though they were offered to take the State Math exam in the native language.

NYC Interim Assessments/Acuity/Predictives/ITAs are other useful tools of assessments used by the school leadership and teachers as a tool to derive future instructions to address the students' deficiencies. We administer the English version (not the one specifically geared for ELLs since we want the children to experience the first hand challenges they will face on the NYS Standardized Tests) to all ELLs. These assessments are excellent barometers for predicting and long term results as well as helping us to identify specific skill weaknesses and strengths.

The assessment tools we use for our early literacy skills include several proven assessments. They are first and foremost will be the Reading DRA 2. This assessment will allow us to progress monitor students and to attend to those who are having difficulty so that we can address the skills that are in need of remediation. We also use the Foundations program that also has an assessment cycle that reflects the progress each student is making as well as informs us of which students need the remediation in the form of a "double dose" of the Foundations methodology. We also use the Fountas & Pinnell Reading Assessment Levels since they also correlate the reading level of individual students with that of the actual grade level of each student. As we utilize all these tools, we are able to assess accuracy, fluency, and reading comprehension skills of all ELLs in the primary grades. From these analyses we can structure a reading program to meet their instructional and functional reading levels.

The school will address the needs of all ELL students by providing additional materials/supplies in literacy and math to enhance grouping and pullout programs in all mainstream classrooms. Native language instructions will not be used.

#### PLANNING FOR ELLS

Presently we offer the following plan for our ELL students:

- New ELLs: Provide ESL instruction in either self-contained ESL classes or to provide pullout services as mandated by law (CR PART 154) by licensed ESL teachers.

Provide Academic Intervention Services with a push-in model of specially hired F Status Teachers & Per Diem teachers to work with small groups of children in literacy and math. The service would be provided several times a week.

- Long term ELLs: In addition to the ESL services, we provide Academic Intervention Services (small group instructions) in literacy and math.
- Special Ed ELLs: IEP's are read, shared with the classroom teacher, and monitored by our IEP coordinator in conjunction with the administration and the Pupil Personnel Committee. We provide guidance, pull-out or push-in, or even self contained services where indicated on the IEP. In addition, these children will receive their mandated ESL services via a pull-out program. In this fashion, the communication of these programs (ESL/Spec.Ed/Gen.Ed.) is open and shared among the staff.
- Transitional ELLs: Proper class placement is the key to continued success. The children need to be placed in a classroom setting where their academic needs can be supported. In addition, the ESL licensed teacher will continue to offer support to both students and staff. Professional Development sessions will be planned to assist teachers and all supervisors with transitional students to work towards achieving the goal of making the total transition to a general education class.

- Parent workshops will be planned to offer assistance, guidance, and programs to parents to help their child continue with their growth and to eventually be immersed in a fully monolingual program. The Parent Coordinator will play a pivotal role with parent workshops and work along side our ESL teachers who will address parents. In addition, all in-house professional development sessions that train teachers and administrators will be attended by the Parent Coordinator and the paraprofessionals (where feasible) to ensure that

adults who work with ELLs, children and parents, will have a battery of strategies to use to help everyone be comfortable in a new setting. Provide an ESL after school Math/ELA/NYSESLAT Prep program two days a week to address the new math standards and standardized tests.

The ESL teacher, along with the principal and assistant principal, plan the schedule of sessions for every student whether in a self contained ESL class or in a pull-out model. The ESL pull-out teacher groups her students based on the needs and category of each child. For those students that need to be serviced twice a day, they are grouped together. For others, every child is seen as mandated by law (CR Part 154). Supervision and observations are also conducted by the administrators of the school to ensure that the proper instruction is provided to our 107 ELL children. A specific program is formulated and documented to ensure that the children receive their required services.

## RESOURCES AND SUPPORT

To plan for the purchase and use of the appropriate resources and support, data analyses must be conducted using the many assessments we have available, both quantitative (NYSESLAT, LAB-R, Periodic Assessments, Pre & Post Tests, etc.) and qualitative (teacher/student observations, portfolios, class & home work, etc.) along with in-depth conversations among the teachers and administration who work with the ELL population.

As a result of this in-depth analyses and discussions, we provide our students with a wide variety of instructional materials to support the learning of ELLs. Instruction for our ELL students addresses the mandated curriculum for each grade. We use a variety of methodologies to meet the needs of our children. In literacy, the approach we use is a multi-faceted approach, just as we use with our General Education and Special Education students. The main thrust is Balanced Literacy. We also incorporate phonics (Foundations for our primary grades via the Response To Intervention [RTI] Initiative) and an author study, and basal readers into our literacy program. In order to meet the standards in Reading and Social Studies each classroom is equipped with an ESL learning center that includes materials to enhance listening, reading, and writing skills.

To meet the standards in Math and Science we are successfully utilizing the EDM program (K-5) using hands on manipulatives, mini-lesson format and books. As a part of EDM, each classroom contains a “word wall” where ELL students are exposed to the vocabulary that they can use in all content areas.

Our ESL teachers implement the same science program, Harcourt, as our general education and special education. This program is a hands-on/inquiry-based program. All the materials, journals, interactive learning (BrainPop, DVDs, etc.) and training are provided to every teacher.

We will continue to provide an after-school mathematics/literacy program for our ELL students in grades 2-5. The children will be given 3 hours of after school instruction per week.

All teachers are involved in learning ESL methodology and participate in monthly staff development sessions. They are introduced to the cultural diversities of their ELL population and suggested activities and books that they can use on a daily basis. All PD is provided by a licensed ESL teacher.

In conclusion, we are proud of our instructional plan for our ELL students. ELL students participate in a comprehensive approach to Balanced Literacy and Math including such components as independent, shared and guided reading/writing as well as read-aloud and interactive reading/writing on a daily basis. In addition, we offer students a variety of ways to respond to activities based on language proficiency, age, cultural backgrounds, learning styles, and preferences to accommodate different levels of language skills. The students are also provided with a wide variety of materials and books. Our school has provided ESL/Math after school program and ESL Family Night. All of the above are being implemented to ensure that ELL students meet the standards and pass the required state assessments.

We evaluate our successes both with qualitative and quantitative data. Qualitatively, we use many observations by administration, both formal and informal observations, to assess how the various segments of our ESL program are being effective. We utilized our observations during class time, during AIS programs, both during the day and after school, and we evaluate the successes through the many conversations that are conducted over the course of the school year with the ESL teachers as well as Non-ESL staff to gain additional input from valuable resources.

We utilize hard data, quantitative data, such as NYSESLAT scores and NYS Standardized tests scores and we study trends over the course of several years. We see a clear pattern of growth over the last several years in all tested areas (literacy, math, science, and social studies)



and so we know the programs many elements are addressing the skills we need to improve.

We also look at student portfolios, writing samples, and other assessments (teacher-made exams, Predictives & ITAs, and unit assessments) to analyze the progress students are making across all grades. After doing all of these analyses, we are more than confident that the instructional program that we have instituted is the right one for our ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		