



HORACE E. GREENE – P.S. 45K

32K045 CEP

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

SCHOOL: (32/BROOKLYN/045K)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 45K SCHOOL NAME: Horace E. Greene Elementary School

SCHOOL ADDRESS: 84 Schaefer Street, Brooklyn, NY 11207

SCHOOL TELEPHONE: (718) 574-0235 FAX: (718)574-1043

SCHOOL CONTACT PERSON: Tracey Lott-Davis EMAIL ADDRESS: Tlott-davis@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Atkinson-Jakes

PRINCIPAL: Tracey Lott-Davis

UFT CHAPTER LEADER: Michelle Broady

PARENTS' ASSOCIATION PRESIDENT: Tiffany Blanding

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 CHILDREN FIRST NETWORK (CFN): 307 Cluster 3

NETWORK LEADER: Mrs. Ada Orlando

SUPERINTENDENT: Mrs. Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Tracey Lott-Davis	*Principal or Designee	
Michelle Broady	*UFT Chapter Chairperson or Designee	
Tiffany Blanding	*PA/PTA President or Designated Co-President	
Linda Atkinson-Jakes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Bonnie Bell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yvonne Pearce	Member/CSA Representative	
Deborah Augustin	Member/Staff	
Patricia Edwards	Member/Staff	
Jaleela Shabazz	Member/Parent	
Pamela Lett	Member/Parent	
Analydia Rivera	Member/Parent	
LaShawn McLaurin	Member/Parent	

(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.

VISION

At P.S. 45K, we envision that our students will develop appropriate decision making, critical thinking and technological skills that will provide them with the ability to communicate effectively. Staff and parents are focused on empowering all students with the academic skills and social experiences that will enable them to increase their educational and social goals. Students will become responsible, active, contributing members of society. All members of our community are learners who actively engage in the educational process. The school community will share accountability for creating a positive and supportive educational environment, which will result in every student achieving successful outcomes.

MISSION

The Horace E. Greene School, working in partnership with parents and the community, will create a society of life long learners. We will develop a community of responsible citizens who respect one another and themselves. Demanding performance standards of student literacy will insure that our students are prepared to meet the challenges of the twenty-first century.

The Horace E. Greene Elementary School, Public School 45K, is located in a low-income area in the Bushwick section of Brooklyn that is in transition. This is a PreK-5 school. The Early Childhood Kindergarten unit is located in the Annex, which is a block away from the main building. The school's ethnic population is 59.8 % Black, 37.7 % Hispanic, 0.4 % Asian and others, and 0.9% White. The current PreK-5 student enrollment is 757.

P.S. 45K has five self-contained Special Education classes, two Collaborative Team Teaching classes and a SETSS teacher who services all grades.

A city funded temporary shelter residence, the Bushwick Family Care Facility, is located near P.S. 45K, which is the zoned school for the Shelter. The Shelter's guidelines project a stay of three months duration for the students attending P.S. 45K. At the end of the 3-month cycle, the family is placed in permanent housing outside of the school's zoned area. A variance is required for the students to remain in the school. There is a high rate of mobility due to this factor. This has had a significant impact on attendance and the school's academic achievements.

The student population is heterogeneously grouped. Teachers receive ongoing training to prepare for grouping for differentiated lessons. Staff development is provided for teachers assisting them with this process. The school has a staff of 60 teachers. Of these 60 teachers, 100 percent are fully licensed and permanently assigned to the school, 73 percent have more than 5 years teaching experience anywhere, and approximately 98 percent have more than 2 years experience at the school; more than 92 percent hold a master's degree.

To meet the needs of early childhood students with little or no formal reading experience, our focus is to develop the entire spectrum of communication skills in the classroom and build a strong foundation in phonemic awareness in our early childhood grades by using the Balanced Literacy Program from the Pearson's Scott Foresman's reading series and Month-by-Month Phonics programs in grades K-3.

Our Title I status has resulted in the expansion of our funded support in the areas of mathematics and balanced literacy through our Extended Day programs. The reading and math curricula are sequentially developed and aligned across the grades. Grades four and five will be implementing the Pearson's Scott Foresman Balanced Literacy program. Grades Pre-K through 5 use the Everyday Math program. There is continuity between the grades. The writing program is supported by Teachers' College, which is used by the entire school.

To enhance the teaching and learning environment for both teachers and administrators with differentiated professional development to deepen their knowledge in analyzing student data and planning lessons to meet the needs of all students (Special Education, English Language Learners and Highest Achievers) focused the professional development activities for our staff will be put in place. Professional development sessions are will be conducted by the administration during the monthly staff and grade conferences, and during the weekly common preps by coaches. The Community Learning Support Organization, Brooklyn ISC and Department of Education Teaching and Learning provide specialized professional development for the principal, the assistant principals, coaches (math and literacy) and teachers on all grades.

The school's Staff Development Program was designed based on the school's needs assessment and student data. One of the components entails mentoring the newly hired teachers to provide them with strategies and educational support. Professional development has also been secured through the services of the Fellow Mentoring Program, STEM Partnership Grant, the U.F.T. Professional Development Support Program/Teachers Centers and the Community Learning Support Organization's Instructional Support Staff.

The Early Childhood Literacy Staff Developer and Lead Teachers assist teachers in daily professional development across the grades. A Scott-Foresman literacy program has been purchased for Grades K-3. Teachers of these grades receive on-going staff development from the publisher.

Currently Public School 45 has allocated funding for:

- *Project Arts, a city-funded program that provides students with the opportunity to learn to play musical instruments and engage in hands-on artistic projects. Funds enable all students (including ESL and Special Education students) to participate in cultural activities, such as field trips to the theater and on-site artistic consultants. This program has allowed us to purchase musical instruments for the students, such as violins, keyboards, and glockenspiels. Students have been taught to play one or more of these instruments. Studio in the School enhances our existing art program. Music in the Brain, the early childhood keyboard program, for the third year has engaged our students in learning literature through song and play.*

- *We have two science supplemental specialists who use hands-on and manipulative materials to enhance the instructional program (USI and FOSS science programs). We also have a social studies supplemental specialist who uses the mandated state curriculum.*
- *The school provides a full time physical education program to all students (including ESL and Special Education mainstreaming program), and a state of the art library/media center that is on-line and Internet accessible for students to carry out research projects and reports. The library is a cluster program with daily open access and technology availability.*
- *The Computer Lab has open access for all classes. Portable computer labs are accessible for use by classes in grades 3, 4 and 5. The school received a \$150,000 RESO grant for technology. The computers and Promethean Boards are being delivered.*
- *TITLE I “Push-In/Pull-Out” Academic Intervention Service programs address the students who have been identified through city, state and periodic assessments.*

Students who have not met the standards are provided with support services via the Extended Day programs, Academic Intervention Service Lab programs, the guidance counselor and School Based Support Team. Additional materials are utilized to meet the individual student’s needs.

- *TITLE I English as a Second Language provides services to small groups of English language learners to increase their English language acquisition through listening, speaking, reading, and writing activities. As professional development, many of our classroom teachers have received E.S.L. training.*

Public School 45K showcases its talents through Black and Hispanic Heritage cultural events. We participate in the Reading Bee and Storytelling Contest. Our community involvement activities include Career Day, Family Day, Reading and Math Fairs, “Hanging with Dad Night”, a Volunteer Day Celebration and a host of curriculum and international fairs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 45K				
District:	32	DBN #:	32K045	School BEDS Code #:	333200010045

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09*	2009-10		
Pre-K	54	53	54		89.5%	90.6%	89.7%		
Kindergarten	100	97	116						
Grade 1	105	127	123	Student Stability: % of Enrollment					
Grade 2	122	131	121	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	118	111	120		86.0%	90.3%	TBD		
Grade 4	127	107	112						
Grade 5	113	116	112	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					92%	92.4%	94.8%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					26	46	26		
Grade 12									
Ungraded	5	1	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	744	743	763		4	10	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	62	52	49						
No. in Collaborative Team Teaching (CTT) Classes	2	13	9	Principal Suspensions	8	33	25		
Number all others	32	22	31	Superintendent Suspensions	5	8	7		
<i>These students are included in the enrollment information above.</i>									

SECTION III – Cont’d

(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	68	64	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	61	60
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	21	21
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	2	10
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.3	0.5	Percent more than two years teaching in this school	79.0	85.2	98.3
Black or African American	62.1	60.4	59.8	Percent more than five years teaching anywhere	69.4	73.8	TBD
Hispanic or Latino	35.5	37.6	37.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.3	0.4	Percent Masters Degree or higher	87.0	92.0	TBD
White	1.3	1.3	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.2	89.4	TBD
Multi-racial							
Male	52.0	54.4	52.3				
Female	48.0	45.6	47.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	6	6	4				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	WELL DEVELOPED
Overall Score	91.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WELL DEVELOPED
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	WELL DEVELOPED
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	WELL DEVELOPED
Student Progress (Comprises 60% of the Overall Score)	51.7	Quality Statement 4: Align Capacity Building to Goals	WELL DEVELOPED
Additional Credit	7.6	Quality Statement 5: Monitor and Revise	PROFICIENT
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 45K is a school that has a significant population of students in temporary housing. The turnover of students is at a rate of 60%. Students are discharged as new students are admitted. The high mobility rate impacts on the quality of instruction in the classroom. Therefore, students' academic achievement is affected. Continuous articulation between the school and the shelter is necessary to maintain an on-going educational year. Newly admitted students are provided with a multi-disciplinary booklet of skills for a smooth transition into their new school. The AIDP program has helped to improve shelter students' attendance.

The ESL teacher works with students in self-contained ELL, general education and special education classes. In addition, English Language Learners with dual literacy needs and/or Students with Disabilities need to be offered opportunities within a well-balanced literacy program. The School Support Organization and consultants from Scotts-Foresman will continue to implement literacy professional development with a focus on the Balanced Literacy Mode with an emphasis on language and comprehension development; and in math, the use of the Everyday Mathematics Program to enhance instruction.

The Chancellor's goal, as well as the district and school goal, is to have every child reading and writing on grade level by the end of grade 3. Current student performance on the Spring 2010 state ELA assessment indicates that 95% of all students in grades 3rd-5th met promotional criteria, however only 43% of students in these grades met proficiency level (3 or 4) on the assessment.

Although our attendance has improved slightly, we continue to offer numerous incentives to motivate students to attend school regularly. However, many children are registered and quickly transferred due to the fact that they reside in the neighborhood shelter. The Attendance Team (Parent Coordinator, AIDP person, Family Worker) continually articulates with parents to stress the importance of good attendance. We also provide incentives to students and classes with perfect attendance for each month.

Research has shown that students perform better in small groups. P.S. 45K will continue to group according to students' needs. Teachers will receive on-going professional development in the areas of learning centers and small group instruction by administration, lead teachers and the Staff Developer. This year classroom teachers will select four students from the bottom third of their class to do inquiry work. With the collaboration of inquiry work among teachers on a grade, the development of plans to meet the needs of these students will be beneficial to all.

In addition to our other needs, we are constantly working on improving parent involvement. P.S. 45K is committed to providing incentives to increase parents' participation in their children's education. The Principal's Parent monthly newsletter keeps parents informed of the major activities of the school. These actions are monthly workshops in the areas of reading, math, listening skills and improving self-esteem. Incentives will be offered to foster improvement in the numbers of parents in attendance. Academic Intervention Services will work with children who have been identified as at-risk and will also offer parenting, arts-and-crafts, as well as informative workshops. The Pre-K Family Worker will continue to offer similar workshops as well.

Parents will also be involved in our annual grade teas, Family Day Forum, Buddy Reading Program, and city-wide/district-wide parent volunteer training program. The Parent Coordinator program at P.S. 45K continues to have a great impact on parental involvement and attendance improvement. The Parent Coordinator provides workshops on health matters, parenting skills and academic learning. In addition, parents are encouraged, with the support of the Parent Coordinator, to utilize the ARIS Parent Link website to view their child's progress.

In order to provide students with adequate instruction and teachers with grade team support, collaborative teacher team prep planning periods are held. During such planning sessions, teachers decide as a team what instructional needs are necessary to foster exceptional learning, test data is analyzed to provide for grouping of students for specific skills and to differentiate lessons. Classroom teachers are provided with a weekly pacing schedule and additional resources to assist with the instruction of an enriched curriculum. In addition, after careful analysis of the data, weekly pacing schedules for math and reading are designed by classroom teachers. The teachers avail themselves to the ARIS link website to continually review students' progress.

In order to report the findings of the needs assessment as well as the individual school data, several meetings are held. The School Leadership Team meets to discuss the staff needs assessment survey. In September, grade teas were held for grades Kgn-5 in order to explain the school's programs, assessments and the general education program. During Parent-Teacher Conferences, November/March, parents are notified of the individual students' progress and assessment scores. At monthly Saturday PA meetings the parents are notified of the school's Title I programs, the upcoming assessment programs and the academic services that are provided for the children at risk. Parents of ELL students are informed of the school's program for English Language instruction.

At monthly staff conferences the staff meets to discuss and evaluate the results of past state assessments and learn how to use the information for small and large group instruction. These meetings lead to effective individualized planning to meet the diverse styles of learning. This year the focus will also be on implementing the new Common Core State Standards into the reading and math curriculums.

With the changes to the 2010 ELA and Math assessment (scale scores) and the upcoming changes to the 2011 assessments, the analyzing of data is continuous. We know there is a great need to work on comprehension and writing strategies. We know that teachers need to engage their students in lessons that include higher order questioning. We know that performance based activities are a necessity. We know that we must engage our students in independent reading activities daily to both increase reading stamina and comprehension.

The Periodic Assessments reflect formal statewide assessments. The item skills analysis provides teachers with data in each mathematical strand. This data helps teachers in developing instruction to meet each student's need. Teachers target instruction for individual students in small groups. By using data from the periodic assessments and the ACUITY report, teachers plan sequential lessons and comprehensive instruction for all their students as they gain mastery in reading, writing and mathematics.

To assist ELL students to better develop their language and reading skills, they will continue to be served by the reading specialist, ESL specialist and be provided with small group instruction. Extended day classes for ESL students will be scheduled for the '10-'11 school year. An ESL specialist will serve all ESL students daily which meets the new STATE guidelines. Intensive instruction in English language skills will be the focus.

Teachers will receive staff development on ESL strategies that can be used in daily classroom activities to assist other ESL children in their classes. Paraprofessionals will be part of these professional development activities as well.

To improve parent participation the parent-friendly version of the Department of Education's document "What Your Child Should Know" will be distributed to all parents at a September parent tea and at "Meet the Teacher Teas." Parents will be informed on information on the testing process, formal and informal tests that are administered and to which grade and a short synopsis of the material each test covers. Parents will also receive a brief overview of the curriculum and expectations. A follow-up meeting will be held in January to provide parents with updated information.

It is the school's objective to increase the efforts of integrating computer technology into the curriculum. Staff development will continue with the STEM Grant Project on how to use technology in the classroom. The technology specialist from the Children First Network will continue to assist teachers with the new accountability tools (ARIS and ACUITY) in the area of curriculum related activities for all grades to be used during computer center activities and throughout the day.

The Balanced Literacy reading program will be continued in all grades. This program helps students to develop vocabulary and improve reading comprehension and writing workshop skills. The computer lab will have open access for all classes to provide additional word processing skills for follow-up of writing workshops, essays, and research projects.

We will use the expertise of off-site technology specialists to provide minor repairs on computers to avoid as much down time as possible.

School report card data indicates that the referral rate for children needing special education services is 5%. The Pupil Personnel Team will continue to address the needs of students who are at risk of requiring services, meet monthly to discuss these students. The committee's goal is to insure that the guidelines of the L.R.E. (Least Restrictive Environment) initiative are carried forth to meet the individual needs of all youngsters. The implementation of the School Attuned philosophy should also help lessen referrals.

The percentage of ELL students being referred for special education services is 1%. To address this concern an extended day ESL program will be put in place. Staff development for '10-'11 will include workshops for all faculty on the implementation of ESL strategies in the classroom, grouping and questioning techniques.

According to ATS reports, the attendance rate is 90.6%. Increasing the attendance rate is a priority. The AIDP worker will continue to carefully monitor attendance records of all children and follow the school's attendance improvement plan. Teachers will monitor and report excessive absences, assist in filing 407 reports. The AIDP program will continue. To encourage children to attend school regularly, an attendance incentive program will continue to be in effect with on-going recognition of students who have perfect attendance with special assemblies, field trips, and attendance awards.

The school's library media center has been upgraded with updated computers connected to the Internet. An open access program is available for both students and teachers to utilize the resources and schedule classes to do research. In addition, a resource library for faculty will be included which has both professional magazines and reference books on a variety of subject is being implemented.

A strong parent component is needed if the children are to achieve in school. Staff specialists in ESL, literacy, science and social studies will host a variety of workshops. There will be Saturday workshops during PTA meetings to accommodate the parents' work schedules. These workshops will stress curriculum content; test preparation and how parents can assist in developing standards based classrooms. Workshops will also include how to meet the educational, social and emotional needs of the Special Needs child. The parent volunteer program will continue its' effective way of getting parents more involved. The Parent Coordinator will continue to provide on-going training.

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.

I. By June 2011, at least 95% of K-5 Students with Disabilities will meet Individualized Educational Plan (IEP) goals in all curriculum areas

❖ *Upon reviewing the School's Report Card and Assessment Data, the School Leadership Team (SLT) members found that the school had made AYP for a third year in the area of ELA-Students with Disabilities which removed the school from the SINI list. As a result, we did not want to take the focus off this subgroup and will continue to prioritize them in the 2010-2011 school year.*

II. By June 2011, students of all grades and subpopulations will engage in programs and processes to develop foundational and creative writing skills across all curriculum areas

❖ *With the changes to the upcoming state assessments in all academic areas especially the ELA which includes an extensive writing session for grade levels 3rd-5th, as a school community we want to both stress the importance of standard writing and engage students throughout the year in developmental writing skills.*

III. By June 2011, 90% of classroom teachers, teachers of cluster programs, instructional staff and administrators will engage in professional development to deepen their knowledge in analyzing student data, planning differentiated lessons to meet the needs of all students (*special education, English Language Learners and Highest Achievers*) and in the implementation of the Core Standards in all curriculum

❖ *To adhere to the Chancellor's initiatives in engaging staff in inquiry work and preparing to implement the Common Core Standards in all curriculum areas, the administrators, School Leadership Team members and instructional support staff found that an increase of professional development opportunities in these areas were needed. Such PD opportunities will occur throughout the school year on and off school site.*

IV. By June 2011, there will be 10% increase of parent participation in meaningful parent-school partnerships

- ❖ *Based on parent attendance at workshops, parent participation in the completion of Environmental Survey and changes to the academic expectations of students, as a school community we believe strongly that it is essential for more parents to involve themselves in partnering with the school.*

V. By June 2011, 100% of classroom teachers (41 teachers) will participate in collaborative inquiry grade level team work

- ❖ *In order to meet the Chancellor's initiative of involving 90% of teachers in collaborative team work for the 2010-2011 school year, the program will be implemented in all grades PK through 5th.*

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): Students with Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of K-5th Students With Disabilities will meet Individualized Educational Plan (IEP) goals in all curriculum areas and at least one-fifth SWD in grades 4th and 5th will make one year’s gain on the Spring ’11 ELA assessment</p>						
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Extended Day – two days a week (Tuesday and Wednesday), 75-minute sessions Afterschool – one day a week (Thursday) beginning January 2011 Saturday Institute – January ’11-May ’11, 3-hour sessions (students of grades 2nd-5th only) Teachers of self-contained Special Education, CTT, General Education classes and the IEP and SETSS teachers will:</p> <ul style="list-style-type: none"> • Analyze formal and informal data to group students accordingly • Collaborate with Children First Network 307 – support staff • Work with outside consultants: LEAP, Renzulli, Rigby and Teachers & Writers Collaborative Writing Program • Work with IEP teacher, Lead teachers, Staff Developer of Literacy and CFN 307 representatives to select appropriate materials to support student achievement • Attend on and off-site professional development opportunities throughout the school year <p>Responsible Staff</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Principal</td> <td style="width: 50%;">Classroom teachers</td> </tr> <tr> <td>Assistant Principals</td> <td>Renzulli Support</td> </tr> <tr> <td>SETSS Teacher</td> <td>IEP Teacher</td> </tr> </table>	Principal	Classroom teachers	Assistant Principals	Renzulli Support	SETSS Teacher	IEP Teacher
Principal	Classroom teachers						
Assistant Principals	Renzulli Support						
SETSS Teacher	IEP Teacher						

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding</p> <ul style="list-style-type: none"> ▪ Title I SWP ▪ TL Children First Funding ▪ Student Support Allocation <p>Afterschool – Jan. '11-May '11, two days a week (Monday/Thursday) - Four teachers @ \$49.89 x 1.5 hours</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ <i>By December 2010, at least 50% of 2nd, 3rd, 4th and 5th grade students of the special needs sub-population with IEP's (33 students) will attend Extended Day sessions</i> ➤ <i>By June 2011, at least one-fifth of 4th and 5th grade students (6 students) with IEP's will make one year's gain on the Spring ELA '11 and Math '11 assessment</i> ➤ <i>By March 2011, at least 50% of students in grades 3rd, 4th and 5th (26 students) with IEP's will engage in additional support in preparation for the May '11 ELA assessment – Extended Day and Afterschool programs</i> <p>Review of the following data will be ongoing:</p> <ol style="list-style-type: none"> 1. Formal and informal observations Informal – Bimonthly Formal – Lead Teachers (1 per year), Transitional (2 per year), Novice (3 to 4 per year) 2. Data – Formative, Summative and Diagnostic ELA (April) MATH (May) Science (May) NYSESLAT (May) Periodic Assessments Oct., Dec. and Mar. Practice ELA and Math (monthly) Technology Programs – DIBELS, HEADSPROUT, RENZULLI and COMFIT 3. Conference Notes - Daily 4. Walkthroughs - Weekly 5. Student Portfolios – ongoing development 6. Grouping Charts - Weekly 7. Teacher Plans - Daily 8. Targeted and Focused IEP Student Goals – Ongoing 9. Agendas and Attendance Logs from Professional Development sessions

Subject/Area (where relevant):

Writing Across Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students of all grades and subpopulations will engage in programs and processes to develop foundational and creative writing skills across all curriculum areas</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>Teachers of grades PK-5th will</i></p> <ul style="list-style-type: none"> • <i>Attend professional development opportunities throughout the year focused on the writing process:</i> <ul style="list-style-type: none"> ○ <i>selecting a topic, finding a purpose, and clarifying the audience</i> ○ <i>prewriting – considering an approach, gathering thoughts or information, mapping plans and free-writing ideas</i> ○ <i>drafting – organizing material and getting words down</i> ○ <i>revising – further developing ideas and clarifying their expression</i> ○ <i>editing – polishing meaning and proofreading publication</i> • <i>Engage in the Teachers & Writers Collaborative Program throughout the school year – focused on integrating writing across the curriculum and for using the literary arts to address NYS Learning Standards</i> • <i>Selected Teachers of English Language Learners and Students With Disabilities will pilot the SRA High-Performance Writing Program</i> • <i>Embed the Teachers’ College Balanced Writing Program in the school day</i> • <i>Model writing – drafting, revising and editing</i> • <i>Provide a supportive environment by using active exchange and valuing students’ ideas, collaborative small-group work, conferences and peer critiquing</i> <p><i>Teachers and Students of grades 1st-3rd SWD and ELL (15 sessions)</i></p> <ul style="list-style-type: none"> ○ <i>will engage in the Learning Through an Expanded Arts Program (LEAP)</i> <p><i>Teachers and Students of grades 3rd-5th SWD and ELL (15 sessions)</i></p> <ul style="list-style-type: none"> ○ <i>will engage in the Arts Learning Leads to Literacy (ALLL) Program (both programs focus on writing in the content areas of Social Studies and Science)</i> <p><i>Beginning September 2010, students of grade 5th will engage in writing practice for the upcoming state Social Students assessment – development of Document-Based Questions, short answers and extensive writing session</i></p>

Beginning October 2010, students will engage in monthly Principal Writings (topics will provide students the opportunity to practice skills learned during the daily Balanced Writing period)

Beginning January 2011, students of grades 3rd-5th will engage in writing practice for the upcoming state assessments – English Language Arts, Mathematics, and Science

Throughout the school year students will produce:

- *a research report*
- *responses to literature*
- *a narrative account (fictional and/or autobiographical)*
- *a narrative procedure*

Materials purchased to support writing:

Lucy Calkins' Units of Study for Primary Writing: A Yearlong Curriculum

Grammar and Writing – Scott Foresman Reading Street (K-4th grade)

New York Look Back and Write – Scott Foresman Reading Street (2nd-4th grade)

Read, Write, Edit, & Listen – Options (2nd-5th grade)

WRITE! – Curriculum Associates (2nd-5th grade)

Strengthening Reading, Listening, Note taking and Writing – Curriculum Associates (2nd-5th grade)

SRA High Performance Writing – A Structured Approach

Researched Literature for Study Groups

What You Know by Heart: How to Develop Curriculum for Your Writing Workshop by Katie Ray

Teaching Reading and Writing with Word Walls by Janiel M. Wagstaff

I can write like that! A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6

by Susan Ehmann and Kellyann Gayer

Additional Writing opportunities will take place during:

Extended Day – two days a week (Tuesday and Wednesday), 75-minute sessions

Academic Pull-Out periods – Holdovers (daily) At-Risk (3 times a week) Enrichment (2 times a week)

Afterschool – February '11-May '11, 1 ½ hour sessions

Responsible Staff

Principal

Assistant Principals

Classroom teachers

Instructional Team Members

<p>Alianina Resources: Implications for E</p> <p>Subject Area (where relevant):</p> <p>Improving Teacher Quality and Effectiveness</p>	<p>Funding</p> <ul style="list-style-type: none"> ▪ Title I SWP ▪ NYSTL Software ▪ Contract for Excellence (C4E) ▪ Use of technology and audio-visual equipment ▪ Student Support Allocation
<p>Annual Goal</p> <p>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 90% of classroom teachers, teachers of cluster programs, instructional staff and administrators (57 in total) will engage in professional development to deepen their knowledge in analyzing student data, planning differentiated lessons to meet the needs of all students (special education, English Language Learners and Highest Achievers) and in the implementation of the Core Standards in all curriculum</p>
<p>Action Plan</p> <p>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Periodic Assessments in Reading and Math – Oct., Dec. and Mar. (Grades 3rd-5th)</p> <p>➤ October 2010, at least 90% of teachers, administrators and support staff (57 staff members) will have attended training on and off site in the new Core Standards</p> <ul style="list-style-type: none"> ➤ October 2010, 100% of classroom teachers will have attended training in the academic technology programs – HEADSPROUT, Dibels, Brain Pop and Pearson’s Reading Street ➤ November 2010, 100% of classroom teachers, administrators and instructional staff will have attended training on the Quality Review Criteria Rubric, Statements and Common Core State Standards ➤ December 2010, 100% of teachers, administrators and support staff of grade 4th as well as the 5th grade literacy teacher (14 staff members) will have attended professional development in the newly implemented Balanced Literacy program by Scott Foresman-Pearson ➤ February 2011, at least 80% of teachers, administrators and support staff (50 staff members) will have attended professional development on accountability tools – ARIS and ACUITY ➤ April 2011, at least 90% of teachers, support staff and administrators (57 staff members) would have engaged in professional development focused on differentiated instructional practices in the curriculum areas of Reading and Math <p>Based on teacher/administrator surveys, feedback from the Quality Review, Learning Environment Survey, Collaborative Teacher Teams, and June Planning sessions, the following will be implemented:</p> <p>Teachers and Administrators will be afforded opportunities to attend:</p> <ul style="list-style-type: none"> • Children First Network 307 PD • Workshops offered via the Principal’s Weekly • Teachers’ College monthly workshops in writing • Teachers and Writers Collaborative Program • LEAP • RENZULLI

	<ul style="list-style-type: none"> • <i>Workshops focused on a specific academic area</i> • <i>Study Groups</i> <p>Instructional and Administrative Teams will ensure that</p> <ul style="list-style-type: none"> • <i>Teachers will be developed professionally in the skill of analyzing hard and soft data</i> • <i>Teachers are provided with time to meet collaboratively with members of their grade weekly</i> • <i>Teachers will be trained in conferencing, strategy lessons and small group instruction in order to meet the needs of all students</i> • <i>Teachers will receive training in the implementation of the Department of Education Accountability Tools: ARIS, SCANTRON, and Acuity, the periodic assessment system</i> • <i>Teachers will receive support in the development of student goals, which will impact on instructional practices</i> • <i>Teachers will further growth in the development of rubrics across subjects and for self-assessment by students</i> <p>Selected teachers will work with Educational Consultants on-site</p> <ul style="list-style-type: none"> • <i>Houghton Mifflin-Rigby</i> • <i>Pearson (Scott Foresman)</i> • <i>LEAP – Learning Through an Expanded Arts Program</i> • <i>144 Music and Arts</i> • <i>ARIS and Acuity Training</i> • <i>DIBELS Training</i> • <i>Comfit Learning</i> • <i>HEADSPROUT</i> • <i>Brain Pop and Brain Pop Jr.</i> • <i>Accelerated Reading and Math</i> <p>Lead Teacher/Inquiry Team</p> <ul style="list-style-type: none"> • <i>Provides on-site professional development for staff afterschool in all academic areas – Mondays and/or Thursdays from 2:30 p.m. – 4:00 p.m.</i> • <i>Provides modeled lessons during the school day</i> • <i>Heads Grade Study Groups</i> <p>Teachers will be provided with professional development during</p> <ul style="list-style-type: none"> • <i>Common Prep Periods – 3 times a month</i> • <i>Grade Conferences – once a month</i>
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<p>Subject/Area (where relevant):</p>	<ul style="list-style-type: none"> Staff Conferences – once a month <p>Attending out of state conferences – IRA, NCTM, NSTA, ASCD, NYESPA and TITLE I</p>						
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Responsible Staff</p> <p>By June 2011, there will be a 10% increase of parent participation in meaningful parent-school partnerships</p> <table border="0"> <tr> <td>Principal</td> <td>Classroom teachers</td> </tr> <tr> <td>Assistant Principals</td> <td>Renzulli Support</td> </tr> <tr> <td>Instructional Team Members</td> <td>Inquiry Team Members</td> </tr> </table>	Principal	Classroom teachers	Assistant Principals	Renzulli Support	Instructional Team Members	Inquiry Team Members
Principal	Classroom teachers						
Assistant Principals	Renzulli Support						
Instructional Team Members	Inquiry Team Members						
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010</p> <ul style="list-style-type: none"> • Title I SWD on of the parent friendly version of the Department of Education's document • Title I SWD Hispanic Social Knowledge rate (Bimonthly – Monday or Thursday afternoon) • Distribution of Excellence in Action City Side Standard 2 for Discipline • Use of Technology Without a visible teacher – during this evening session parents will receive an overview of the curriculum and class expectations <p>Review of the following data will be ongoing:</p> <p>October 2010</p> <ol style="list-style-type: none"> 1. Formal and informal observations <ul style="list-style-type: none"> • Training by Instructional Staff on using the computer to access the ARIS ParentLink and evaluate child's data in AGUITY 2. Data – Formal (1 per year), Transitional (2 per year), Novice (3 to 4 per year) <ul style="list-style-type: none"> • Social Studies workshop for parents of 4th and 5th graders • ELA (April) MATH (May) NYSESLAT (May) <p>November 2010</p> <ul style="list-style-type: none"> • Periodic Assessments Oct., Dec. and Mar. • Parents will be invited in to analyze the 2009-2010 Learning Environment Survey • Practice ELA and Math (monthly) • Parent Teacher Conferences • Technology Programs – DIBELS, HEADSPROUT, RENZULLI, BRAIN POP and COMFIT <p>December 2010</p> <ol style="list-style-type: none"> 3. Conference Notes - Daily <ul style="list-style-type: none"> • Parent invitation to the Hispanic Heritage Celebration and tasting luncheon 4. Walkthroughs - Weekly <ul style="list-style-type: none"> • Community Health Fair 5. Grouping Charts - Weekly <ul style="list-style-type: none"> • Holiday Celebration and Kwanzaa Fair 6. Teacher Plans - Daily <p>January 2011</p> <ol style="list-style-type: none"> 7. Targeted and Focused IEP Student Goals – Ongoing <ul style="list-style-type: none"> • Celebration of Perfect Attendance students and their parents (Sept. – December) • Dr. Martin Luther King, Jr.'s speech competition <p>February 2011</p> <ul style="list-style-type: none"> • Parent Invitation to the Black Heritage Celebration and tasting luncheon • Parent Read Alouds to early childhood classes • 100 Day of School celebration <p>March 2011</p> <ul style="list-style-type: none"> • Workshop on Parent Surveys and distribution of forms • Parent Teacher Conferences 						

	<ul style="list-style-type: none"> ◆ <i>Women’s History Month – celebrating parents of the school community</i> <p><i>April 2011</i></p> <ul style="list-style-type: none"> ◆ <i>Community Reading and Math Fair – parent workshops on what their child is expected to achieve on the upcoming state assessment (ELA, Math and Science)</i> ◆ <i>Career Day</i> ◆ <i>Celebration of Parent Volunteers</i> <p><i>May 2011</i></p> <ul style="list-style-type: none"> ◆ <i>CEP training and development</i> ◆ <i>Workshop on Preparing Your Child for Middle School – focus on academic expectations, peer pressure, bullying and texting</i> <p><i>June 2011</i></p> <ul style="list-style-type: none"> ◆ <i>Family Day – A day of recognition</i> ◆ <i>Broadway Theater trip for perfect attendance students and their parents</i> ◆ <i>Pre-K and Kindergarten Step-Up celebrations</i> <p><i>Parent Coordinator will schedule weekly Wednesday workshops focusing on topics ranging from parental support to helping you child succeed.</i></p> <p><i>Art workshops will be provided by the Pre-K Family Worker monthly</i></p> <p><i>Monthly PAC and SLT meetings</i></p> <p><i>Open invitation to all parents for monthly assemblies by classes</i></p> <p><i>Invite to conventions and conferences in and out of state – UFT, CSA, NYCESPA, IRA, NCTM, NSTA, and Title I</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <ul style="list-style-type: none"> ▪ <i>Title I SWP – 1% scheduled for Parent Involvement</i> <ul style="list-style-type: none"> ● Purchase of materials to support parent workshops ● Purchase of meals for meetings ● Purchase of supportive parent literature ● Reimbursement to parents for expenses

Indicators of Interim Progress and/or Accomplishment

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

- *By June 2011, an increase of Learning Environment surveys submitted by parents*
- *Agendas and minutes of SLT and PAC Meetings*
- *Agendas and sign-in sheets from parent workshops/celebrations*

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	8	N/A	N/A	2	2	2	
1	12	12	N/A	N/A	4			
2	11	11	N/A	N/A	5	2		
3	10	10	N/A	N/A	7			
4	22	22	12	12	6			
5	7	7	6	12	8			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The Academic Intervention programs in the area of Reading are as follows:</p> <ul style="list-style-type: none"> ▪ Words Their Way: Word Study in Action for students of grades 1 and 2 The program focuses on word development and phonics. The AIS provider works with small groups of students with similar needs during a pull-out 45 minute session four times a week. ▪ FUNDATION for Early Childhood Special Education The program is a phonemic awareness and vocabulary building program. The focus is on language development. The classroom teacher and paraprofessional provide students with small group and one-on-one intervention during the school day. ▪ Sidewalks by Pearson: Balanced Literacy Intervention Program Sidewalks is a balanced literacy program that focuses on all areas of reading. AIS providers pull-out students for small group instruction during the school day. ▪ HEADSPROUT: Technology Phonics Based Program HEADSPROUT is a phonics based technology program. As students make progress, they are advanced through the program. This intervention is provided during the school day, during extended day, and during pull-out periods. Because students work at the computer independently, classroom teachers of early grade students are scheduled to take their classes to the computer lab three times a week. ▪ DESTINATION Learning: Differentiated Instruction Online Learning Program This program assists students in developing comprehension skills. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. Intervention is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Afterschool Institute.
Mathematics:	<p>The Academic Intervention programs in the area of Reading are as follows:</p> <ul style="list-style-type: none"> ▪ RENZULLI Learning: Differentiated Instruction Online Learning Program This program assists students in learning about their own interests and talents based on their student profile. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. The work is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Saturday Institute. ▪ Accelerated Math: Technology Learning Program This program focuses on the various concepts and strands of mathematics. Students are engaged in activities supporting their mathematic development. Movement and growth are based on assessments at different intervals of learning. Intervention is provided during the school day, small group tutoring and in pull-out sessions (three times a week).

Science:	<p>The Academic Intervention programs in the area of Science are as follows:</p> <ul style="list-style-type: none"> ▪ Harcourt This program focuses on the review of concepts previously taught to students of grades 3rd and 4th. The development of science content and hand-on activities assist in fostering understanding of the NY state standards. The work is provided during the school day in small group sessions twice a week.
Social Studies:	<p>The Academic Intervention programs in the area of Social Studies are as follows:</p> <ul style="list-style-type: none"> ▪ Houghton Mifflin Harcourt This program focuses on the review of concepts previously taught to students of grades 4th and 5th. The development of history and social studies content include: map skills, reading of tables and charts, as well as understanding government. The work is provided during the school day in small group sessions twice a week.
At-risk Services Provided by the Guidance Counselor:	<p>The At-Risk services provided by the Guidance Counselor are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i> <i>Classroom presentations</i></p>
At-risk Services Provided by the School Psychologist:	<p>The At-Risk services provided by the School Psychologist are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i></p>
At-risk Services Provided by the Social Worker:	<p>The At-Risk services provided by the Social Worker are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences – Peer Counseling – counsels with students who are having interpersonal problems – Articulation with Outside Agencies <p><i>Provided – during the school day</i> <i>Individual and group session</i></p>

At-risk Health-related Services:

The At-Risk services provided by the School Nurse are as follows:

- **Open Airways** – trains asthmatic students in how to take care of themselves when an attack is coming on, also provides them with understanding food choices that may trigger an attack
- **H1N1** – provides training to students on the correct way to wash hands and cover mouth when sneezing or coughing, provides staff with current information from the Department of Education on the flu

Provided – during the school day

Individual and group session

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5th Number of Students to be Served: 75 LEP 682 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

The ESL specialist will have ongoing training in the BETAC – Bilingual ESL Technical Assistance Center throughout the school year. During common prep periods and/or Chancellor's Professional Development days, the ESL specialist will turnkey learning from the BETAC training with teachers servicing ELL students, which includes teachers of cluster programs.

The Community Learning Support Organization provides monthly ELL workshops for teachers.

Topics are as follows:

- Understanding Second Language Acquisition and Instructional Strategies for Enriching Literacy
- Strategies for Enriching Language Instruction
- Instructional Strategies for ELLS

The Department of Education also offers professional development opportunities. Topics are as follows:

- Language Development
- Strategies to assist ELLs on the English Language Assessment

Section III. Title III Budget

School: HORACE E. GREENE-P.S.45K BEDS Code: 333200010045

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,573.17	<u>After School Program</u> 10 teachers x 1.5 hours x 13 session x \$49.89 = \$9,728.55 Professional Development 4 teachers x 6 hours x \$22.72 = \$545.28 1 teacher trainer x 6 hours x \$49.89 = \$299.34
Purchased services ♦ High quality staff and curriculum development contracts.		Learning through an Expanded Arts program (LEAP) Consultant Program Four days a week Three hours a day 19 sessions for the year
Supplies and materials ♦ Must be supplemental. ♦ Additional curricula, instructional materials. Must be clearly listed.	\$2,426.83	<i>Consumables for students, writing supplies, Headphones</i> – to support the HEADSPROUT computer-based literacy program <i>Books on Tape</i> – to support language development and comprehension <i>Test Prep Material</i> – materials to support ELA, Mathematics and Science for ELL’s in grades 3 rd -5 th
Educational Software (Object Code 199)	\$3,000	HEADSPROUT language development software school program for the Title III ELL students
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey and the Parent-Teachers Association Survey, we have identified the primary languages parents are communicating at home with their children.

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.

After compiling the data, we discovered that there was a need for written translation of English documents to Spanish. Also, there will be a need for an oral translator at the various parent meetings and workshops. Also an oral translator is available for parent meetings with teachers, guidance counselor, and school nurse regarding information about their child's education.

Part B: Strategies and Activities

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

Written translation services will be provided by in-house school staff.

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 translation services will be provided by in-house school staff.

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>.

- *Upon registration, all parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language.*
- *At the entrance of the main office entrance a sign in each of the covered language indicating the availability of interpretation services.*
- *In the event of an emergency, the school safety plan includes procedures to ensure parents have access to communicate with school staff.*

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:	\$716,444	\$121,907	\$841,351
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,164	\$1,219	\$8,383
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,822	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$71,644	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **93%**
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. ***In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional best practices that support the grade teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2010-2011. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.***

* 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.

TITLE I **PARENTAL INVOLVEMENT POLICY**

P.S. 45K supports ongoing parental involvement by encouraging meaningful participation in the school community through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, Academic Fairs, and all other meetings supporting the social and academic growth of child(ren).

The administration has arranged for the Principal and/or Assistant Principals to be available on any morning by appointment as early as 10 a.m. and as late as 5 p.m. in the evening (Principal Only). All Parent Teacher Conferences have an evening session for parents who are working during the school day. It is the policy of the school that any parent can request an appointment through the Parent Coordinator and receive an appointment in a timely fashion with any member of the school community.

A number of events and meetings will take place throughout the school year that allows parents to be involved directly in school activities through;

1. School Leadership Team SLT – meets every second Saturday of the month
2. Parent Association – meets every second Saturday of the month
3. Title 1 parent representation
4. Academic Learning Fairs – Literacy (April '11), Math (April '11) and Science (May '11)

The P.S. 45K Parental Involvement Policy is designed to:

- Provide parents with an overview of the school's curriculum and objectives that will help them understand specific programs in which their children are participants
- Provide parenting skills training which will help parents learn additional ways of assisting their children at home with a variety of reading and math strategies
- Provide the opportunities for parents to obtain literacy skills and/or ESL training if English is not their native language
- To encourage a mutual environment of respect and dignity for each member of the Horace E. Greene community
- To increase parent involvement and develop current and future parent leadership
- Enhance and provide an opportunity for the articulation between parents and all staff to be ongoing
- Ensure that information about Title I and other programs, policies and initiatives are shared
- Provide information regarding Title I programs and their implementation during monthly meetings and allow for meaningful discussion and consultation regarding the expenditures of the Title I Funding, particularly the minimum 1% to be earmarked for parent involvement activities and workshops.
- Train parents in the use of technology and the Internet to enable them to access their children's homework; communicate with teachers; and review information posted regarding their child's academic growth (ARIS Link)

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.

TITLE I SCHOOL-PARENT COMPACT

Role of the Title I Educators:

The Title I teacher understands the importance of a good school environment where every student will learn. The teacher's role is important in providing a quality educational experience for all students. The following responsibilities are to be carried out by all teachers of the school community:

1. To insure the partnership between school and home, keep an open line of communication with parents/guardians and other teachers on the academic progress of all students.
2. To teach the state and city core curriculum to all students.
3. To individualize instruction to meet the needs of each child.
4. To keep parents/guardians informed of all parent meetings and workshops.

In order to improve parent/guardian participation, we will distribute the parent-friendly version of the Department of Education's document "What Your Child Should Know" at the September's "Get Acquainted with Your Child's Teacher" evening. Parents will be informed on information regarding the testing process, formal and informal assessments that will be administered throughout the school year. Parents will also receive an overview of the curriculum and expectations. Follow-up meetings will be held throughout the school year to provide parents with pertinent information related to their child(ren)'s educational growth.

To increase parent involvement and participation in the home-school collaboration, we propose the following:

- Parent Coordinator will provide monthly meetings and workshops to be held during the school day and on Saturdays in conjunction with curriculum specialists
- Development of support groups for parents whose child(ren) are in danger of retention
- Ongoing articulation of support of nearby shelters
- Computerized training program to enable parents to retrieve their child(ren)'s academic assessment scores at home (ARIS Parent Link, ACUITY, etc.)
- To encourage parents to join the Learning Leaders program

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.

Addressed on pp.12-16.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

Addressed on pp. 13-17, Addressed in Action Plan on pp.18-26

3. Instruction by highly qualified staff.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2010-2011. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

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.

Addressed on pages 6, 13 and 16

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
In order to attract high-quality teachers to P.S. 45K, we seek input from colleagues, highly qualified staff members, and/or attend hiring fairs for teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
Addressed on pages 13,15 and16
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.
Addressed on p.6
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. **Addressed on p.13**
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.
Addressed on pp. 12-16, Addressed in Action Plans 1-4 on pages 18-23,26
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.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				\$716,444		
Title I, Part A (ARRA)	Federal	✓			\$121,907		
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$15,000		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
At this time, we have 22 students living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Many children are registered and quickly transferred due to the fact that they reside in the neighborhood temporary housing. The Attendance Team (Parent Coordinator, AIDP person, Family Worker) will continue to articulate with parents to stress the importance of good attendance. We will also provide incentives to students with perfect and improved attendance for the month. The Educational Director of the shelters has worked closely with the school to monitor attendance and academic progress. We expect this relationship to strengthen for the benefit of the students. The Attendance Team members will articulate weekly with the director.

Part B: FOR NON-TITLE I SCHOOLS

10. 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).
11. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
12. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 045 Horace E. Greene					
District:	32	DBN:	32K045	School		333200010045

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				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	53	54	54		89.5	90.6	89.7
Kindergarten	97	116	113				
Grade 1	127	123	114	Student Stability - % of Enrollment:			
Grade 2	131	121	110	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	111	120	121		86.9	90.3	91.0
Grade 4	107	112	128	Poverty Rate - % of Enrollment:			
Grade 5	116	112	107	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		92.4	94.8	90.6
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		26	46	32
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		4	10	2
Ungraded	1	5	6				
Total	743	763	753				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	52	49	44	Principal Suspensions	8	33	25
# in Collaborative Team Teaching (CTT) Classes	13	9	12	Superintendent Suspensions	5	8	7
Number all others	22	31	26				

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	64	68	TBD
# ELLs with IEPs	3	9	TBD
Number of Teachers			
	62	61	60
Number of Administrators and Other Professionals			
	21	20	9
Number of Educational Paraprofessionals			
	3	2	10

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	79.0	85.2	96.7
				% more than 5 years teaching anywhere	69.4	73.8	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	92.0	95.0
American Indian or Alaska Native	0.3	0.5	0.5	% core classes taught by "highly qualified" teachers	93.2	89.4	100.0
Black or African American	60.4	59.8	58.7				
Hispanic or Latino	37.6	37.7	39.4				
Asian or Native Hawaiian/Other Pacific	0.3	0.4	0.8				
White	1.3	0.9	0.5				
Male	54.4	52.3	53.9				
Female	45.6	47.7	46.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v				-	
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

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

**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 Donald Conyers	District 32	School Number 045	School Name Horace E. Greene
Principal Tracey Lott-Davis		Assistant Principal Carleen Miller-Bailey	
Coach		Coach	
Teacher/Subject Area Janet Enriquez, ESL		Guidance Counselor Robert Benetos	
Teacher/Subject Area Ramona Genao, 1st Gr. Teacher		Parent Analydia Rivera	
Teacher/Subject Area Melissa Wesoly, 3rd Gr.		Parent Coordinator Debra Shabazz	
Related Service Provider Martha Marg, AIS		Other Joan Victor, 2nd Gr. Teacher	
Network Leader Ada Orlando		Other type here	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	6

C. School Demographics

Total Number of Students in School	753	Total Number of ELLs	75	ELLs as Share of Total Student Population (%)	9.96%
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Part II: ELL Identification Process

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

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

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

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

The Horace E. Greene Elementary School – PS 45 makes every effort to stay in close contact with the parents of English Language Learners (ELLs). Upon admission, parents are given the Home Language Identification Survey (HLIS) to complete. Both the ESL teacher and/or AIS providers conduct an informal oral interview in the parent’s native language and in English. After reviewing the HLIS survey, the ESL teacher establishes the students’ ESL eligibility. If the student is eligible based on the HLIS survey, then the certified ESL teacher, Janet Enriquez will administer the LAB-R within ten school days. The students that have low scores on the English LAB-R are given the Spanish LAB-S to measure how they function in their native language. We make further contact with the parent to inform them of their child’s eligibility for ELL services and the parent’s program choice for their child. To encourage informed choices, PS 45 provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Parents are aware that their child has the option to enroll in our Mono-Lingual Free Standing ESL program or other programs such as Dual Language, Transitional Bilingual that are offered at other schools. Getting parents this information quickly and efficiently is critical to getting their input. Most of our parents have stated that they would prefer their child to receive instructions in English. Annually, we will administer the NYSESLAT to evaluate the ELL eligibility status and progress towards proficiency.

PS 45 is prepared to inform parents through group orientations, ELL DVD, question and answer sessions home at the beginning of the year and on an on-going monthly basis for new entrants. All workshops are translated in the parents’ native language. We utilize the translated materials, brochures and DVDs provided by the Office of ELLs. During the orientations, parents are informed regarding the programs offered for ELLs, Dual Language, Transitional Bilingual, and Mono-Lingual Free Standing ESL. Throughout the year, we also inform parents through one on one meetings, phone conversations and informational packets. The Parent Coordinator, ESL Coordinator and ELL instructional staff delivers information to parents through workshops and in-school events.

Here at PS 45 parent choice is being honored. Parents also play an active role in ELL program planning and design. After reviewing historical data, the Parent Survey and Program Selection forms for the past few years, it has become evident that there is alignment between parent choice and program offering. In short, parents choose to enroll their children in the PS 45’s ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	11	14	13	13	15	9								75
Total	11	14	13	13	15	9	0	75						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43	0	1	29			3	0	3	75
Total	43	0	1	29	0	0	3	0	3	75
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

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	11	13	12	13	14	9								72
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other		1												1
TOTAL	11	14	13	13	15	9	0	75						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

During the instructional day, all ELLs are grouped by grade heterogeneously grouped. Students receive both pull-out small homogeneously grouped, ESL instructions and push-in. All ELLs have equal access to all school programs, technology, supplemental services and materials. We also have bilingual libraries in the classroom and school library to support native language. The Parent Coordinator also has a bilingual lending library for parents. The Extended Day program specifically addresses ESL instructional literacy strategies to improve reading and math performance. Extended Day is scheduled for two days per week (Tuesday 2:30p.m. - 3:00p.m. and Wednesday from 2:30p.m. to 3:45p.m.) for 25 sessions. The Extended Day program will service approximately 10-15 students per group. There will be three groups. Our certified ESL and three ELL teachers will service the students for a total of 105 minutes. Students will be grouped based on their proficiency levels. In addition there will be a Thursday Afterschool ELL program. The program will run from January to June from 2:30 p.m. to 4:00 p.m. for twenty sessions. There will be three groups of 10-15 students for grades 1-5 with three certified common branch teachers and a certified ESL teacher pushing in to support the ELL students for thirty minutes per group. Differentiated instruction will be provided to meet individual specific needs and ultimately prepare students to meet the standards of the English Language Arts and Math assessments for New York State. Copies of supplementary instructional materials will provide enhanced ELA and Math instruction. Students will use Headsprout Early Reading during the after school program, a research-based balanced phonics-based online reading instructional program. This program has built in assessment and performance reports that are generated and provided to teachers, parents and academic intervention service providers to track progress. Based on students' progress, Headsprout adapts instruction to meet every child's needs. The program provides students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the 80 sessions of the program, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills and strategies offered in this program is necessary to further success on standardized assessments. This program and headphones will be purchased with Title III funds to support the program

In addition, this school year the self-contained ELL classes will be involved with focused supplementary direct instruction in the academic areas of Reading and Writing with the LEAP Consultant Program purchased with Title III funds. The consultant for LEAP will service the Title III students four days a week for three hours a day. To support the various supplemental programs, we have purchased general instructional supplies such as chart paper, markers, post-its, crayons, pencils and certificates.

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

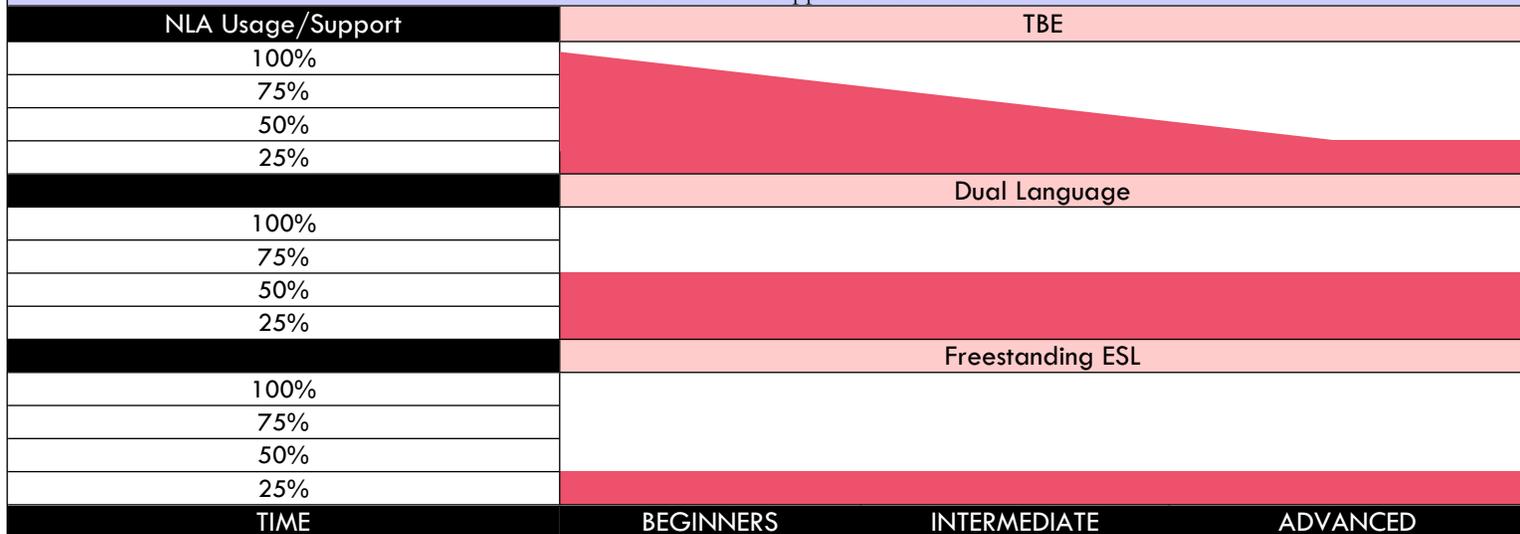
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

PS 45 recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to the Core Curriculum. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons continually. In addition, PS 45 will provide after school activities for our students who receive Academic Intervention Services.

PS 45 has a variety of instructional materials to support the learning of our ELL students. Based on the NYSESLAT data we have purchased materials to support all levels of proficiency. In the content areas, libraries are available to encourage independent reading across the curriculum.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

At PS 45, our ELL instructional staff and administrators will attend a rigorous, researched based professional development series titled Quality Teaching for English Learners (QTEL). This professional development is specifically designed to increase standard based instruction for ELL students. It will show educators how to use scaffolding strategies for significant ESL academic development. The ELL instructional staff also attends NYC Department of Education workshops specifically geared to educating ELL students. These teachers turnkey the strategies learned to the PS 45 staff. PS 45 also has a teacher leader, specifically focusing on teaching ELLs strategies for writing across content areas. At P.S. 45K, the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State performance and learning standards and achieve higher scores on all city and state assessments. Teachers will be paid Trainee rate for

participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Thursdays, 2:40- 3:40 p.m. and Saturdays 10:00 a.m. to 11:00 a.m. Topics to address during these professional development sessions:

1. One one-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on state assessments.
2. One one-hour professional development session will be devoted to the instructional strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.
3. One one-hour professional development session on language development.
4. One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.
5. Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

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?

P.S. 45K's ESL program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
 - Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.
 - Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.
- ESL teacher, Parent Coordinator, Math and Literacy coaches, and/or administrators will facilitate parent workshops.

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)	6	5	2	5	5	2								25
Intermediate(I)	3	7	7	5	6	3								31
Advanced (A)	3	1	4	3	4	4								19
Total	12	13	13	13	15	9	0	0	0	0	0	0	0	75

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

	I		3	0	3	0	0							
	A		2	4	3	4	0							
	P		6	6	4	6	6							
READING/ WRITING	B		6	0	2	2	0							
	I		6	6	5	4	1							
	A		1	4	3	4	5							
	P		0	0	0	0	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			9		1		1		11
4			3		3				6
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		5		1		7
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	

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

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

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

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

To enhance coherence across the school, all students are assessed with the Fountas and Pinnell Reading Assessment System. We have noticed that ELLs that enter school in kindergarten progress at the same pace as non-LEP students. Using the Dolch Word List has improved students' sight word fluency and increased reading rate. Classroom Instruction that incorporates the consistent use of the Dolch Word List has yield students that progress three to six reading levels within one school year. By the end of the school year, most of the kindergarten ELLs tested out and became proficient.

In the past years, our students have become proficient in the modalities of speaking and listening, but not reading and writing. Because of this pattern across proficiency, it prompted a system level change. Across kindergarten to fifth grade, we have adjusted our reading and writing instruction by implementing a balanced literacy reading program. This program provides integrated learning in the content area focused on reading skills and strategies. It also provides differentiated instructional activities for ELLs and students in need of academic instruction. This change has made significant improvement in the areas of reading and writing on the NYSESLAT.

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		