



**CHARLES A. DORSEY ELEMENTARY SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 13K067

ADDRESS: 51 ST. EDWARDS STREET BROOKLYN, N.Y. 11205

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 67 **SCHOOL NAME:** Charles A. Dorsey Elementary School

SCHOOL ADDRESS: 51 St. Edwards Street Brooklyn, New York 11205

SCHOOL TELEPHONE: 718- 834-6756/57 **FAX:** 718-834-6719

SCHOOL CONTACT PERSON: Corinne Seabrook **EMAIL ADDRESS:** cseabro@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: John Rondon

PRINCIPAL: Corinne Seabrook

UFT CHAPTER LEADER: Shonique Greene

PARENTS' ASSOCIATION PRESIDENT: Aris Norton

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 304

NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: James Machen

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
Corinne Seabrook	*Principal or Designee	
Shonique Greene	Aris Norton	
Aris Norton	*PA/PTA President or Designated Co-President	
Aris Norton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
John Rondon	Member/Chairperson	
Noemi Tolchinsky	Member/Guidance Counselor	
Coretta Adkins	Member/Ell Teacher	
Linette Navarro- Perez	Member/Speech Teacher	
Eric Manson	Member/Parent	
	Member/Parent	

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.

Charles A. Dorsey Elementary School, P.S. 67, is located between two large public housing developments; the Walt Whitman and Ingersoll Houses in the Fort Greene section of Brooklyn. This Pre-K thru grade 5 school of approximately 250 students serves an ethnically diverse population with 62.8% African American, 33.3% Latino/Hispanic, 1.3% White and 2.6% Asian or other.

Approximately forty four (44) students have Individualized Education Plans (IEPs) and receive the full continuum of services, including instruction in self-contained classes, related services such as speech, language and counseling. Additionally, seventeen (17) of the students are English Language Learners (ELLs), with Spanish as the dominant language. The majority of the students are from low-income families and currently 86.8% qualify for free lunch.

The school currently has **one (1)** full day Pre-Kindergarten class, **one (1)** kindergarten, **two (2)** first grade, **two (2)** second grade, **two (2)** third grade, **two (2)** fourth grade and **two (2)** fifth grade classes in general education. There is a freestanding ESL/ELL program for grades **K-5**, which serves English Language Learners who are not in a bilingual program. The average class size in kindergarten through fifth grade is fifteen to twenty-five students. Students are heterogeneously grouped within each grade. There are **two (2)** self-contained special education classes (**one** kindergarten/first grade class (**K/1**) and **one** second/third grade class (**2/3**).

The student body is serviced by a professional staff consisting of **one (1)** principal, **one (1)** assistant principal, nineteen (**19**) teachers; which includes **two (2)** part time coaches, **two (2)** guidance counselors, **four (4)** educational assistants, **three (3)** school aides, **one (1)** parent coordinator and **four (4)** additional support personnel. All of the **nineteen (19)** teachers are fully certified and have more than three years of teaching experience. The instructional literacy program during the 2010-2011 school year for grades 3-5 will be Harcourt's "Storytown" literacy program and Harcourt's "Trophies" literacy program for grades K-2. Both literacy programs will be implemented during a **135** minute literacy block. Both programs consist of student anthologies, intervention readers/kits, leveled books/readers, books/support kits for English Language Learners, challenge resource kits and libraries consisting of trade books. The components of the program are reading comprehension, vocabulary, writing, grammar, spelling, phonics and phonetic awareness. In addition, the program is connected to Balanced Literacy; teachers will implement read alouds, shared reading, word work and independent reading. Classroom libraries, reduced class size (when possible) and academic support personnel and the assignment of a coach will further support literacy instruction.

During the 2010-2011 school year, grades K through 5 will continue to implement Everyday Mathematics as the primary vehicle for math instruction. This math program will be implemented during a **90** minute math block.

Science for grades K-5 is supported by the NYC core curriculum and the inquiry based Foss Program. Social Studies is supported by the NYC core curriculum and trade books. All programs are standard based and provide flexibility with targeting students' progress/learning styles.

Technology will be infused into curriculum areas through the use of desktop computers (either in the classroom or in the computer lab). Staff and students will have multiple opportunities to use technology to demonstrate and support their learning. Technology will be utilized by using selected software (intervention/higher learning), use of the internet and keyboarding skills. Each class will be programmed into the computer lab at least twice a week.

The music teacher will teach students in grades K-5 a theory based key board program, called **Music in the Brain**. Students will be able to read music and play the keyboard. A music book will be provided for each student. Students in grade 3 will learn to play the recorder.

Students in all grades will have the opportunity to express themselves through the exploration of movement and dance concepts by learning cultural dances as outlined in the New York City Dance Blueprint (aligned with NYS standards). A movement/dance cluster teacher will implement the NYC Dance Blueprint during the school day and/or during an after school program.

The physical education program will be designed to meet the needs of students in grades Pre-K through 5 by implementing the NYC physical education curriculum. This curriculum is aligned with national and NYS standards.

Students of grades (K5) will have the opportunity to explore visual arts with guidance from a resident artist and classroom teacher. Each class will participate in a six-fourteen week residency through **Studio in a School**.

An extension of the Shubert Elementary Arts Partnership grant will serve to provide a continued opportunity for our students (grades 3-5) to be exposed to a theater arts component through **Arts Connection**.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance meeting the state standards in ELA, Mathematics, Science and Social Studies. Guidance and support services are also provided to assist students who are experiencing issues that impact their ability to achieve academically. Although the intensity of the service provided vary based on the individual needs of students, all students (grades 3-5) performing in levels 1 and 2 and early childhood students deemed to be at risk, including students in special education and ELL, will receive targeted services, during school hours, after school or during a Saturday academy program.

P.S. 67's approach to improving student performance is a data-driven approach. Administrators and teachers are constantly identifying and addressing students' weaknesses and strengths on a continuous basis. Ongoing assessments are formal and informal. These assessments help teachers make appropriate decisions as they select reading materials for students, plan lessons, and activities; group children and provide differentiated instruction in all subject areas.

During the last few years, P.S. 67 has formed partnerships and collaboration with several community-based organizations, including New York University (tutors), The Virginia House of Hope, Fort Greene Volunteers and the City University of New York (tech. advisor). These agencies/organizations provide or have provided services for our students, parents and/or staff.

The Charles A. Dorsey Elementary School recognizes that families and other community members are a vital part of all students' academic and social successes and consider parental involvement an essential part of a successful educational program. Active parents and community members are trained by the Learning Leaders Parent Volunteer Program, through which they support the school by assisting in the lunch room, monitoring our school store, leading after school activities and accompanying our teachers and classes on trips. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work closely with our parents. A parent monthly newsletter and school calendar will continue to be sent home for the 2010-2011 school year.

Our vision is to strive towards excellence while reaching for proficiency. Our mission is to create a school that provides the highest quality of educational services and opportunities to all students (including ELL, special education and gifted students) and personnel in a safe, caring and healthy environment. We continue to work toward creating an environment where student achievement is attained through an enriched curriculum, clear communication, active parental and community support and where there is a high degree of professionalism and respect for diversity.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 087 Charles A. Dorsey							
District:		13	DBN:	13K067	School BEDS Code:		331300010067		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		15	17	17			90.1	91.3	TBD
Kindergarten		28	31	28					
Grade 1		29	36	31					
Grade 2		36	24	32					
Grade 3		44	40	28					
Grade 4		44	42	40					
Grade 5		49	34	48					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	0	4					
Total		245	224	228					
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		93.0	78.7	TBD			94.6	90.9	97.1
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		13	32	TBD			2	2	2
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		14	14	24	Principal Suspensions		0	3	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		0	1	TBD
Number all others		10	14	20					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		24	23	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		11	7	17					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	6	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.8	91.3	TBD
				% more than 5 years teaching anywhere	58.3	78.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	83.0	87.0	TBD
American Indian or Alaska Native	1.6	1.3	1.3		53.3	100.0	TBD
Black or African American	73.5	71.4	62.7				
Hispanic or Latino	22.0	24.6	33.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.3	1.3				
White	1.6	1.3	1.3				
Male	49.8	52.2	52.6				
Female	50.2	47.8	47.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	77.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	12.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	53.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

Summary of Data Analysis/Findings for 2009-2010 NYS ELA Tests

Accomplishments:

- Results of all students tested (including ELL and Special Education) indicate that 81.5% of the schools lowest third students (3-5) made at least one year's progress on NYS ELA test during the 2009-2010 school year.

Challenges:

- Results of all students tested (including ELL and Special Education) indicated that only 29% of students in grades 3-5 are at proficiency (Level 3 or 4) per the NYS ELA test.
- The percentage of all students tested (2009-2010) indicate that 50% of P.S. 67's students (grades 3-5) are in level 2 as per the NYS ELA test.

Implications for Improving P.S. 67's Instructional ELA Program (Grades 3-5):

- Continuance of small group instruction during ELA block with more time for independent reading, shared reading, guided reading, teacher intervention and conferring.
- Increased, ongoing and intensive professional development for teachers on understanding and implementation of differentiated instruction (to provide enrichment opportunities and address both gifted students as well as struggling students), using data to drive instruction, rigorous lessons, etc.
- Continuance of lower class sizes (when possible).
- Use of NYC ELA Predictives and ITA's, teacher observation, teacher created assessment results to drive instruction.
- Continued school-wide use of grade appropriated ELA rubrics
- Continuous communication with parents and families about student progress in ELA
- Begin a teacher study group on the use of the inquiry process and approach in order to target the needs of the school's lowest one third of students.

- Alignment of current New York City and New York State Curriculum Standards to newly adopted Common Core Standards.
- Teacher planning of grade appropriate, content based field trips that will enhance student learning.

Summary of Data Analysis/Findings for 2009-2010 NYS Math Test and Everyday Math Assessments:

Accomplishment(s):

- Results of all students tested (including ELL and special education) indicate that our students would have shown a two point increase on the NYS math test if the scale scores ranges were not modified by the New York State Education Department for the “2009- 2010” tests. On the “2008-2009” math test, eighty- seven (89) students scored levels 3 and 4. If the scale scores were not modified, we would’ve had eighty-nine (89) levels 3 and 4.

Challenge (s):

- Results of all students tested (including ELL and Special Education) indicate that only 30% of our students are at or above proficiency in mathematics

Implications for P.S. 67’s Instructional Math Program (GradesK-5):

- Continued use of NYS 2009-2010 math test results, NYC Predictives, ITA’s, teacher made assessments and teacher observations to drive instruction.
- Continued use of grade appropriate math rubrics.
- Continued use of small group instruction, differentiated instruction, and use of manipulatives during the math block.
- Continued, increased, and intensive professional development for teachers pertaining to differentiated instruction, using data to drive instruction, rigorous lessons, etc.
- Continuance of lower class sizes (when possible).
- Continuance of inquiry based approach to target the needs of students in the lowest third percentile.
- Increased use of technology to maximize student achievement, support and enrich students.
- Begin to align curriculum to newly adopted Common Core Standards.
- Teacher planning of grade appropriate, content based field trips that will enhance student learning.

Summary of Data Analysis/Findings for 2009-2010 (Grade 5) NYS Social Studies Tests:

Accomplishments:

- Results of all (grade 5) students tested indicate that 51% of P.S. 67’s students were proficient on the 2009-2010 NYS Social Studies Test.

- According to results of the NYS Social Studies Test 63% of our female students were proficient.

Challenges:

- Results of all Special Needs students tested indicate that 83% of P.S. 67's students scored below proficiency on the 2009-2010 NYS Social Studies Exam.
- Results of all students tested indicate that only 34% of P.S. 67's male students were proficient on the 2009-2010 NYS Social Studies Test.

Implications for Improving P.S. 67's Instructional Social Studies Program:

- Begin to familiarize all teachers with use of DBQ's, Essential Questions and Key Ideas as methods of teaching social studies concepts.
- Continuation of content area instruction, utilizing trade books, primary documents and non-fiction independent reading materials.
- Professional development on inquiry based instruction, accountable talk, technology, training and the use of primary documents will be provided for (or sought after by) teachers.
- Greater focus on curriculum mapping and planning of rigorous lessons across grades K-5.
- Begin to align current standards with newly adopted Common Core Standards.
- Teacher planning of grade appropriate, content based field trips that will enhance student learning.

Summary of Data Analysis/Findings for 2009-2010 (Grade 4) NYS Science Test:

Accomplishment (s):

- Results of all (Grade 4) students tested indicate that 55% of P.S. 67's students were proficient on the NYS Science Test.
- Based on results of the "2010" science test P.S. 67's students made Adequate Yearly Progress.
- According to the (grade 4) NYS science test, 64% of P.S. 67's male students were proficient on the "2009- 2010" NYS science test. .

Challenges:

- Results of all special needs students tested indicate that 72% of P.S. 67's students were not proficient on the NYS Science Test.
- According to the NYS Science Test results, there is a large achievement gap between the performance of male students and female students.

Implications for Improving P.S. 67's Instructional Science Program:

- Continue use of FOSS Kits, science manipulatives and hands on experiments in all grades K-5.
- Use of technology and science focused field trips to maximize learning experiences and student achievement.
- Focus on methodologies and science based projects.

- Increase the number of leveled library science books to include magazines, science periodicals and informational text.
- Begin to align current standards with newly adopted Common Core Standards.
- Continued professional development pertaining to the integration of hands on science experiments that simulate the layout of fourth grade exam.

After conducting a comprehensive review and analysis of P.S. 67's educational program we noticed that a large majority of our students have not/ do not perform on or above proficiency level (K-5) as per NYS ELA, Math and ECLAS-2:

Our greatest accomplishments over the last couple of years to date are:

- Making adequate yearly progress on the NYS Math, ELA, and Science tests over the past two years.
- We have made a significant increase in the number of students (grade 4) scoring level 4 on the NYS ELA, Math and Science Tests.

We feel that some of the significant aids and barriers of reaching our goals are:

- Small class sizes (aid)
- Professional development for the teaching staff on rigor, common core standards, best teaching practices, etc. (aid).
- Adoption of the common core standards by New York State (aid).
- The use of Acuity and ECLAS-2 assessments (aid).
- Implementation of new research-based literacy program for grades 3-5 (aid).
- Fluctuation of attendance and punctuality of our students (barrier).
- Lack of connection of our children between the learning at school and learning at home (barrier).
- Lack of parental participation in workshops, trainings, meetings and school activities that are developed/planned to increase parental knowledge and awareness (barrier).

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.

Goal # 1: To increase the teaching and support staff's knowledge of the Inquiry Process.

P.S. 67's teaching and support staff (coaches, AIS teachers, speech teacher and educational assistants) will form professional study groups/communities to learn how to effectively plan (design) and conduct an inquiry research by focusing on at least one of the school's lowest one third population of students.

Goal # 2: To provide an individual core curriculum/social development plan for students of grades K-5.

Individual student plans will be developed for each student of grades K-5 consisting of at least one goal and measurable objective for each core curriculum subject and for at least one social need.

Goal # 3: To improve students' outcome in reading and writing in accordance with NYS/NYC performance standards (grades 3-5).

The percentage of students (grades 3-5) scoring level 1 will decrease by at least 5% as measured by the NYS ELA (reading, writing and listening) test.

Goal # 4: To improve students' outcome in mathematics in accordance with NYS/NYC performance standards (grades 3-5).

The percentage of students (grades 3-5) scoring level 1 will decrease by at least 5% as measured by the NYS Mathematics test.

Goals # 5: To improve parental knowledge pertaining to children's learning.

Parent informational meetings, workshops and/or trainings (ARIS, child's academic process, how to assist with meeting the needs of their child, core curriculum, common core NYS standards, services/programs available to students, etc.) will be provided during the school day, evening or Saturday morning.

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) : **Inquiry Process**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the teaching and support staff’s knowledge of the Inquiry Process.</p> <p>By June 2011, at least 95%-100% of P.S. 67’s teaching and support staff (coaches, AIS teachers, speech teacher and educational assistants) will form professional study groups/communities to learn how to effectively plan (design) and conduct an <u>inquiry research</u> by focusing on at least <u>one</u> of the school’s lowest one third population of students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The P.S. 67 teaching staff will plan and conduct an <u>inquiry research</u> by using one of their daily <u>preparation periods</u> or <u>one hour</u> after school (per session) to provide service to at least <u>one</u> of the school’s lowest one third (1/3) student (s) in either ELA or math. • A <u>five</u> member after school (per session) <u>core inquiry team</u> will <u>each</u> service <u>5-6</u> of the school’s lowest one third (1/3) students during the 2010-2011 school year. • Professional study groups/communities using the book (“The Art of Classroom Inquiry- A handbook For Teacher-Researchers”, by Ruth Shagoury Hubbard and Brenda Miller Power) will be formed to teach the staff how to plan/design an <u>inquiry research</u>. • The staff will engage in after school data sessions (Teacher Teams).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • <u>Tax Levy</u> funding will be used to purchase a teacher handbook/guide to be used for a professional study group and for teachers to design/plan an inquiry research study on a student (s). • <u>Tax Levy</u> funding will be used for the servicing of students by the core inquiry team, etc. (per session). In addition, <u>Tax Levy</u> funding will also be used to fund teacher collaborative team meetings, professional development sessions and core inquiry team meetings (per session).

Indicators of Interim Progress and/or Accomplishment

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

- Teachers will be required to keep a portfolio for each student serviced consisting of lessons, logs (listing service dates and times), conference notes highlighting students' progress, samples of students' work and a copy of an inquiry research study done on a student.

SECTION VI: ACTION PLAN (CON'T)

Subject/Area (where relevant): **Individual Student Plan**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide an <u>individual</u> core curriculum/social development plan for students of grades K-5.</p> <p>Individual student plans will be developed for each student of grades K-5 consisting of at least one goal and measurable objective for each core curriculum subject and for at least one social need.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Ongoing formative and summative assessments will be administered by classroom teachers and other support staff members (ECLAS, DRA, Teachers College, etc.). • Classroom teachers in collaboration with support staff (AIS, SETSS, ESL/ELL, coaches, etc.) will develop individual student plans for all students in grades K-5 consisting of at least one goal and objective for each core curriculum subject and for at least one social need. • Common planning time will be provided for teachers to meet with service providers (as needed) during the day and/or after school hours. • Teachers will revisit and update students' plans (goals and objectives) at least <u>three</u> times during the 2010- 2011 school year or as needed. • Parents will be invited to take part in the development of their child's plan (including during mandated DOE open school days/evening) and will be informed and up dated about student progress by way of progress reports <u>2x-3x</u> times a school year (including DOE student report cards).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • <u>Tax Levy Fair Student</u> funding will be used for per session hours so that classroom teachers, parents and mandated service providers can plan together.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance sign- in sheets, logs, agendas and/or notes of peer to peer or teacher to parent meetings/conferences will be maintained. • Sample copies of student progress reports (grades K-5) • Results of ongoing student assessments.

SECTION VI: ACTION PLAN (CON'T)

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students' outcome in reading and writing in accordance with NYS/NYC performance standards (grades 3-5).</p> <p>The percentage of students (grades 3-5) scoring level 1 will decrease by at least 5% as measured by the NYS ELA (reading, writing and listening) test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Harcourt School Publishers <u>Storytown</u> Strategic Intervention Resource Kit and Intervention Interaction Readers (grades 3-5) will be used to service identified AIS students. • Teachers of grades 3-5 will service <u>at least</u> one student from the lowest 1/3 student population in their class for <u>one</u> additional <u>hour</u> after school or for <u>one</u> additional <u>period</u> per week (as per the Inquiry process initiative). • An after school learning academy for students in grades 2-5 will be implemented from January "2011"- May "2011". Students requiring academic intervention services will receive additional assistance in reading, writing and listening skills. • A five member school <u>inquiry team</u> will service students identified to be the lowest 1/3 achieving students in grades 2-5 once a week after school in small groups of 5-6 students per group. • Differentiated and small group instruction will be used to build students' reading comprehension, phonics, vocabulary, phonemic awareness and oral reading fluency skills. • In order to meet the needs of their students and to strengthen their own professional growth, each teacher (classroom and support staff) will select or be assigned to attend at least two (2) professional development workshops/trainings) during the 2010-2011 school year. • Skill building materials will be purchased for students in grades 2-5 to be used for additional practice during the school day and/or after school. • The Extended Day (37 1/2 minutes) program (small group instruction of no more than 10 students) will be utilized to focus on improving students' writing, grammar, phonics, vocabulary, phonemic awareness and/or math skills. • Identified students will participate three days a week for 37 ½ minutes each of the three days. • Plan to keep the class size in <u>all</u> grades below <u>25</u> students.

<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>	<ul style="list-style-type: none"> • <u>Tax Levy Children First Inquiry Team</u> funding will be use for per session hours for the 3-5 core inquiry team members. • <u>Tax Levy Fair Student</u> funding will be used to provide substitute teachers while teachers participate in professional development. <u>I</u> • <u>Tax Levy Fair Student</u> funding will be used to purchase skill building ELA materials.
<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"> • Throughout the (2010- 2011) school year, we will use the NYC Predictive, assessment, ITA assessment, Teachers College assessment, DRA, teacher made tests and former NYS ELA tests to evaluate student progress toward meeting this goal.

SECTION VI: ACTION PLAN (CON'T)

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students' outcome in mathematics in accordance with NYSNYC Performance standards.</p> <p>During the 2010-2011 school year, the percentage of students (grades 3-5) scoring level 1 will decrease by at least 5% as measured by the NYS Mathematics test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers of grades 3-5 will service <u>at least</u> one student from the lowest 1/3 student population in their class for <u>one</u> additional <u>hour</u> after school or for <u>one</u> additional <u>period</u> per week (as per the Inquiry Process Initiative). • An after school learning academy for students in grades 2-5 will be implemented from January "2011"- May "2011". Students requiring academic intervention services will receive additional assistance in math skills. • A three/four member school <u>inquiry team</u> will service students identified to be the lowest 1/3 achieving students in grades 2-5 once a week after school in small groups of 5-6 students per group. • Differentiated and small group instruction will be used to build students' math skills. • In order to meet the needs of their students and to strengthen their own professional growth, each teacher (classroom and support staff) will select or be assigned to attend at least two (2) professional development workshops/trainings) during the 2010-2011 school year. • Skill building materials will be purchased for students in grades 2-5 to be used for additional practice during the school day and/or after school. • The Extended Day (37 1/2 minutes) program (small group instruction of no more than 10 students) will be utilized to focus on improving students' math skills. Identified students will participate three days a week for 37 ½ minutes each of the three days. • Plan to keep class size in <u>all</u> grades below <u>25</u> students.

<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>	<ul style="list-style-type: none"> • <u>Tax Levy Children First Inquiry Team</u> funding will be used for per session hours for the 3-5 core inquiry team members. • <u>Tax Levy Fair Student</u> funding will be used to provide substitute teachers while teachers participate in professional development. • <u>Tax Levy Fair Student</u> funding will be used to purchase skill building math) materials.
<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"> • Throughout the (2010- 2011) school year, we will use the NYC Predictive, assessment, ITA assessment, teacher made tests and former NYS Math tests to evaluate student progress toward meeting this goal.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve parental knowledge pertaining to children’s learning.</p> <p>By June 2011, a series of (at least 5-6) parent informational meetings, workshops and/or trainings (ARIS, child's academic progress, how to assist with meeting the needs of their child, core curriculum, common core NYS standards, services/programs available to students, etc.) will be provided during the school day, evening or Saturday morning.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The parental Involvement committee will plan a series of trainings and practice sessions pertaining to the use of ARIS. • Informational sessions pertaining to available services for children (such as: tutoring, after school programs, parent workshops, etc.) will be provided. • Written progress reports will be provided for parents at least twice a year (other than DOE report card). • Individual parent/teacher conferences will be held to discuss students' academic progress other than open school day/evening.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <u>Title 1 SWP/ARRA</u> (the one percent (1%) parent involvement) allocated funds will be used to provide informational sessions, guides, books, magazines, educational DVDs, etc. Childcare services will be provided during evening and Saturday trainings. Outside (non DOE) workshops/trainings will be paid for using either <u>Title 1 SWP/ARRA</u> funding.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance sign – in sheets • Agendas of meetings/trainings/conferences held • Sample copies of student progress reports

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	11	11	N/A	N/A	1	0	0	0
1	26	26	N/A	N/A	5	0	0	0
2	26	26	N/A	N/A	1	0	1	0
3	23	23	N/A	N/A	3	0	0	3
4	20	20	0	0	5	0	0	1
5	22	27	21	0	2	0	1	1
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.).
<p>ELA:</p> <ul style="list-style-type: none"> • Harcourt “Trophies” Intervention Program • Harcourt “Storytown” Intervention Program 	<ul style="list-style-type: none"> • Identified students receive academic intervention services once a week for a period of one hour (60 minutes) after school in small groups of five students as part of the “Inquiry Initiative”. • Identified students receive AIS once a week during the school day by their classroom teacher in small groups of 2-3 students or one to one instruction for a period of 45 minutes as part of the “Inquiry Initiative”. • Identified students receive AIS during the 37 ½ minutes “Extended Day” program from Monday-Wednesday in groups of no more than ten students. Each teacher will use the intervention component of Harcourt “Trophies” or “Storytown” Literacy program and Everyday Math.
<p>Mathematics:</p> <ul style="list-style-type: none"> • Everyday Math 	<ul style="list-style-type: none"> • Identified students will receive AIS once a week for a period of one hour (60 minutes) after school in small groups of five students as part of the “Inquiry Initiative.” • Identified students will receive AIS once a week during school hours by their classroom teacher in small groups of 2 to 3 students or one-to-one for a period of 45minutes as part of the “Inquiry Initiative.” • Identified students will receive AIS during the 37 1/2 minutes “Extended Day” program from Monday through Wednesday in groups of no more than ten students
<p>Science:</p> <ul style="list-style-type: none"> • Science Based Projects • Hands on Experiment • Leveled Science Books 	<ul style="list-style-type: none"> • Identified students will receive AIS during the 37 1/2 minutes “Extended Day” program from Monday through Wednesday in groups of no more than ten students (science will be integrated into the reading and math curriculum).
<p>Social Studies:</p> <ul style="list-style-type: none"> • Trade Books • Primary Documents 	<ul style="list-style-type: none"> • Identified students will receive AIS during the 37 1/2 minutes “Extended Day” program from Monday through Wednesday in groups of no more than ten students (social studies will be integrated into the reading and math curriculum).
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Identified students will receive support services to address the various social issues and/or barriers that may interfere with their academic performance. These services will be provided by a guidance counselor/social worker during school hours for at least thirty (30) minutes, once or twice weekly or as needed (upon parental consent). These services will be provided in small groups/one- on- one.

At-risk Services Provided by the School Psychologist:	NOT (currently) APPLICABLE!
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Identified students will receive one-to-one services once weekly by the school Social worker for a period of 30 minutes each session during school hours.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Identified students will participate in small group <u>asthma</u> counseling during the day_for 20-25 minutes once a week.

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
(SEE ATTACHMENT)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011
(NOT APPLICABLE)

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 **(NOT APPLICABLE)**

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **(NOT APPLICABLE)**

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.

(NOT APPLICABLE)

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

Each parent upon registering their child at P.S. 67 completes a Home Language Identification Survey. This survey is used to determine the translation needs of the parent/guardian.

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.

We found that during the "2009-2010" and current school year (2010- 2011) that there were/are a very limited number of students where English is the second language, but resources were/are still needed in order to communicate with these families. Therefore, we found that contracted services were necessary: These findings were relayed to the staff and parents at organized meetings. Translation and interpretation (assistance) information is posted on the parent bulletin board in the main lobby of the school and in the PTA room.

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.

Translated documents will be transcribed by school staff when feasible; this includes, parent letters, fliers, progress reports, etc. We have purchased Multilingual Dictionaries to be housed in the ESL room as well as in the literacy coach's rooms for teacher/staff reference.

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.

We intend to pay/utilize per session funds for faculty members, guidance counselor, paraprofessional, assistant principal, etc. for teachers to utilize during scheduled conferences, P.T.A. meetings, workshops and various events during the year where a translator would need to be present. In addition, we will also utilize the DOE oral translation services by telephone when needed.

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>

We will have a staff member or contracted vendor to translate written parental notices and/or oral information. In addition, all notifications from the DOE will be downloaded for delivery to parents in their native language.

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:	229,989	23,344	253,333
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,300	233	2,533
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,499	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,999	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **(NOT APPLICABLE)**

* 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.

1. The Charles A. Dorsey School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA: A core group of P.S 67's parents, (Leadership Team parent members) will participate in the writing of the Charles A. Dorsey CEP. The drafting of the school's CEP will be drawn from the RDCEP/DCEP.
2. The Charles A. Dorsey School will take the following actions to involve parents in the process of school review and improvement under Section 118 (6)-Academic Assessment and Local Educational Agency and School Improvement of ESEA: A committee of parents will take part in all School Improvement Reviews under Section 118 (6).
3. The Charles A. Dorsey School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under other programs such as Universal Pre-Kindergarten.
4. The Charles A. Dorsey School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - *DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED; a parent survey will be sent home to evaluate the level of parent involvement.*
 - *IDENTIFYING WHO WILL BE RESPONSIBLE FOR CONDUCTING IT; AND*
 - *EXPLAINING WHAT ROLE PARENTS WILL PLAY the parent coordinator will develop the survey with the P.T. A's executive board and a parent sub-committee*
5. The Charles A. Dorsey School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents and the community. We plan to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators

Parent workshops will be held regularly. These workshops will be given by the Parent Coordinator, the school's literacy coaches, CLSO Specialist, guidance counselor, social worker, psychologists etc.

- *INSTATE AND OUT OF STATE WORKSHOPS, CONFERENCES AND/OR CLASSES;*
 - *THE USE OF EQUIPMENT AND OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS*
- b. The Charles A. Dorsey School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology as appropriate to foster parental involvement.
 - c. Giving parent workshops that explains how to access student achievement information (ARIS).
 - d. The Charles A. Dorsey School will, with assistance from the parent engagement office and our parents educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, how to implement and coordinate parent programs that build ties between parents and the school and by working closely with agencies that support parental organizations.
 - e. The Charles A. Dorsey School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Universal pre-kindergarten and encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by: hosting parent activities that involve hands-on activities or develop instructional strategies to improve the knowledge base of all parents.
 - f. The Charles A. Dorsey School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Parent notices and or progress reports are translated into the language that the parents can read and understand.

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A. programs, as evidenced by staff and parental signatures.

This policy was adopted by The Charles A. Dorsey School in September 2006, is reviewed yearly for up-dates and is currently in effect for the 2010- 2011 school year. The school will distribute this policy to all parents of participating Title I Part A. children at the start of each school year.

Principal's Signature: _____

Date _____

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

I. General Expectation:

P.S. 67 agree to implement the following statutory requirements:

- P.S. 67 will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 67 will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- P.S. 67 will incorporate this parental involvement policy into its school improvement plan (CEP).
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S. 67 will involve the parents of children served in Title I, Part A programs in decisions about how the 1% percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 67 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - P.S. 67 will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 67 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Invite parents to open Leadership Team meetings, staff/parent retreats, etc.
2. P.S. 67 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Discussions at Leadership and PTA meetings encourage parents to complete the DOE's environmental parent survey, etc.
3. P.S.67 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Workshops and Parent Academies
4. P.S. 67 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies and Universal Pre-kindergarten by discussing at meetings, workshops, etc.
5. P.S. 67 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: This evaluation will be conducted by parents taking a survey. The parent coordinator will be responsible for leading this activity.
6. P.S. 67 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. P.S. 67 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by conducting workshops , conferences and trainings both in-State and out- of State, including the use of equipment or other materials that may be necessary to ensure success.
 - b. P.S. 67 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math trainings, using technology, as appropriate, to foster parental involvement, by: conducting parent workshops, trainings and informational sessions.

- c. P.S. 67 will, with the assistance of its parents and the parent engagement office educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Planning activities that require parents and staff to work together.
- d. P.S. 67 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First and Universal Pre-kindergarten programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: having a parent academy.
- e. P.S. 67 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Have parents notices translated in various needed languages , provide a translator at parent meetings and have our voice message dial-up system translate messages into needed languages.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- train parents to sponsor fund raising activities for their child (ren) school;
- engage parents in activities and events to let parents know that they are welcome and needed;
- provide opportunities in the areas of the arts and technology where parents and children will attend together and

- involve parents in workshops which can help parents with parenting ideas/problems, homework/tutoring strategies, drug education and improving communication skills

IV. Adoption

P.S. 67's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a planning meeting attendance sheet. This policy will be reviewed and asked to be adopted by P.S. 67 on November 18, 2010 and will be in effect for the 2010- 2011 school year.

P.S. 67 will distribute this policy to all parents of participating Title I, Part A children prior to the end of November 2010.

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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 and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 67, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 67 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: By hiring highly qualified teachers and providing high quality ongoing professional development for the staff.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a school year as per the NYC Dept. of Education's school year calendar.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide progress reports as follows: Five times a year, once in October, twice during open school, once in the spring and once at the end of the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During open school afternoons and evenings, parent/ teacher open house and by appointment during the teachers' preparation periods, etc.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer once they have completed the "Learning Leaders Program" and may visit their child's class, etc. during our monthly school tours and /or by agreement with their child's teacher and/ or supervisor.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
14. Develop, improve and provide a contract between the school and each parent pertaining to their child (ren) progress.
15. Promote informal activities that facilitate the interaction of parents, students and staff.
16. Secure means to improve avenues of communication with parents via e-mail, telephone and face to face meetings.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school’s Improvement Team, the Title I Policy Advisory Committee, or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Complete our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL/DATE

PARENT(S)/DATE

STUDENT/DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

* See school's Accountability Snapshot, Needs Assessment (section IV) and Annual School Goals (section V)

2. School wide reform strategies that:

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

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

- 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.

* See School Profile (section III), Needs Assessment (implications for instructional programs (Section IV) and Action Plans (section VI).

3. Instruction by highly qualified staff.

*See School Demographics and Accountability Snapshot (teacher qualifications).

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

*See Needs Assessment Section IV (implications for the instructional program).

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

Team recruiting from career fairs, access pool, teaching fellows program, communication with local colleges, etc.

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

*To support parent involvement efforts our Parent Coordinator will continue to coordinate and provide workshops, activities, events and outreach programs in relation to the Leadership Team and Parent Committees.

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.

Plans will consist of providing professional development pertaining to best practices for parents and academic/social support for students as needed.

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.

All teaching staff will be a part of the school-wide, individual grade and individual student goal setting. Data results will be shared and discussed after the students take a predictive, ITA, teacher made assessment, DRA, ECLAS-2 Teachers' College Reading Assessment, NYS test, etc. The SBO (Extended Day- 37 ½ minutes) for teacher data teams will be a part of this process.

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

*See Action plans (Section VI)

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. **(NOT APPLICABLE)**

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	X			\$193,192	X	
Title I, Part A (ARRA)	Federal	X			\$23,111	X	
Title II, Part A	Federal	X			\$23,521	X	
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)

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

(NOT APPLICABLE)

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.

(NOT APPLICABLE)

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: **(NOT APPLICABLE)**

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 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

(NOT APPLICATION)

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.)

P.S. 67 currently have thirteen (13) students living in temporary housing.

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

Throughout the school year, P.S. 67 provides school supplies, academic resources and materials, trip fees, homework and academic (after school) assistance to our STH population.

Part B: FOR NON-TITLE I SCHOOLS **(NOT APPLICABLE)**

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

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

This appendix will not be required for 2010-2011.

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

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

(NOT APPLICABLE)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 067 Charles A. Dorsey						
District:	13	DBN:	13K06	School		331300010067	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	17	17	18		90.1	91.3	90.3
Kindergarten	31	28	25	Student Stability - % of Enrollment:			
Grade 1	36	31	46	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	24	32	42		93.0	78.7	85.6
Grade 3	40	28	43	Poverty Rate - % of Enrollment:			
Grade 4	42	40	31	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	34	48	43		94.6	97.1	91.9
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		13	32	29
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		2	2	2
Grade 12	0	0	0	Special Education			
Ungraded	0	4	3	Suspensions (OSYD Reporting) - Total Number:	2007-	2008-	2009-
Total	224	228	251	<i>(As of June 30)</i>	0	3	0
				Principal Suspensions	0	3	0
				Superintendent Suspensions	0	1	2
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	24	23	22
# in Dual Lang.	0	0	TBD	Number of Teachers	24	23	22
# receiving ESL services only	7	17	TBD	Number of Administrators and Other Professionals	6	6	7
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	2	1	4
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.8	91.3	86.4
				% more than 5 years teaching anywhere	58.3	78.3	68.2
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		83.0	87.0	90.9
American Indian or Alaska Native	1.3	1.3	1.2	% core classes taught by "highly qualified" teachers	53.3	100.0	86.7
Black or African American	71.4	62.7	51.4				
Hispanic or Latino	24.6	33.3	39.8				
Asian or Native Hawaiian/Other Pacific	1.3	1.3	4.0				
White	1.3	1.3	3.2				
Male	52.2	52.6	53.4				
Female	47.8	47.4	46.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	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	-	-	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 304	District 13	School Number 067	School Name Charles A. Dorsey
Principal Corinne Seabrook		Assistant Principal Viviana Hay	
Coach Raheem Wilson		Coach type here	
Teacher/Subject Area Gina Avila / General Education		Guidance Counselor Noemi Tolchinsky	
Teacher/Subject Area Teresa Vera /General Education		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Georgette Lloyd	
Related Service Provider Lynette Navarro-Perez / Speech		Other type here	
Network Leader Lucille Lewis		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	0

C. School Demographics

Total Number of Students in School	250	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	8.80%
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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.

During registration, the pupil accounting secretary and parent coordinator, both who have been trained, conduct an informal oral interview to make an initial determination of the family's home language. The parents are then offered a Home Language Identification Survey (HLIS) in their native language. If the HLIS is not available in the home language, the Department of Education is contacted to provide interpretation services. Parents complete the HLIS which is then submitted to Ms. Adkins, the licensed ESL teacher. Ms. Adkins reviews the survey to determine the child's home language and Language Assessment Battery- Revised (LAB-R) eligibility. If requested by the family or deemed necessary, an interview is conducted in the family's native language.

If the HLIS indicates that a language other than English is the home language, the student is then administered the LAB-R within 10 days of enrollment to establish the student's English language proficiency level. Students who score below proficiency on the LAB-R become eligible for state mandated ESL services. Students whose home language is Spanish and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance.

ELLs are annually administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. Parents are notified of NYSESLAT results and program eligibility before the beginning of the next school year. ELLs who score below a certain level of English proficiency continue to be entitled to ESL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding, but are eligible to receive transitional ESL support services.

Parents are immediately notified in writing of their child's entitlement or non-entitlement to ESL services. Parents whose child is entitled are invited to attend a Parent Orientation session facilitated by the ESL teacher and Parent Coordinator. During this session, parents view the Parent Orientation Video, receive written information on the different program choices available to their child, complete the Parent Assurance Survey and Program Selection form, and are encouraged to ask questions. All communication is provided in the parent's native language. For parents who are unable to attend the session, an appointment can be scheduled with the ESL teacher or parent coordinator to meet at a more convenient time.

Parents of ESL eligible students receive a letter in their native language or preferred language of communication informing them of their child's program placement. For parents that are non-responsive or difficult to contact, the ELL teacher and the Parent Coordinator have a follow-up process in place that includes phone calls and continued notifications in writing.

In reviewing the parent choice surveys, it is indicated that the option of a free-standing ESL program is preferred aligning parent requests with program models offered at P.S. 67. Currently, there are not enough students on one grade that speak the same language, other than English, that would lead to opening any other program; therefore, P.S. 67 currently offers a freestanding English as a Second Language 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	5	3	6	5	2								22
Total	1	5	3	6	5	2	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	0
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16	2	0	6	0	0	0	0	0		22
Total	16	2	0	6	0	0	0	0	0		22

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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		3		3	5	2								13
Chinese	1	2	2	1										6
Russian														0
Bengali			1	2										3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	5	3	6	5	2	0	22						

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.

The ESL program at P.S. 67 delivers instruction using the push-in model for our intermediate and advanced level ELLs and pull-out for our newcomers and beginners.

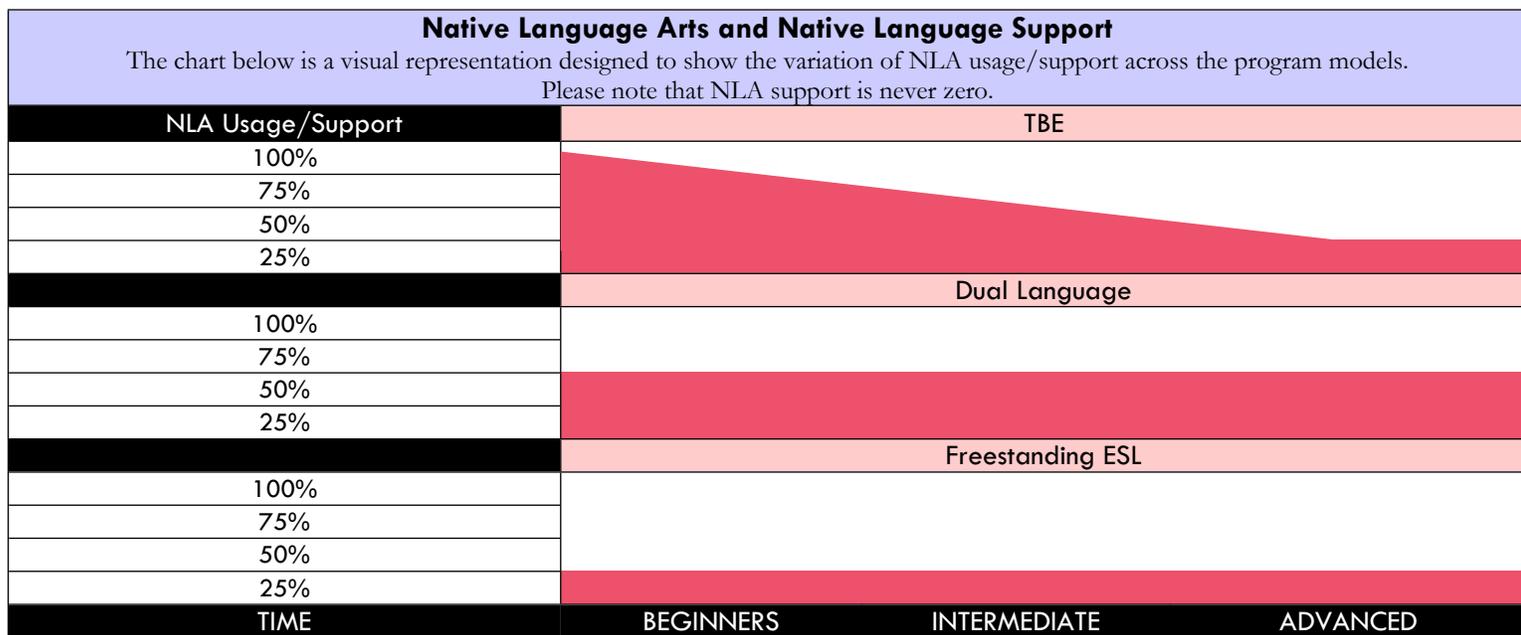
The program is designed to provide instruction in English with native language support, in addition to aligning instruction with the citywide core curriculum. All beginner and intermediate level ELLs receive 2 units (360 minutes per week) of ESL instruction. Advanced level ELLs receive one unit (180 minutes per week) of ESL instruction supplemented with one unit of ELA instruction provided by their classroom teacher. The pull-out and push-in models provide content area instruction, including social studies, math, and science, in English using ESL methodology and strategies. The ESL program is scheduled to not interfere with our ELLs receiving one unit per week math, ELA, arts, and physical education. Newcomers eligible to take the ELA exam, are required to participate in the extended day program (37.5 minutes) and may be serviced after-school in small groups by a core Inquiry Team member, their classroom teacher, or the ELL teacher with a specific focus in English Language Arts.

Content area instruction is delivered using the Sheltered Content Instruction Approach as a means to providing instruction that is rigorous and relevant. This approach allows our ELLs to engage in accountable talk, increase their level of participation, develop their cognitive academic language proficiency, and build linguistic competence as a means to bridging the gap between conversational and academic language. Scaffolding techniques, such as modeling, bridging, contextualization, schema building, text representation, and metacognitive development, are used to enhance ELLs academic performance.

Differentiated instructional plans are in place for our SIFE and newcomer populations who are eligible for ELA testing. These ELLs receive small group instruction, academic intervention services, and are required to participate in our 37.5 minutes Extended Day program. Long term ELLs, ELLs who have received ESL service for 4-6 years, and those having been identified as having special needs, may be targeted at-risk by the Data Inquiry Team and would receive additional services that include peer support, small group instruction, academic intervention services (AIS) using the systematic phonics programs Foundations and Wilson, after-school homework help, and full access to the Rosetta Stone software program as a measure to ensure that our ELL population receive the same opportunities as our Native English speakers to meet or exceed the state standards in all content areas.

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



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?

The ESL teacher meets with the data specialist to gather assessment data that will assist in the targeting of students in need of additional support services, their instructional needs, and monitor the academic growth and performance of each ELL. This approach aids the ESL and classroom teachers of ELLs in strengthening small group and differentiated instruction based on the individual needs of our ELLs. ELLs who have reached proficiency on the NYSESLAT may continue to receive transitional support services. A needs assessment is performed in order to determine which areas the ELL may need continued support. The instructional plan includes the classroom and ELL teacher co-teaching specific content areas that have been identified as needing support. All of our ELLs have complete access to a leveled library system and audiotexts to compliment and support their needs in attaining academic language. All ELLs are given access to the same school services provided to our non-ELL students including after-school, AIS, and all extra-curricular activities. Information is sent to the parents in their home language using the Department of Education's translation and interpretation service. An extensive bilingual lending library and bilingual dictionaries are made available to ELLs and their families. All ELLs are grouped according to grade, language proficiency level, and linguistic needs.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional development is made available to the principal, assistant principal, teachers, educational assistants, guidance counselors, secretaries, parent coordinator, and support staff. All workshops attended may be turn keyed to colleagues. The ESL teacher maintains an ongoing collaborative relationship with all classroom teachers and schedules collaborative planning sessions in order to assist classroom teachers in developing lessons that can maximize opportunities for ELLs to demonstrate academic growth and linguistic progress. Teachers of our graduating fifth grade class, the ELL teacher, and the parent coordinator attend meetings hosted by the guidance counselor to discuss the transition from elementary to middle school and the application process. The ESL teacher facilitates ELL discussion groups and professional development sessions to all teachers and school personnel. Such sessions may range from the identification of ELLs to ESL methods and strategies to use in a monolingual classroom.

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?

Newly enrolled parents of ELLs are invited to participate in parent orientation workshops. These workshops are provided by the ESL teacher and parent coordinator. Parents are informed of their rights and the rights of their child. In addition to these orientation sessions, all parents of ELLs are invited to attend ARIS training in order to self monitor their child's progress in school. Parents are invited to participate as volunteers in the school and to serve as story tellers and read stories in their native language to ELLs and non-ELLs. Parents are also encouraged to serve as chaperones on all school field trips and events. Parents are provided with written invitations, in their native language, to attend all workshops provided by the DOE. All parents of ELLs are invited to participate in the Beacon program, a community based organization that offers free ESL and GED programs.

ELL parents are asked to submit the DOE Preferred Language form to inform school personnel of their preferred language of communication. During the orientation session, the parent coordinator informs parents of all services available to them from the school and the community. All parent involvement activities are offered with interpreters as needed or requested.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5		1											6
Intermediate(I)		1		1										2
Advanced (A)		2	4	2	3									11
Total	5	3	5	3	3	0	0	0	0	0	0	0	0	19

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			3
4	2	1			3
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	1	1	2						4
4	1		3						4
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			2		1				3
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

Tools used to assess the early literacy skills of our ELLs, include ECLAS 2, DIBELS, and teacher created assessments. The results of this data indicate the need to focus on phonemic awareness and reading comprehension. Classroom teachers, in conjunction with the ESL teacher and literacy coach, use this data to create small groups and differentiate instruction that will meet the needs of our ELLs in their development of English language and literacy.

The data inquiry team, along with the ESL teacher and school administrators, review the LAB-R, NYSESLAT, and ELL interim assessment data. This data reveals a pattern of ELLs consistently scoring lowest in reading and writing. The results of the data are analyzed to determine if students are making gains in deficient areas and at what percentage rate. This information is used to further inform instruction and as conference guides with ELLs.

A recent trend has shown that our newly arrived ELLs, literate in their native language, prefer to take content area state assessments in their native language with the English version as a supplement. The majority of our ELLs take state assessments in English.

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

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		