



P.S. 124 SILAS B. DUTCHER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 124 SILAS B. DUTCHER
ADDRESS: 515 4 AVENUE
TELEPHONE: 718-788-0246
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331500010124 **SCHOOL NAME:** P.S. 124 Silas B. Dutcher

SCHOOL ADDRESS: 515 4 AVENUE, BROOKLYN, NY, 11215

SCHOOL TELEPHONE: 718-788-0246 **FAX:** 718-965-9558

SCHOOL CONTACT PERSON: Annabell Martinez **EMAIL ADDRESS:** AMartinez4@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Annabell Martinez

PRINCIPAL: Annabell Martinez

UFT CHAPTER LEADER: Marguerite Manos

PARENTS' ASSOCIATION PRESIDENT: Melissa Camacho

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: MARGARITA NELL/Tatyana Ulubabova

SUPERINTENDENT: ANITA SKOP

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
Annabelle Martinez	Principal	
Karen Lane	UFT Member	
Marguerite Manos	UFT Chapter Leader	
Amy Caputo	UFT Member	
Melissa Camacho	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 124 serves a linguistically and culturally diverse community in the Park Slope section of Brooklyn. Our students speak Spanish, Arabic, Bengali, Chinese, English, and Polish. We serve approximately 320 students in grades Pre-K to 5. The faculty is as diverse as its student population. Our teachers hail from many parts of the country and we have an above average number of males as teachers. One of our unique characteristics is small class size across all grades. During the current school year we will serve two self-contained special education classes.

We have an abundance of literature to support our readers and our school library is an excellent resource for both students and teachers. We work hard to foster a life-long love of reading in each and every student. Our students are becoming deeper thinkers and better writers each day. Our writing work is supported by a part-time AUSSIE consultant who models lessons, engages teachers in curriculum planning sessions, and provides a forum for conversations within and across grades. Each year we are making steady progress towards increasing reading achievement. We are aware of the importance of early literacy skills. During the 2008-9 school year, we instituted a pre kindergarten literacy program that added new literature selections to the classroom library and supported students' early literacy through targeted instruction that is developmentally appropriate. This program builds on students' vocabulary and provides professional development to teachers. We moved this literacy program into our kindergarten program during the 2009-10 school year to continue to support gains achieved for this cohort of students.

Our progress report reflects our commitment to improving our practice in literacy. We are proud of the A we have received two years in a row and continue to work hard to assure progress in all areas.

Our science lab supports our curriculum and focuses on inquiry based learning. It is well-stocked with materials that engage students in hands-on exploration. We have a full time licensed science teacher with an Undergraduate Degree in Biology and a Masters in Science and Environmental Education. His approach to science instruction has yielded above average results. During the 2008-9 school year, 100% of our fourth grade students performed at levels 3 and 4 on the New York Science Performance!

Public School 124 is proud of its achievements in mathematics. During the 2008-9 school year, 95% of our students in grades 3, 4, and 5 scored at levels 3 and 4 on the New York State Mathematics Exam. Our full time math coach supports the curriculum through

professional development, hands on work with teachers in classrooms, and small group instruction.

We support arts education through a full time visual arts teacher and music instructor. Our students are learning to play the recorder and guitar and participate in large scale mural projects that reflect our diverse community. Our students' education is enhanced through educational excursions to cultural institutions throughout the city.

Our school is particularly proud of its advanced achievements in technology that is supported by an outside consultant. Our teachers and students are using our school website to share work, lesson plans, videos, and to communicate with school communities all over the world. We are committed to preparing our students for the technological world they live in and will inherit.

We work hard to enrich our students' lives holistically. We believe in a well-rounded education that incorporates growing strong minds and bodies. To that end, we added a playground in our school yard in 2007-8 that students enjoy daily. Our in-house physical education program has had a positive effect on the health and well being of our students. Our students participate in enriching art and music programs within the regular school program. In addition, outside organizations work with us to provide exciting experiences in dance, movement and music. We have added a school vegetable garden through the generosity of Lowe's. Our students have planted and harvested vegetables. Parents participate in monthly Cookshop workshops where they learn about the nutritional value of specific vegetables and cook them following a recipe. We believe that healthy eating starts at home. We will continue to participate in the Adult Cookshop Program and Cookshop in the Classroom in the 2010-11 school year.

We are a dedicated professional community that works hard to provide the best education possible to the students entrusted to us. Our goal is to prepare our students for their continued educational journey. When our students have achieved success, we have achieved success.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 124 Silas B. Dutcher								
District:		15	DBN #:		15K124	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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		33	35	36			95.3	96.1	TBD	
Kindergarten		46	44	50						
Grade 1		54	52	44	Student Stability - % of Enrollment:					
Grade 2		37	54	54	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		45	36	52			93.2	96.05	TBD	
Grade 4		49	48	34						
Grade 5		46	50	48	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			85.9	85.9	95.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			6	16	TBD	
Grade 12		0	0	0						
Ungraded		0	0	3	Recent Immigrants - Total Number:					
Total		310	319	321	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	3	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As 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		12	12	17	Principal Suspensions		1	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		0	0	TBD	
Number all others		25	27	31						
<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	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	45	49	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	1	14	Number of Teachers	28	28	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	3	3	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	100	TBD
				% more than 2 years teaching in this school	82.1	78.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.7	60.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	93	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.4	71.4	TBD
Black or African American	12.9	12.2	12.8				
Hispanic or Latino	68.1	68	64.5				
Asian or Native Hawaiian/Other Pacific Isl.	4.5	4.4	3.1				
White	14.2	13.8	16.8				
Multi-racial							
Male	49.4	49.8	49.5				
Female	50.6	50.2	50.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
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	74.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

The students at PS 124 have consistently shown growth in ELA, mathematics and science as demonstrated in the results of our New York State Standardized Exams. Revisions to the attainment of Level 3 and 4 last school year in ELA and Mathematics has demonstrated a decrease in the number of students performing at these levels during the 2009-10 school year NYS standardized assessments. Grade 4 students performed at high levels of achievement on the Science standardized assessment during the 2009-10 school year.

We expanded the work of the Inquiry Team to all pedagogues so that more students across all grades receive additional support as identified by school based assessments. The results of the 2009-10 LES survey have indicated that teachers need a variety of professional development to support the use of student achievement data to improve teaching and learning, in addition to needing more content area support.

In science, 100% of our students achieved levels 3 or 4 on the New York State Science Performance Test. Our tremendous achievements in this content are due in large part to the work of the science specialist, an increase in lab hours for upper grade students, the science curriculum and targeted intervention for 4th grade students not achieving the necessary skills. We are continuing to support science instruction through scheduling and instruction in the classroom.

In social studies, 91.6% of 5th grade students achieved levels 3 or 4 on the New York State Social Studies Exam. This is a 1% decrease from the 2008-9 school year. Our success in this area was due to the implementation in a formalized social studies curriculum, intervention support for students in need and aligning our writing curriculum to social studies so that students are writing in non-fiction genres. We will continue to support social studies through writing workshop and the implementation of the formalized curriculum. We will support teachers through professional development.

Learning Environment Survey 2009-10 (Parents and Guardians)

The results for the 2009-10 survey were positive. 52% of families completed the survey. There was a decrease of 29% from the 2008-9 school year. An analysis of the results confirmed that 98% of parents and guardians are satisfied with the education their children received during the year.

The survey revealed that school staff need clearer expectations and better communication. In addition, staff feel that there needs to be more open communication and input on important school issues.

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.

Annual Goal	Short Description
<input type="checkbox"/> English Language Arts: <ul style="list-style-type: none"> • 25% of fifth grade level 2 students will score at level 3 or above on the New York State English Language Arts Exam in June 2011. 	<input type="checkbox"/> Level 2 fifth graders are primarily minority students; Latino and African American. Improving achievement for this groups will help to close the achievement gap.
<input type="checkbox"/> English Language Arts: <ul style="list-style-type: none"> • Improve the literacy and language skills of 50% of intermediate English language learners to advanced level of proficiency (or test out of program) as determined by the New York State English as a Second Language Achievement Test in Spring 2011. 	<input type="checkbox"/> Intermediate ELLs have to make exemplary gains in language learning every year in order to demonstrate proficiency on the New York State ELA exam. Academic writing needs additional focus.
<input type="checkbox"/> 100% of English Language Learners in Kindergarten and Grade 1 will be able to read 50% of high frequency word list pertinent to their grade from Fountas and Pinnell's Word Matters with proficiency by May 2011.	<input type="checkbox"/> English Language Learners in kindergarten and first grade need additional supports to achieve at the same rate as general education students and historically, this sub group has performed below peers in reading proficiency.
<input type="checkbox"/> 100% of English Language Learners in grades two and three will be able to read with proficiency and write with accuracy 1/4 of the 500 high frequency word list from Fountas and Pinnell's Word Matters by May 2011.	<input type="checkbox"/> English Language Learners in grades two and three have demonstrated the greatest weakness in reading fluency and writing proficiency and historically perform below their peers on ELA tasks. Concentrated support for this group of students will help to close the achievement gap.
<input type="checkbox"/> Mathematics: Increase by 5%, the number of grade 4 students scoring at Levels 3 and 4 on the New York State Mathematics Exam from 47% to 52%.	<input type="checkbox"/> We will focus on improving number sense and problem-solving skills and strategies with the use of fractions in word problems in grade 4.

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • 25% of fifth grade level 2 students will score at level 3 or above on the New York State English Language Arts Exam in June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Assess and monitor student reading levels using Fountas and Pinnell Reading Assessment monthly,</p> <p>100 minutes of intervention every week in small group with certified teachers to participate in structured reading activities,</p> <p>Develop an intervention plan with group goals, action plan and timelines, and personnel support that address needs based on assessment to be shared with classroom teacher and parent,</p> <p>Conduct monthly meetings with grade five teachers to check in on student progress in the classroom,</p> <p>ESL teacher will conduct small group reading and writing instruction with ELL Level 2 fifth graders,</p>

	<p>Support Guided Reading instruction through a push-in model 1x a week, and</p> <ul style="list-style-type: none"> • Use Acuity and NYS ELA Exam item analysis results to target literacy skills during small group instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Ø School Librarian: TL FSF Ø Principal: TL FSF Ø Teachers: Title I SWP, TL FSF and TL DRA Stabilization Ø ESL Teacher: TL FSF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Ø Each fifth grade level 2 student will increase one reading level by March 2010 and two reading levels by June 2010 as measured by Fountas and Pinnell Reading Assessment, and, Ø 50% of level 2 fifth grade students will score at level 3 or above on New York State English Language Arts Exam in May 2010.

Subject Area
(where relevant) :

English as a Second Language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • Improve the literacy and language skills of 50% of intermediate English language
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	<p>learners to advanced level of proficiency (or test out of program) as determined by the New York State English as a Second Language Achievement Test in Spring 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Institute writing workshop approach for ESL students in grades 2-5 during pull out ESL,</p> <p>Targeted small group instruction for ESL students in grade 1 focused on speaking, listening skills, and high frequency word recognition,</p> <p>Modeled writing in response to texts in grade 1,</p> <p>Guided reading instruction with non fiction texts with upper grade students,</p> <p>Journaling about texts in read alouds in grades 2-5,</p> <p>Students will use Voicethread technology to improve oral language skills,</p> <p>Teachers will participate in professional development offered by the Office of /English Language Learners related to Best Practices for Learning a Second Language,</p> <p>ESL teacher will provide two professional development sessions for classroom teachers focused on ESL teaching strategies and NYSESLAT expectations, and</p> <p>Ø All Intermediate ELLs will develop a personal vocabulary dictionary tthroughout the school year.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ➤ Principal: TL FSF ➤ Teachers: Title I SWP, TL FSF and TL DRA Stabilization ➤ ESL Teacher: TL FSF

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Ø 50% of intermediate ELLs will publish two standard based writing pieces aligned to a rubric by January 2011, Ø Student Voicethread projects will be published on school web blog, Ø 50% of intermediate students will score at advanced levels or test out based on the results of the NYSSLAT administered in Spring 2011.
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Subject Area
 (where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 100% of English Language Learners in Kindergarten and Grade 1 will be able to read 50% of high frequency word list pertinent to their grade from Fountas and Pinnell's <u>Word Matters</u> with proficiency by May 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> * Frequent use of flash cards in small groups, * 5th Grade Reading Buddies assigned to assist ELLs in fluency practice twice a week using flash cards with high frequency words and sight word games, * Literacy centers that will include sound boxes, sight word games, and magnetic letters for practice, * Conscientious use of Words Their Way curriculum guide by classroom teachers and intervention support staff, * Use of online software Starfall.com, and Spellingcity.com for sight word practice once a week

	<ul style="list-style-type: none"> * Sight word spelling tests twice a month, * Family workshop on a) early literacy skills and strategies and b) Promotion Standards
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> ESL Teacher (TL FSF), Classroom Teachers (Title I SWP, Title I ARRA SWP, TL FSF, School Support Supplement), School Librarian (TL FSF), Assistant Principal (Title I SWP and TL FSF), Reading Recovery (TL FSF, Legacy Supplement, TL 1 Time Allocation)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 100% of students in kindergarten and first grade will master reading and writing 50% of 100 high frequency words from Fountas and Pinnell's Word Matters by March 2011.

Subject Area
(where relevant) :

English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 100% of English Language Learners in grades two and three will be able to read with proficiency and write with accuracy 1/4 of the 500 high frequency word list from Fountas and Pinnell's Word Matters by May 2011.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> * literacy centers with sight word games, sound boxes, flash cards and magnetic letters, * Conscientious use of Words Their Way Curriculum by classroom teachers, * Use of online software 2x a week (20 minute sessions) to support fluency, * Family workshops on a) early literacy skills and strategies and b) Promotion Standards in

	<p>early Fall,</p> <ul style="list-style-type: none"> * Personal Word Wall for all identified students for practice at home, * 5th Grade Reading Buddies for grade 2 students (read to and with), * Weekly writing and reading assessment of personal word lists,
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Classroom Teachers-TL FSF</p> <p>Assistant Principal-Tile I, TL FSF</p> <p>ESL Teacher-TL FSF</p> <p>Librarian-TL FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> By January 2011, 100% of identified ELLs in grades 2 and 3 will be able to correctly read and write 1/5 of the 500 High Frequency Words from Fountas and Pinnell's Word Matters.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> Mathematics:</p>
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<p><i>Time-bound.</i></p>	<p>Increase by 5%, the number of grade 4 students scoring at Levels 3 and 4 on the New York State Mathematics Exam from 47% to 52%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Collect and develop word problems that require the use of fractional parts to solve word problems by grade 3 and 4 teachers and use these as Problem of the Day twice a week, • Use manipulatives, such as, cuisenaire rods, pattern blocks and collections of objects to create numeric fractions during small group instruction, • Use the number line as a tool for displaying, comparing and identifying fractional parts, • Improve the math word wall by including a visual connection to currency, decimals, fractional parts and percents, and • Conduct two professional development sessions on the teaching of fractional parts to grade 3 and 4 teachers during grade meeting time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Math Coach-TL FSF</p> <p>Classroom Teachers-TL FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Students in grades 3 and 4 will answer correctly 80% of word problems that include fractional parts in two interim teacher made assessments administered in January and February 2011. • Students in grades 3 and 4 will answer correctly 80% of math problems in the Acuity Mathematics Periodic Assessment administered in March 2011. • 52% of students in grade 4 will score at levels 3 and 4 on the New York State Mathematics Exam in June 2011.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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			N/A	N/A				
1	13	13	N/A	N/A		2	1	
2	9	9	N/A	N/A	1			
3	12	6	N/A	N/A				
4	19	10	8					
5	13	2			3			
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • Morning Intervention (50 min x 3 days)-small group guided reading, Reading Recovery, Wilson Reading System, (during school) • Small group guided reading-grades K-5 (during school) • Saturday Academy (NY State Coach ELA)-grades 3, 4, 5 on Saturdays (6-7 sessions) in the Spring (classroom teachers)
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • Morning Intervention (50 min x 3 days)-small group/grade 3, 4 and 5/before school • Saturday Academy (NY State Coach Math)-grades 3, 4 and 5 (6-7 sessions) in the Spring (classroom teachers) • Small group-guided math (math coach and classroom teachers) during school (problem solving and number sense)
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • Morning Intervention (50 min x 3 days)-grade 4 (science specialist) • Scientific method and content understandings (FOSS)
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Small group-project based learning/during school (grade 5 classroom teachers) • Small group content based writing during school hours (using primary sources)
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • Small group mediation • School Service Squad (grade 5) • School Ambassadors (grade 4)
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> Dealing with Asthma-small group/during school (school nurse)

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

PK-5

Number of Students to be Served:

LEP 46

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

II. Instructional Program

[IV. Parent Activity](#)

Language of service will be in English, however, there will be translation if needed. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

The workshop provider is the current certified ESL teacher.

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.

II. Instructional Program

[IV. Parent Activity](#)

Language of service will be in English, however, there will be translation if needed. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

The workshop provider is the current certified ESL teacher.

Section III. Title III Budget

—

School: 15K124

BEDS Code: 331500010124

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	\$3,093.12	<input type="checkbox"/> After school program for grade 3 students to support ELA and Math content. Two (2) days per week, for two (2) hours per day, for a total of four (4) hours per week. This includes teacher and supervisor's salary.
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$10,406.88	<input type="checkbox"/> Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, Picture Books, Digital Cameras, Photo Printer, Printing Supplies, Mini Video Recorders, Paper, Laminating Supplies, Book binding Machines, Professional Texts, Words Their Way Materials, Student Notebooks, Readers Theater.
Educational Software (Object Code 199)	\$1,000.00	<input type="checkbox"/> Renewal contract for ELLIS software.
Travel	N/A	<input type="checkbox"/> N/A
Other	\$500.00	<input type="checkbox"/> Excursion to Pizzeria Uno to participate in personal pizza making.
TOTAL	0	

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.

Analysis of the following:

- a. ATS Reports of ethnic survey
- b. Home Language Surveys
- c. Emergency Blue Cards
- d. Learning Environment Parent Surveys

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.

- Findings were reported to School Leadership Team Members and at PTA meetings.

Part B: Strategies and Activities

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

* Written translation services of annual documents, such as, School Handbook, Parent Compact and Parent Involvement Policy will be provided by the NYC DoE Translation and Interpretation Unit.

* Translation of monthly documents, such as, school calendars, newsletters, PTA and SLT minutes, notices and fliers will be provided by school staff.

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

- In-House school staff: Translators are provided at workshops, PTA meetings, IEP meetings and during Parent Teacher Conferences.
- Translation and Interpretation Unit: Translators used via phone services during registration process in addition to school staff, as needed and translators contracted during Parent-Teacher Conferences in the fall and spring.

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>.

- Parent Coordinator phones Translation and Interpretation Department for over the phone translations
- School has posted the availability of translation services in the main hallway
- Bilingual school staff are made available for translations to assist teachers, IEP meetings, ELL parent workshops, Parent Teacher Conferences
- Bilingual Assistant Principal and Principal assists PTA, workshop presenters, school staff and district officials with oral translation

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$283,869	\$72,626	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	Title I ARRA and Title I SWP=\$3,564		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,194	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,783	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
85%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Music teacher is currently taking college courses to receive Master's in Music Education and has been doing so since the 2009-10 school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 124 Title I Parent Involvement Policy 2010-11 and 2011-12 School Years

- 1. P.S. 124 will involve parents in the joint development of the District Parental Involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA by holding several meetings to actively involve parents in planning and developing the Parent Involvement Policy.**
2. P.S. 124 will involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA by engaging parents on the School Leadership Team in the process of school review and improvement by posting on the school web log, distributing electronically via e-mail, posting on SLT Board, and sharing information during PTA meetings
3. P.S. 124 will coordinate and implement conferences, meetings and workshops for parents (presented by school staff and/or community organizations such as LEAP) that will address the following:
 - a. literacy (monthly Parents as Reading Partners events for grades PreK-2)
 - b. mathematics (monthly Parents as Math Partners events; Family Math events)
 - c. science (Family Science events; Science Fair)
 - d. technology (reading and math programs/games; ARIS)
 - e. New York State standardized assessments

- f. Learning Leaders volunteer opportunities
 - g. working in collaboration with school staff to monitor children's progress
 - h. use of parent lending library
 - i. Health and Physical Education
4. P.S. 124 will ensure effective communication with parents by:
- a. providing written translation of documents
 - b. providing oral translations or explanations
 - c. utilizing technology (P.S. 124 weblog; Twitter; email distribution lists)
 - d. posting important documents, fliers, meeting agendas (SLT), and calendars prominently within and outside of the school
 - e. continuing use of student "Home-School Connection" folders to send documents home
 - f. continuing development of monthly Family Calendar to note important events
5. P.S. 124 will 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. It will include:
- a. the annual NYC Department of Education Learning Environment Survey as the primary measurement tool
 - b. review and analysis by SLT and PTA members
 - c. revisions, as needed, to the Parental Involvement Policy by SLT and PTA members
 - d. reporting policy initiatives and/or revisions to school staff

Adoption

This Parental Involvement Policy and Parent Compact has been revised jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT Meeting conducted in June 2010.

This policy will be adopted by P.S. 124 in September 2010 and will be in effect for the period of 2010-11 and 2011-12 school years. The school will distribute this policy to all parents of participating Title I Part A children on or before October 30, 2010 and 2011.

Principal's Signature: _____
 Date: _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

P.S. 124 School Parent Compact
2010-11/2011-12 School Years

School Responsibilities

P.S. 124 will 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 providing staff development opportunities for teachers to reflect on their practices of reading and math through ongoing training in best practices.
- by having the consultants model exemplary practices in reading and math teachers observe and have time to discuss the teaching strategy modeled.
- by planning and identifying the focuses to the Standards as outlined in *A Comprehensive Approach to Balanced Literacy: A Handbook for Educators, published by the New York Department of Education* and a *Comprehensive Approach to Balanced Mathematics: A Handbook for Educators*.
- supporting literacy and mathematics for at-risk learners through small group instruction
- Specifically, those conferences will be held: November and March,
- providing parents with reports on their children's progress three times a year as part of the child's report card,
- providing parents with reasonable staff access for consultation during one of the teachers weekly preparation periods and an information sheet with the numbers of key staff (guidance counselor, nurse, parent coordinator, principal, school psychologist, etc.)
- providing parents opportunities to volunteer and participate in their child's class weekly as part of Parents as Art Partners and Learning Leaders.

Parent Responsibilities

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

- reading together with my child every day
- providing my child with a library card
- offering praise and encouragement for academic achievement
- staying informed about my child's education and communicating with the school
- reading all notices sent home with my child in the Home School Communication Folder and responding appropriately
- making sure my child is on time and prepared everyday for school
- scheduling daily homework routines
- making sure homework is complete
- providing an environment conducive for study
- monitoring the amount of television my child watches

- supporting my child's learning by making education a priority in our home by:
 - monitoring attendance
 - talking with my child about his/her activities every day
- volunteering in my child's classroom and/or volunteering to support school related activities
- participating, as appropriate, in decisions relating to my children's education
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- communicating positive values and character traits, such as respect, hard work and responsibility
- respecting the cultural differences of others
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school and district
- supporting the school's discipline policy
- expressing high expectation and offering praise and encouragement for my child's academic, social, and emotional successes

School Staff- Print Name	Signature	Date	However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.) <input type="checkbox"/>
Parent(s) – Print Name		Student (if applicable) – Print Name	

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 pages 13-15

2. Schoolwide reform strategies that:

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

See pages 16-18

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.

See pages 16-18

o Help provide an enriched and accelerated curriculum.

See pages 16-18

o Meet the educational needs of historically underserved populations.

See pages 16-18

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.

See pages 16-18

o Are consistent with and are designed to implement State and local improvement, if any.

See pages 16-18

3. Instruction by highly qualified staff.

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.

- Literacy professional development by Community Learning Support Organization and Australian United States Services in Education
 - Full Time Math Coach
 - Mentoring of new teacher
 - On site coaching
 - Off Site Professional Development by New York City Core Curriculum
 - Family workshops by Literacy Inc., Learning Leaders, Health Plus, school staff
5. Strategies to attract high-quality highly qualified teachers to high-need schools.



- Not Applicable

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



- Monthly Parents as Reading Partners (grade Pre-kindergarten to 2)
- Monthly Parents as Math Partners (grades Pre-kindergarten to 2)
- Monthly Breakfast and Tea with the Principal (all grades)
- Curriculum Conferences in the September (all grades)
- Literacy Workshops by school staff
- ARIS workshops by parent coordinator
- Bilingual Parent Lending Library
- Instructional Technology Workshops by school staff
- Learning Leaders Volunteer Program
- Cookshop

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.



- Phase-In Program for Early Childhood Families
- Support by Academic Intervention Services Personnel to address separation anxiety
- Parent Surveys

- One on one conference with families and teachers: Getting to Know YOU!

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.



- Grade Meetings
- ARIS
- Collaborative Team Planning
- Monthly In-School Professional Development Sessions
- Development of social and emotional expectations

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.



- Full Time Reading Recovery Teacher
- Small group instruction 150 minutes per week: Sunrise Program
- Reduced class size in kindergarten, first grade and third grade

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.



- Child Abuse Prevention Program
- NYPD School Safety: Bullying and Gangs
- Gang Retention Intervention and Training
- Transitioning into Middle School
- Community Friends as Reading Partners: Career Day

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
Twelve (12)
2. Please describe the services you are planning to provide to the STH population.
 Last year, we provided students with school supplies and plan to do the same this year. We also provided a workshop for parents on securing affordable housing and their rights as tenants and plan on repeating this workshop in the fall. We will continue to conduct community outreach to social service agencies and secure food donations from our local Pathmark during the holiday season.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 124 Silas B. Dutcher					
District:	15	DBN:	15K124	School		331500010124

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	36		95.3	96.1	95.3
Kindergarten	44	50	72				
Grade 1	52	44	46	Student Stability - % of Enrollment:			
Grade 2	54	54	41	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	36	52	54		93.2	96.0	93.2
Grade 4	48	34	57				
Grade 5	50	48	35	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.9	95.7	95.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	16	31
Grade 12	0	0	0				
Ungraded	0	3	5	Recent Immigrants - Total Number:			
Total	319	321	346	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	17	20	Principal Suspensions	1	2	5
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	27	31	23				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	28	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	5
# receiving ESL services only	49	42	TBD				
# ELLs with IEPs	1	14	TBD	Number of Educational Paraprofessionals	3	3	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.1	78.6	92.6
				% more than 5 years teaching anywhere	60.7	60.7	81.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	93.0	96.3
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	74.4	71.4	78.0
Black or African American	12.2	12.8	13.3				
Hispanic or Latino	68.0	64.5	60.4				
Asian or Native Hawaiian/Other Pacific	4.4	3.1	10.1				
White	13.8	16.8	16.2				
Male	49.8	49.5	47.7				
Female	50.2	50.5	52.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 306	District 15	School Number 124	School Name Silas B. Dutcher
Principal Annabell Martinez		Assistant Principal Jeannie Villavicencio	
Coach Marguerite Manos/Math Coach		Coach	
Teacher/Subject Area Marisa Cohen/ESL		Guidance Counselor Joanne Manna	
Teacher/Subject Area Karen Lane/Library		Parent Melissa Camacho	
Teacher/Subject Area Amy Caputo/4th Grade		Parent Coordinator Donna Maxil	
Related Service Provider Joy Hurd/ Reading Recovery		Other type here	
Network Leader Margarita Nell		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	343	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	20.70%
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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.

ELL IDENTIFICATION PROCESS

1. Parents complete the Home Language Identification Survey and are reviewed by the licensed ESL Teacher, Marisa Cohen. An oral interview of the parent and child is conducted by the pedagogue and Spanish-bilingual Assistant Principal to determine the dominant language. If the dominant language is one other than English, then the Language Assessment Battery-Revised is administered.
2. A parent orientation focused on parent options for ELL programs is conducted in October by the ESL Teacher and Spanish-bilingual Assistant Principal. Parents receive brochures and view the informational video that explain the benefits of each program and have an opportunity to ask questions about these programs. Parents are informed of the program availability at PS 124; ESL pull-out and push-in.
3. Program survey and selection forms are returned to the ESL Teacher and reviewed. Parents who attend the orientation meeting complete them at that time. Forms are sent to parents via backpack who do not attend the orientation meeting. The ESL Teacher maintains an ATS report/list of students and follows up on missing forms via the classroom teacher and phone calls by the bilingual Assistant Principal. Should parents choose programs not available in the school, they are provided with a list of schools that have the program they selected.
4. LAB-R results are reviewed to determine eligibility and proficiency level. Students are grouped according to grade and proficiency level in our ESL Program. The ESL program is the only ELL program available at our site.
5. After reviewing the Parent Survey and Program Selection forms from the past few years, the trend in program choices has been the ESL program. Data shows one hundred percent of ELL parents choose the ESL program and this is the program that has been continually offered.
6. The program models are consistently aligned with parent requests.

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	0	0	0	0	0	0								0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	3	0	0	0	0	0								3
Total	3	0	0	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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	63	1	8	7	0	1	1	0	0	71
Total	63	1	8	7	0	1	1	0	0	71

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

C. Home Language Breakdown and ELL Programs

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

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

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	14	7	9	7	7	2								46
Chinese	16	0	0	0	1	0								17
Russian														0
Bengali	1	0	1	0	1	0								3
Urdu														0
Arabic	1	2	0	1	1	0								5
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	32	9	10	8	10	2	0	71						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

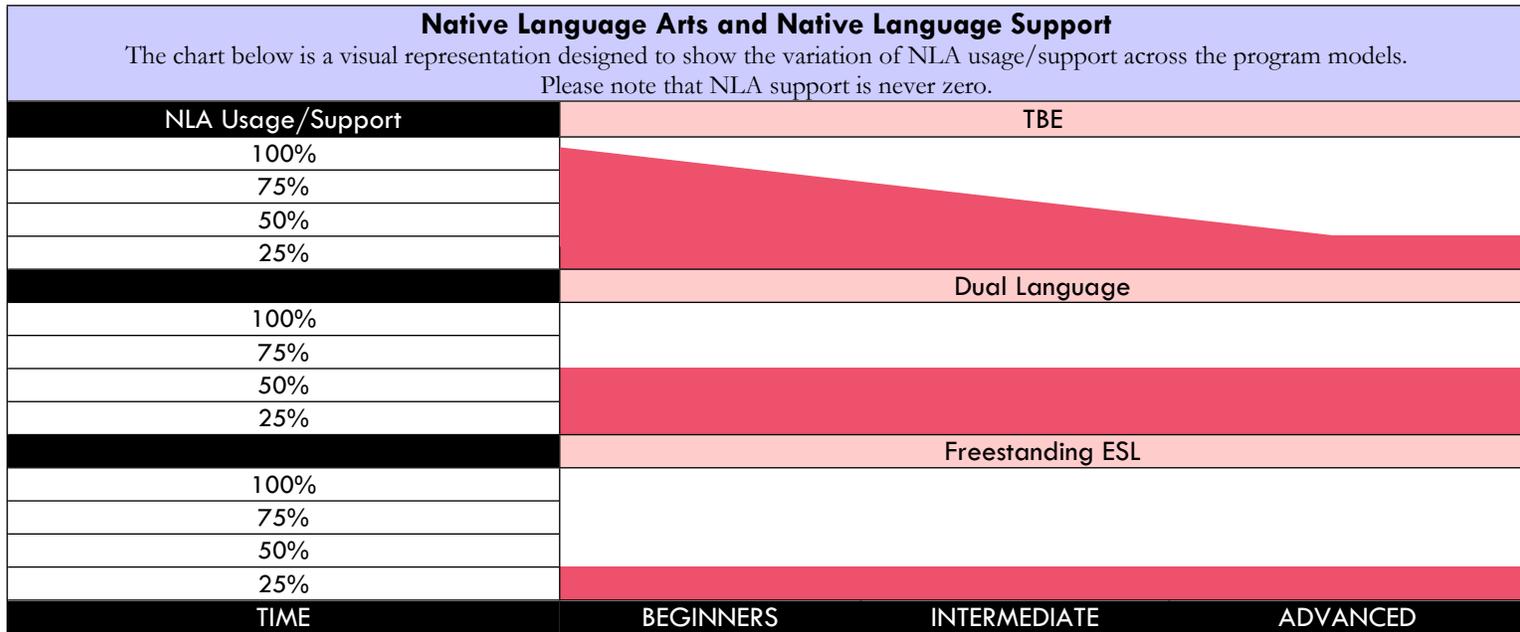
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

In order to meet the linguistic needs of our English Language Learners, as well as comply with parental choice and CR Part 154, P.S. 124 provides English as a Second Language instruction through push-in and pull-out models to all eligible students.

Students are grouped according to their level of language proficiency and grade. Students in the beginner and intermediate language proficiency level are provided with three hundred and sixty (360) minutes of ESL instruction a week. Students in the advanced language proficiency level are provided with one hundred and eighty (180) minutes of ESL instruction a week. In addition to receiving 180 minutes of ESL instruction, advanced students also receive 180 minutes of ELA instruction a week. Science and Social Studies are incorporated through ELA instruction for all levels. The instructor follows the scope and sequence in each grade for these content areas. Math is addressed through literature and practical scenarios (ex. Using money to purchase ingredients in cooking projects in addition to learning to measure while following recipes). Native Language Arts instructional minutes are delivered through the use of multilingual dictionaries, books, computer programs and the use of a buddy-system.

The ESL program provides students with the opportunity to acquire English through ESL methodologies and serves as a focal point of reinforcement for English Language Learners. The ESL teacher uses ESL methodologies, which include Total Physical Response (TPR), Cognitive Academic Language Learning Approach (CALLA), and Cooperative Learning while incorporating them into a balanced literacy workshop model. Materials used include books in English and in various native languages (including varied genres), visual imagery props, CDs and audiocassettes. The above-mentioned methodologies, techniques and approaches help the English Language Learner develop their basic interpersonal skills in the beginning of their language development and as they progress in their language acquisition.

The cornerstone of our curriculum is a commitment to literature. We are committed to immersing children in books that illuminate their experiences, enrich their language and learning and enable them to have high expectations of books as sources of enjoyment and information. In addition to complying with one of the seven recommendations of the Chancellor, the Language Allocation Policy will serve to assure the development of a quality, uniform ESL instructional program that meets the needs of English Language Learners as they move toward meeting high expectations and learning strategies set for all children.

For newcomers, we provide an environment that encourages oral development and social interaction. Students are encouraged to use their native language to further support their language development and to express understanding or to ask for clarification. In addition, books in various native languages are available to support instruction. For Students with Interrupted Formal Education (SIFE), we offer early morning or Sunrise Academy sessions, after school programs and Saturday Academy that serve as academic intervention to further support language development.

The plan for long term ELLs includes various intensive and small group programs. Sunrise Academy, taking place three (3) days a week focuses on literacy skills and strategies while Saturday Academy focuses on math skills and strategies. After-school programs and reduced class sizes in all grades ensure that long term ELLs receive the support they need.

For ELLs identified as having special needs, the instructor pushes in the classroom and supports the teacher using realia, visual props, manipulatives, and TPR methodologies. Lessons using these strategies are modeled for the teachers and paraprofessionals as well. These pedagogues are included in staff workshops given by the ESL instructor.

For those students who have reached proficiency on the NYSESLAT, transitional support is provided by the Sunrise Academy. In addition, former ELLs are given ESL testing accommodations for two years.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development activities regarding second language acquisition strategies support and inform continued communication between the ESL teacher and general education, special education and related services teachers and providers. The ELL teacher participates in grade meetings and planning sessions with school staff. In addition, an ELL study group has been implemented to further support and discuss ELL strategies and methodologies teachers can use in their general and special education classes.

2. The guidance counselor supports ELLs as they transition from elementary to middle school by leading information sessions for students, teachers and parents. The guidance counselor holds middle school selection meetings, information sessions on how to complete necessary forms, school visits, and mock interviews throughout the year.

3. All staff have received 7.5 hours of ELL training as per Jose P. Hours have been completed during ESL information sessions, grade meetings, ELL study group and off-site workshops.

E. Parental Involvement

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

1. Parents are invited to attend monthly parent events such as Parents and Reading Partners, Parents as Math Partners, Cook Shop, Adult ESL classes.

In addition, all parents of English Language Learners at P.S. 124 are invited to attend parent workshops that will be offered throughout the school year. Programs and activities to be offered include ESL classes for adults, instructional and literacy strategies to use with children at home, in addition to informational sessions about English Language Learners regarding testing and promotional policy. Language of service will be in English, however, there will be translation if needed. Refreshments will be offered at all parent workshops. Instructional and supplemental materials will also be provided at the parent workshops.

Parent workshops will take place throughout the 2009-2010 school year, bi-monthly, for a duration of one (1) hour for a total of four (4) hours/year. The workshops will take place in the early evening during the week. The workshop provider is the current certified ESL teacher.

2. The school works with LEAP to provide workshops for all parents, including parents of ELLs.

3. Through surveys, parents needs are evaluated .

4. Based on survey results, the school provides workshops on a needs and interest basis.

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)	29	4	2	1	4	1								41
Intermediate(I)	3	5	4	6	1	0								19
Advanced (A)	0	0	4	1	5	1								11
Total	32	9	10	8	10	2	0	0	0	0	0	0	0	71

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	7
4	2	0	0	0	2
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	3		4		0		0		7
4	1		1		0		0		2
5									0
6									0
7									0

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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.

2. The data patterns across the LAB-R and NYSESLAT show that students have proficiency in BICS, as seen with the majority of students scoring at the advanced or proficient levels on the speaking and listening portion. Results on the writing and reading sections of the LAB-R and the NYSESLAT reveal that students need continued support with literacy, with the majority of students scoring at the intermediate and advanced levels.

3. The patterns revealed from the NYSESLAT modalities will affect instructional decisions. The results help to guide instruction and provide focus areas. Because of the need for support in the literacy areas of reading comprehension and writing, curriculum planning will incorporate the use of these skills.

Additional Information

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

15K124

All Title I SWP 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:	\$238,461	\$71,900	\$310,361
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,838	\$726	\$3,564
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,190	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$28,380	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$71,900	x	14-19
Title I, Part A (ARRA)	Federal	x			\$238,461	x	15-16
Title II, Part A	Federal	x			\$23,262	x	29

¹ **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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal	x			\$15,100		24-26
Title IV	Federal			x	0		n/a
IDEA	Federal	x			\$7,809		21
Tax Levy	Local	x			\$1,645,470		14-19