



[P.S. 132]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (14/ K/ 132)

ADDRESS: 320 MANHATTAN AVENUE BROOKLYN, N.Y. 11211

TELEPHONE: 718-599-7301

FAX: 718-599-7417

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 132 **SCHOOL NAME:** The Conselyea School

SCHOOL ADDRESS: 320 Manhattan Avenue Brooklyn, N.Y. 11211

SCHOOL TELEPHONE: 718-599-7301 **FAX:** 718-599-7417

SCHOOL CONTACT PERSON: Danielle Santoro **EMAIL ADDRESS:** Dkelly-santoro@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Haley Parsons

PRINCIPAL: Beth Lubeck

UFT CHAPTER LEADER: Christine Caraballo

PARENTS' ASSOCIATION PRESIDENT: Tara Sansone

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Ada Orlando

SUPERINTENDENT: James Quail

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
Beth Lubeck	*Principal or Designee	
Christine Caraballo	*UFT Chapter Chairperson or Designee	
Tara Sansone	*PA/PTA President or Designated Co-President	
Leslye Leanness	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Santoro	Member/Assistant Principal	
Haley Parsons	Member/G & T 3 rd Grade Teacher	
Denise Amore	Member/ IEP Teacher	
Audrey Auriemma	Member/ Paraprofessional	
Sarah Porter	Member/ Parent	
Christina Cataldo	Member/ Parent	
Judy Pecorino	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At P.S. 132 we believe that creativity must be sparked and fervor for learning must be instilled. We are a school community that embraces change, especially when it can benefit our students.

A rigorous reading curriculum has been created by the staff. Through authentic literature, not only is a true love of literacy fostered, but meeting the individual needs of our students is paramount. We embrace a hands-on approach to mathematics. Students develop a conceptual understanding of key mathematical concepts within real world context. We are aware of the importance of the use of technology in today's society. Technology is incorporated in all subject areas, providing learners with various opportunities to discover its many different purposes. Students delve into scientific content by utilizing tools to investigate and observe science first hand. The students of P.S. 132 become aware of our community and the world around us as they engage in social studies explorations. We believe learning is both meaningful and enjoyable when it is applied to the world in which we live.

At P.S. 132, we embrace the opportunity to develop the gifts and talents of all students by providing enrichment opportunities. The implementation of the Schoolwide Enrichment Model, has empowered students to participate in clusters based upon their interests. We continue to instill the importance of being active and responsible members of our community through rich give back opportunities. We hope our students will learn that giving is a lifelong skill connected to happiness.

We are an integrated community of learning, right in the heart of thriving Williamsburg. After 100 years in the neighborhood, our school has seen quite a lot of change, but nothing like the renaissance of the past two decades. With the influx of a vibrant artistic population into an already rich, multicultural neighborhood, we now see a community whose old-time heart beats with a creative pulse. We celebrate our diversity by sharing both new and traditional experiences with our children. Respect is the backbone of all members of our learning community. As we respect others strengths, weaknesses, likenesses and differences, we become open minded and compassionate. We learn to appreciate others and ourselves. Our programs are designed to fulfill these goals while inspiring a life long passion for learning. Children are guided within a safe and nurturing environment so that they may reach their intellectual, creative, and social potential. At P.S. 132, we understand the importance of giving back to our community. We embrace the opportunity to develop the gifts and talents of all of students by providing enrichment opportunities to interact with our community.

Four years ago we became a "Collaborative Community of Practice" school. We were celebrated for rich instruction in writing, collaboration amongst staff and a deep sense of community. New York City schools were welcomed into our building to observe our teachers and students as they are engaged in literacy and mathematics instruction. Teachers were invited to visit our classrooms to see some of the best practices that our teachers implement in reading and writing on a daily basis. Collaboration continues to be an integral part of our school community.

Teacher teams have common prep periods daily. Weekly congruence sessions are held with the administration and academic coach. Professional development calendar was created by administration to offer opportunities to our staff on a weekly basis. A professional development menu was designed to showcase our staff's best practices. Teachers offered to share these practices with their colleagues. Inter-visitations are scheduled for teacher teams during these pd sessions. Staff members observe lead teachers implement best practices within their classrooms. Teams participate in rich discourse with the administration to reflect on next steps for implementation in their own classrooms. Reflection sheets are completed by presenter and teachers in attendance to offer feedback. Building capacity through professional development workshops is by far one of our greatest best practices. We feel our staff learns best from each other and we want to afford them the opportunity to share their ideas with one another.

We were chosen to be a part of the Schoolwide Enrichment Model and we felt it would be a perfect fit. Through SEM we were able to infuse enrichment learning opportunities into all aspects of the school's curriculum. Currently, at P.S. 132 the SEM components that are evident are Enrichment Clusters, Curriculum Differentiation and Curriculum Compacting. Enrichment Clusters are non-graded groups of students who share common interests, and come together to work with a staff member who shares their interests and has some degree of advanced knowledge and expertise in the area. Our students are given the opportunity to choose which enrichment cluster they would like to be a part of. How authentic the learning is when children are participating in a cluster of their choice. The beauty of the Enrichment Clusters is the culmination of providing a giveback of a good or service to our community. At P.S. 132, our teachers develop a way to differentiate curriculum for our students through long-term curricular projects that are integrated into the regular curriculum. Through the use of Renzulli Learning, students engage in interest based surveys and have the ability to explore virtual field trips and participate in Type 3 Enrichment Projects. We host Learning Galleries where we proudly showcase our enrichment work and curricular projects for all to admire. Differentiation also takes place in the form of small strategy groups. Teachers pull students who are struggling with a particular concept or skill to the meeting area to offer additional assistance and support.

P.S. 132 continues to shine as enrollment grows from year to year. Our Pre-Kindergarten through Grade 5 school currently houses 766 elementary school students. In the eyes of the community we have become one of Williamsburg's most accomplished schools. P.S. 132 was invited to the White House and was honored by the President of the United States on Monday, September 8, 2008. Our school received this great distinction as a result of our work to make a positive difference in the community. Through our work with a national organization, The League, our school was named the #1 school for community service in New York State. Four students were selected to attend a ceremony at the White House, based on their accumulation of community service points. The amazing students who were afforded this incredible opportunity are: Kenia Garcia, Tenzin Palkyi, Carlos Vives, & Krystle Salvati. The excitement of their experience is in full bloom, as reporters visit our school to conduct interviews. It was incredible for me to listen to our students as they quoted President Bush, who stated during their visit, "to whom much is given, much is expected," and "those who set out to enrich the lives of others are, in turn, the ones who are enriched the most." President Bush hopes "for every American to commit at least two years - 4,000 hours over the rest of their lifetime" to community service. Through the programs at our school, our students are well on their way to achieving this goal. A further honor was bestowed when President Bush stated "to receive a Presidential Service Award is a great honor." I am proud to report that last June, P.S. 132 received three Presidential Awards for our community service efforts; Gold, Silver and Bronze levels!

It is our hope that P.S. 132 becomes a child's home away from home. When you walk through the doors of P.S. 132, we know you will be able to feel its soul and hear its passionate heartbeat.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 132				
District:	14	DBN #:	14K132	School BEDS Code:	331400010132

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	74	72	71		95.0	94.7	95.4		
Kindergarten	92	121	127						
Grade 1	105	117	132	Student Stability: % of Enrollment					
Grade 2	105	103	113	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	84	84	102		96.4	95.6			
Grade 4	97	84	109						
Grade 5	100	98	79	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					71.7	71.7	84.8		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	5	7		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			733		1	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	13	15						
No. in Collaborative Team Teaching (CTT) Classes	10	15	16	Principal Suspensions	0	0	0		
Number all others	37	36	38	Superintendent Suspensions	0	1	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	45	41	28	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	48	51	52
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	8	13
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.4	0.3	Percent more than two years teaching in this school	83.3	84.3	
Black or African American	10.7	10.9	10.4	Percent more than five years teaching anywhere	54.2	54.9	
Hispanic or Latino	55.7	50.9	50.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.0	4.2	Percent Masters Degree or higher	92.0	90.0	
White	28.6	32.5	33.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	100.0	
Multi-racial	0	0	0				
Male	53.1	50.4	51.0				
Female	46.9	49.6	49.0				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--	--				
Black or African American	✓	✓	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	✓	✓	--				
Multiracial							
Other Groups							
Students with Disabilities	--	--	--				
Limited English Proficient	--	--	--				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	82.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

At P.S. 132, we gather data from a multitude of sources. We utilize E-CLAS II, NY START student reports, Acuity (Predictives and ITAs), ARIS, State Test Results, Student Portfolios, Teacher Observations and Assessments, Parent Surveys and School-wide assessments. Through the use of the above sources, we are able to constantly monitor student growth and achievement.

Throughout the past three years, the administration, teachers and support staff has utilized color coded spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies and submit these results to the administration. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers and support staff to have a clear insight into each student's areas of strengths and vulnerabilities.

This school year began with an in depth professional development session regarding data. Each grade team worked with the administration and key members of the common core standards group to customize an assessment book for their class. This assessment book contained spreadsheets where the students' data could be recorded on a daily basis.

We believe that assessment drives good instruction. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides.

A strong home-school connection provides teachers with additional insight into individual students learning styles. Through constant parent-teacher communication our teachers gain a unique understanding of each student in their class. An active PTA, dedicated School Leadership Team, and concerned parents with a vision, results in high attendance at our monthly PTA Meetings. Parents have a voice in school wide decision making regarding curriculum and special programs. Through this rich dialogue, the school is able to understand the needs of its student population and further enable teachers and school staff to drive rich and thoughtful instruction.

After an in-depth review of our data, we decided that our formal spreadsheets will be reorganized to include the AIS services provided to our students, thereby enabling each classroom teacher to gain an accurate picture of student and program success. This

reorganization will keep data collection consistent and cohesive throughout the entire school community. Through the use of technology and software, we will expand our AIS services in order to help our at risk students, i.e. Special Education, ELL and AIS students. It is our hope that this will provide our struggling students with the additional practice that is needed.

Upper grade teachers analyze standardized test results from the previous school year. Teachers devise plans to improve upon each student's performance level. We analyze data by closely examining raw scores. The number of percentage points needed to move each child to the next performance level is then determined. As a result, P.S. 132 was cited for exceptional progress in closing the achievement gap, giving us extra percentage points on our Progress Report.

During June Planning of 2007, teachers in grades 2-5 expressed great concern with the Teacher's College Reading Workshop, which was implemented for the four years. Although they believed students should have the opportunity to read books on their "just right" reading level on a daily basis, they felt the TC daily mini-lessons were not rich enough to create readers who can synthesize critical thinking skills. As a team, we analyzed ELA State test scores over the last 4 years, and noted a slight increase in Levels 3's and 4's. However, the gains were not as significant as they were in Mathematics. The teachers and the administration decided it was time to develop a reading curriculum that would infuse both the reading workshop model and a comprehension based approach. As a result, a new reading curriculum was created by our teachers. This rich work took place during the summer months. The new curriculum incorporates explicit instruction of crucial comprehension skills which are needed to create critical thinkers. This mammoth task took place because teachers in Grades 2-5 were not content with the year to year progress being made by their students.

Parents, teachers and students had expressed great disappointment with the Everyday Mathematics program. Our School Leadership Team, along with the administration, reviewed a variety of mathematics programs. It became quite clear after our research, that Math in Focus: A Singapore Approach to Mathematics, was the perfect fit for our school. This program enables classroom teachers to teach mathematical concepts until they are mastered before moving on to a new concept. Our Academic Coach provides team teaching sessions on a regular basis. Professional development opportunities are being offered throughout the school year for the staff. In collaboration with the Division of Performance and Accountability and with the network team of CFN 7 within Cluster 3, we will embark on the implementation of a comprehensive accountability system to accomplish the goals established for mathematics in this CEP. Strategies and activities to strengthen performance in mathematics address student needs and affect positive outcomes on state benchmarks will include, but not be limited to the following: NCLB TITLE IIB MATH/SCIENCE PARTNERSHIP GRANT: This grant was written to create and enhance a community of mathematics life long learners. The vision of this grant is to build capacity within our math community that will ensure continuous and sustainable growth in the learning and teaching of mathematics as well as to increase the academic achievement of students in mathematics by enhancing the content knowledge and teaching skills of the classroom teachers. Professional development activities will be sustained, intensive, focused, and aligned with common core standards and mathematics, science and technology curriculum. All components of the grant will result in demonstrable and measurable improvement in student academic achievement in mathematics.

It was decided after rich discourse with the school community and in depth data analysis, we will launch tracking & homogeneous classrooms in Grades 1-5 for the 2010-2011 school year. We realize how beneficial it would be to have all students grouped according to ability level in one classroom throughout the school day. We understand differentiation will continue to be implemented within each classroom setting, as students have different learning styles and

modifications need to be made based on the needs of the individual students. Throughout the past 2 years, we have had homogeneous 4th & 5th grade classrooms and our upper grade classrooms have made great gains on both the ELA & Mathematics State Exams. Our teachers and parents in Grades 1-3, as well as the PTA and SLT, agreed we should implement this model in Grades 1-5. We discussed the great progress our Gifted & Talented and Self Contained Special Education students have made throughout the course of the school year and how effective the teaching is when students are grouped according to their abilities.

Our staff is committed to the school's vision and mission. Dozens of potential staff members submit resumes because our reputation is one of quality education. In this manner, we are constantly able to raise the level of expectations for students and staff.

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.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Enrichment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop the talent potentials of students in Pre-Kindergarten through Grade 5 by providing enrichment opportunities to develop the strengths of all learners as measured by student related projects assessed at every cycle. Within three cycles our goal is to develop the talent potential of each student.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ All students will complete an interest inventory. ✓ Based on the inventory, all teachers including clusters, reimbursables and special service providers, will be surveyed to determine if their special talents match the interests of our students. ✓ Brochures will be created advertising a variety of non-graded clubs to our student population. ✓ All students will select their top 5 club choices. ✓ The administration will create enrichment clusters based on the students' interests and teachers' expertise. ✓ The administration will create the Enrichment Cluster schedule which will be developed as follows; Grades 1-5 will engage in Enrichment Clusters 4 days a week, Mondays- Thursdays, during the Extended Day 37 ½ Minute Program. Pre-Kindergarten & Kindergarten will engage in Enrichment Clusters once a week for a 45 minute block of time. ✓ Teachers will be required to outline their Enrichment Cluster including the following components; topics to be addressed, hands on activities, parent involvement opportunities & culminating projects and/or presentations. ✓ Students will log onto Renzullilearning.com at home to enhance the home-school connection around the Enrichment Cluster they participate in. ✓ Clusters will be changed three times throughout the duration of the school year. The schedule will be as follows;

	<ul style="list-style-type: none"> 🕒 Cycle 1 – October – December 🕒 Cycle 2 – January – March 🕒 Cycle 3 – April – June ✓ Some examples of Enrichment Clusters are: Cooking, Photography, YOGA & Clay Animation. ✓ At the end of each cycle, each cluster will engage in a culminating activity. Parents and friends will be invited to participate in the activity that will incorporate all of the skills and knowledge the students have gained throughout the cluster. . ✓ Following each cycle, students, teachers & parents will complete a Reflection which will help the administration determine if the cluster was a success and if it should be offered again the following cycle.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. All supplies that are utilized for the Enrichment Clusters will be purchased through Tax Levy OTPS Supply money. Renzullilearning.com is funded using NYSTL Software money. All laptops, computers or promethean boards that are utilized during Enrichment Clusters were purchased using NYSTL Equipment money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ Clusters will be changed three times throughout the duration of the school year. The schedule will be as follows; <ul style="list-style-type: none"> 🕒 Cycle 1 – October – December 🕒 Cycle 2 – January – March 🕒 Cycle 3 – April – June ✓ At the end of each cycle, each cluster will engage in a culminating activity. Parents and friends will be invited to participate in the activity that will incorporate all of the skills and knowledge the students have gained throughout the cluster. ✓ Following each cycle, students, teachers & parents will complete a Reflection which will help the administration determine if the cluster was a success and if it should be offered again the following cycle.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve Mathematics instruction by implementing differentiation within our Kindergarten – Fifth Grade classrooms in an effort to raise student achievement as measured by Interim Chapter assessments and progress item skills analysis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Throughout the school year, Mr. Andy Clarke, a consulting author of the Math in Focus: The Singapore Approach curriculum, will conduct professional development for all classroom teachers in the area of “How to Plan Differentiated Mathematical Instruction.” Mr. Clarke will provide the staff with strategies and resources from the Math in Focus curriculum to support differentiation. ✓ All classroom teachers will administer a <u>Math in Focus</u> assessment. ✓ Based on the assessment, all teachers will determine the overall strengths and vulnerabilities of their students. ✓ A color coded spreadsheet will be created to assist teachers in analyzing the data. ✓ Teachers will use the data to determine which students need to be placed in small groups based on the specific concepts that need additional reinforcement. ✓ Teachers will use the data to determine which students should be compacted out of the current lessons due to demonstrating mastery of the concepts being taught. ✓ Teachers will utilize the Math In Focus Teacher Resources Kit during small strategy groups with struggling students. The Teacher Resource Kit includes; Reteach, Virtual Manipulatives CD-ROM, Teacher Resource Blackline Masters, Problem of the Lesson & the Extra Practice tool. ✓ Teachers will utilize the following resources with the small groups of students who demonstrate mastery of the current mathematical concepts; Math in Focus Enrichment Resource Tool, Math Exemplars CD-ROM, Mathematical

	<p>Investigations, In-Depth Project that connects to the current mathematical concept being taught.</p> <ul style="list-style-type: none"> ✓ Within the Mathematical Workshop, there will be time for the teacher to meet with a small strategy group to assist her struggling students, as well as time to confer with her compacted group of students. ✓ The Academic Coach will create a checklist based on the daily mathematical objectives. ✓ Teachers will be required to informally assess students as they work in their small groups, as well as during the independent work. Such data will assist the teacher in creating FLEXIBLE small groups.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. The Academic Coach is funded using the Title 1 10% set aside. The Math in Focus Curriculum was purchased using NYSTL Textbook monies. The Math in Focus Consumable workbooks will be purchased using NYSTL Textbook monies. The Math Exemplars was purchased using NYSTL Software monies. The Professional Development conducted by Mr. Andy Clarke will be funded by the Title 1 5% set aside monies. All other supplies, including ink for the printer to create spreadsheets and paper, will be funded using Tax Levy Supply money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ⌚ Following each chapter, teachers will administer a chapter assessment. A chapter could take up to 2 to 3 weeks to be delivered. ⌚ Teachers will utilize the color-coded spreadsheets as an item skills analysis following each chapter. ⌚ On a daily basis, teachers will informally assess students using the Chapter Checklist created by the academic coach. ⌚ It is our hope that every child will demonstrate mastery of each Mathematical concept once they have participated in a small strategy group or compacting group. The spreadsheets & checklists will indicate whether a child has demonstrated mastery of the topics taught.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student achievement in the area of Literacy by grouping students in Grades 1-5 homogeneously as measured by teacher made literacy assessment on an interim basis according to the grade level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ After consultation with the classroom teachers, and a thorough analysis of the student data from the 2009-2010 school year, it was determined that our students in homogeneously grouped classrooms, (Grades 4 & 5) made significant gains in the area of ELA. ✓ The idea of homogeneously grouped classrooms was discussed with both the School Leadership Team & the PTA executive board. The teams were in agreement that such a model would be effective and would raise student achievement. ✓ During June Planning, classroom teachers met with the administration, to begin to re-organize the classes for the 2010-2011 school year. Teachers were asked to bring the following data to the meeting to support the proper placement of students; Running Records, Practice State ELA Exams, teacher created ELA assessments & ECLAS II results. ✓ Students were placed in classes based on their ability level. ✓ Newly admitted students were assessed upon registration by our Academic Coach to determine their literacy performance levels and to ensure the proper class placement. ✓ Based on the students’ reading ability level, teachers will craft lessons that will help improve reading comprehension and fluency. ✓ To help support our struggling readers, students will have the opportunity to engage in the following intervention programs; Reading Plus & Read Well. ✓ To help support our struggling readers, students will have the opportunity to work in small groups with an Academic Intervention Specialist. The following

	<p>intervention programs will be utilized; Wilson Reading System & Earobics.</p> <ul style="list-style-type: none"> ✓ To challenge our high level readers, students will have the opportunity to engage in the following instructional activities; Book Clubs, in-depth literacy based projects and literacy projects assigned using Renzullilearning.Com. ✓ Based on each reading assessment, all teachers will determine the overall strengths and vulnerabilities of their students. ✓ A color coded spreadsheet will be created to assist teachers in analyzing the data and tracking reading levels. ✓ Teachers will use the data to determine if any students need to be placed in small groups based on the specific reading comprehension skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. The Academic Coach is funded using the Title 1 10% set aside. All authentic literature is purchased using NYSTL Library Book money. Reading Plus is purchased using NYSTL Software money. Earobics was purchased using NYSTL Software money. Wilson Reading System was purchased using NYSTL Textbook money. Renzullilearning.Com is purchased using NYSTL Software money. All other supplies, including ink for the printer to create spreadsheets and paper, will be funded using Tax Levy Supply money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> 🕒 Following the completion of each book, teachers will administer a reading assessment. A book study could take approximately 2 to 3 weeks to complete. 🕒 Teachers will utilize the color-coded spreadsheets as an item skills analysis following each assessment. 🕒 On a daily basis, teachers will informally assess students using the Comprehension Checklist created by the academic coach. 🕒 It is our hope that all students will show gains in the area of Literacy.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	24	N/A	N/A	0	0	0	0
1	21	23	N/A	N/A	1	0	0	0
2	22	25	N/A	N/A	1	0	0	0
3	9	19	N/A	N/A	0	0	0	0
4	32	37	1	0	0	1	0	0
5	43	30	0	0	4	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Read Well (K-3) Reading Plus (3-5) Wilson Reading Systems (2-3) Extended Day Program (1-5) Academic After School Program (3-5) Saturday Academy (3-5)</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd. The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Reading Plus</u> – This upper grade Literacy program is designed for students who are in need of fluency and comprehension support. The technology based program is administered during the school day in a small group setting, during literacy blocks of time. In addition, this program is utilized during the 4th & 5th grade academic after school program.</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Intense Literacy instruction takes place during this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>
<p>Mathematics: Rhymes & Times (1-5) Extended Day Program (K-5) Academic After School Program (3-5) Saturday Academy (3-5)</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Mathematical assistance takes place at this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>

Science: Harcourt Science	Harcourt Science Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction.
Social Studies: N/A	N/A
At-risk Services Provided by the Guidance Counselor: Group Counseling	<u>Group Counseling</u> - Students who withhold an IEP for counseling are mandated to meet with the Guidance Counselor. Students who require “At Risk” counseling intervention will meet with the guidance counselor based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work in small groups in a Special Services classroom. Group counseling deals with social issues such as; peer pressure, self esteem, respecting others, bullying, bereavement, divorce and test anxiety.
At-risk Services Provided by the School Psychologist:	Students who require “At Risk” services will meet with the School Psychologist based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work individually with the school psychologist in a Special Services classroom. The School Psychologist works on strategies and coping mechanisms to deal with issues such as anxiety and behavioral concerns regarding the student’s disability.
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 31 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

ESL is provided to 31 students within our K-5 population. Students scoring at beginner and intermediate levels receive 360 minutes of instruction within the context of Reading, Writing and Math Workshops. Advanced students receive 180 minutes of ESL instruction per week. We provide a push in/pull out program which is implemented during Reading and Mathematics instruction. The ESL Program mirrors the literacy and mathematics instruction followed throughout the day. Physical Education, Computers, Art, Science & Enrichment instruction is provided to ELLs in English. On staff we have one certified ESL teacher who provides ESL instruction to our ELL students. Our ESL teacher will offer parent orientations at P.S. 132 in early Fall and in the Spring.

In addition to all of the academic support provided to our ELL population throughout the school day, ELL students are offered the opportunity to attend a rigorous After School Program which runs simultaneously with our Academic Test Preparation Program. Our ELL certified teacher along with two common branch teachers will provide additional support, after school hours on Tuesdays & Thursdays, to prepare our ELL students for the Statewide ELA & Mathematics exam. The program services approximately 30 students two days a week for one and a half hours each day for 14 weeks. The secretary will be responsible for attendance, snack, payroll and answering parent calls. Title III funds will be used to purchase supplementary libraries, writing materials, software and resource books.

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.

Our ELL teacher will continue to attend monthly Professional Development Workshops offered by the Children’s First Network during the school year. These workshops will provide our ELL teacher with techniques to assist our ELL learners. This information will then be shared with each classroom teacher. In addition, Our ELL teacher will attend grade level meetings as needed. This will allow the classroom teachers the opportunity to share success and concerns with the ELL provider. ELL instructor will provide instructional strategies to assist the classroom teachers better serve their ELL students. P.S. 132 devotes common prep planning sessions to analyze data. Each teacher reviewed their current class’ data to help launch instruction based upon every student’s individual needs.

Now that our school has become a Schoolwide Enrichment Model, we have purchased numerous Professional Development Opportunities with Creative Press. Through this partnership, teachers can attend workshops presented by Barry Orek, Sally Reiss and Joseph Renzulli. These professional development workshops provide our teachers with innovative ways to continue enriching the lives of our students.

We empower our staff to make suggestions regarding the professional development they would like to participate in. Teachers are afforded the opportunity to attend professional development workshops. We understand the importance of sharing their best practices with their colleagues. We also encourage inter-visitations within our own school environment. These inter-visitations are dedicated to visiting a classroom where a teacher is implementing a best practice with a group of students. We feel sharing these practices are crucial for continued growth and development as educators.

Section III. Title III Budget
Form TIII – A (1)(b)

School: P.S. 132 BEDS Code: 331400010132

Title III LEP Program
School Building Budget Summary

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$12,818.00	After School ESL Program will support the students in Reading and Mathematics. This program will run concurrently with the Academic Instructional Program (Grades 3-5) 2,350.00 – principal per session 1,384.00 – school secretary per session 2,349.00 – supervisor per session 6,735.00 - 3 teachers approximately 12 hours per month total of 45 hours
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1,183.00	Monthly ELL Parent Workshops \$500.00 – refreshments \$1683.00 - supplies
Educational Software (Object Code 199)	0	
Travel		
Other		

TOTAL	\$15,000.00	
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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.
The Parent Coordinator, along with the ELL teacher conducted a survey to each family identifying the number of families in need of translation. The school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
The survey showed that 150 families were in need of written translation and oral interpretation in their native language

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.
All written correspondence such as the monthly parent newsletter, parent notices, report cards, etc. will be distributed concurrently in all necessary translations. If the written translation is not provided through the Board of Education, we will use our ELL teacher.
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.
All PTA meetings, parent workshops, Parent Teacher Conferences, etc will be conducted in all necessary translations. Our ESL teacher, Family Worker and Paraprofessional as well as parent volunteers will provide oral interpretation services as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Prior to student's enrollment, the school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language. We will provide written translation of all correspondence and oral interpretation during any school meetings or events.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$509,513	\$223,065	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,095.13	\$2,231.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,476.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$50,951.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

2010-2011

I. General Expectations

P.S. 132 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 132 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - **Parent Teacher Association:** Our goal is to have parents take an active role in their child’s educational and social growth. To increase parent involvement in our school, our dedicated PTA has formed the following committees. Parent volunteers will head each committee and serve as the members
2. P.S. 132 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - **Leadership Committee:** Includes parents who work along with staff to implement CEP, School Safety Plan and discuss issued such as School Nutrition
 - **P.T.A. Executive Board:** Includes President, Vice President, Treasurer, Corresponding Secretary, Recording Secretary. They adhere to regular schedule meetings to discuss issues concerning the school. They implement an Open Door Policy for parents with ideas and suggestions to create a positive and inviting environment for the school community.
3. P.S. 132 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - **Parent Libraries:** Included with different types if genres.
 - **ARIS**
 - **Parent Workshops:** How to deal with your child.
 - **Parent Board:** Supplies parents with different agencies on how to help children with their homework.
4. P.S. 132 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - **Cool Culture:** An institution that provides all families with a free pass to visit over 75 cultural institutions within the 5 boroughs. Mrs. Garguilo, our parent coordinator, will attend 7 workshops about the different cultural institutions throughout New York and then she will turn key the information to our parents. This partnership encourages families to visit a variety of institutions, as well as learn about the diverse cultures in our society.
 - **Parent Workshops:** Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.

- **Nutrition Workshops**: To provide parents the benefits of a balanced diet for their children and how it affects their ability to learn. Cook Shop for adults.
 - **Stress Management Workshops**: To help parents with dealing to manage their time and extra curricular activities with their children.
 - **Craft Workshops**: To socialize and network amongst each other.
 - **Community Service** To provide parents with opportunities to participate in our community service events.
5. P.S. 132 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- **In September, the P.T.A sends a bilingual letter to parents, a survey on volunteering and what types of workshops they would like to have in the school. Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child’s Reading Skills, Questions to Ask at Parent/Teacher Conferences, Obtaining a GED or Signing ESL, Crafts You Can Do with Your Children, How to Improve Child’s Math Skills, Writer’s Process, or other suggestions that they might be of some interest to them.**
6. P.S. 132 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - **Hold Parent-Teachers Conferences** (at least annually in elementary schools) in which the parents can speak to the teachers regarding their child’s strengths and vulnerabilities
 - **Provide parents with frequent reports** on their children’s progress. Specifically, the school will provide reports as follows:
 - A separate written report will be given to each student three times a year in November, March and June
 - Teachers will provide parents with weekly/monthly progress reports when necessary.
 - **Provide parents reasonable access to staff**. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available at school to parents on a daily basis. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation. In addition, teachers will try to work with parents busy work schedules to try to meet them before or after school.
 - **Provide parents opportunities to volunteer and participate in their child’s class**, and to observe classroom activities, as follows:

- Mid September parents are invited to an Orientation to their child's class for an overview of the school year. Teachers discuss goals and objectives for the upcoming school year. In November, parents are given the opportunity to observe their child's class in action during our Open House.
 - Star Storytellers
 - Classroom Mommy/Daddy
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- **Parent Workshops**: Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.
 - **Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child's Reading Skills, Questions to Ask at Parent/Teacher Conferences, Obtaining a GED or Signing ESL, Crafts You Can Do with Your Children, How to Improve Child's Math Skills, Writer's Process, or other suggestions that they might be of some interest to them.**
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- **Classroom Mommy/Daddy**
 - **Star Storytellers**
 - **Parents are welcome to come help our classes celebrate special events such as Holidays, Cultural Activities, Publishing Parties & other celebrations.**
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- **Parent Workshops**: Curriculum workshops to better understand what their children are learning during the school day.
 - **Parent Libraries**: Included with the different research on the academic development of a child.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- **PTA Meeting letters** are sent home to parents both in English and in Spanish.
 - **Celebrations and Event Letters** are sent home in both English and in Spanish.
 - **We have a teacher on staff who has volunteered her time to help translate any letters that are sent home.**
 - **Mass e-mails**

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

I have read and understand the P.S. 132 2010-2011 School Parental Involvement Policy. If I have any questions regarding this document, I will contact Mrs. Yvonne Garguilo, the Parent Coordinator.

Parent’s Signature

Child’s Name

Child’s Class



Beth Lubeck-Ceffalia
Principal

Stephanie Korotz
Assistant Principal

Danielle Santoro
Assistant Principal

School-Parent Compact 2010-2011

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

P.S. 132, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 132 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Small group instruction by teachers and paraprofessionals within the classroom setting
 - Congruence with classroom teachers, administration, and full time Academic Coach
 - Individual assistance with children in need including before/after school programs and Saturday Academy to further enhance our academic intervention services

- Resource materials including audio and visual materials available in classrooms
 - Foster a home library, give children the opportunity to purchase books at a discounted price through school sponsored programs, PTA book fairs that mirror our classroom libraries, including a wide variety of genres that appeal to a variety of different interests. A class to home library will be established as students take home their Just Right Book Baggies.
 - Classrooms equipped with one or more computers and appropriate software
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Twice during the school year; in November and in March
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - A separate written report will be given to each student three times a year in November, March and June
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available at school to parents on a daily basis. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation. In addition, teachers will try to work with parents busy work schedules to try to meet them before or after school.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Mid September parents are invited to an Orientation to their child's class for an overview of the school year. Teachers discuss goals and objectives for the upcoming school year. In October, parents are given the opportunity to observe their child's class in action during our Open House
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Supporting my child's learning by making education priority in our home.
- Making sure my child is on time and comes prepared for school
- Talking with y child about his or her school activities every day
- Scheduling daily homework time
- Responsible to broaden my child's experiences through trips to local museums and libraries
- Participating in school activities on a regular basis
- Reading together with my child everyday
- Provide my child with a library card
- 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 their negative behavior
- Being aware of and follow the rules of the school and region
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement for achievement

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Read every day outside of school time.
- Do my homework every day and ask for help when I need to.
- Come to school ready to do our best and the be the best
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions

- Participate in class discussions
- Be honest and respect the rights of others
- Ask for help when we do not understand
- Do our homework everyday outside of school time
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday

I HAVE READ AND UNDERSTAND THE P.S. 132 2010-2011 School-Parent Compact . IF I HAVE ANY QUESTIONS REGARDING THIS DOCUMENT, I WILL CONTACT MRS. YVONNE GARGUILO, THE PARENT COORDINATOR.

SIGNATURES:

P.S. 132			
SCHOOL	PARENT(S)	STUDENT	CLASS
2010-2011	2010 – 2011	2010-2011	
DATE	DATE	DATE	

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components –

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

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

See Needs Assessment Section IV

2. Schoolwide reform strategies that:

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See AIS section**

- o Help provide an enriched and accelerated curriculum.

When we were chosen to be a part of the Schoolwide Enrichment Model and we felt it would be a perfect fit. Through SEM we were able to infuse enrichment learning opportunities into all aspects of the school's curriculum. Currently, at P.S. 132 the SEM Components that are evident are Enrichment Clusters and Curriculum Differentiation. Enrichment Clusters are non-graded groups of students who share common interests, and come together to work with a staff member who shares their interests and has some degree of advanced knowledge and expertise in the area. Our students are given the opportunity to choose which enrichment cluster they would like to be a part of. How authentic the learning is when children are participating in a cluster of their choice. The beauty of the Enrichment Clusters is the culmination of providing a giveback of a good or service to our community. At P.S. 132, Curriculum Modification helps our teachers develop a way to differentiate curriculum for our students through long-term curricular projects that are integrated into the regular curriculum. We host Learning Galleries where we proudly showcase our enrichment work and curricular projects for all to admire. Through the use of Renzulli Learning, students in Grades 2 – 5 engage in interest based surveys and have the ability to explore virtual field trips and participate in Type 3 Enrichment Projects. As a result, during literacy and mathematics instruction, students who “compact” out of grade level material, work in an advanced setting.

- o Meet the educational needs of historically underserved populations.

See pages 24-25 for the AIS programs that are put into place to ensure our struggling students receive the additional support they need.

- 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.

After the administration and the grade teams studied the data on our spreadsheets, it was quite clear that we needed to track our student homogenously. After careful examination of the data, it was obvious that our lowest readers did not have the phonemic

awareness necessary to read on a grade level. It was then that the team and the administration began to research phonemic instructional programs that would meet the needs of our struggling readers. After collaborating with our Special Service providers, we decided that Read Well would be a valuable resource to aid our students to develop the essential phonemic foundation that these students were lacking.

See pages 24-25 for the AIS programs that are put into place to ensure our struggling students receive the additional support they need.

- Are consistent with and are designed to implement State and local improvement, if any. **N/A**

3. Instruction by highly qualified staff.

We ensure that all teachers are teaching under the appropriate State certification license. During the hiring process, the administration seeks out teachers who are either fully certified or in the process of receiving complete State certification.

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.

Teachers will attend various Reading and Writing Workshops provided by our Academic Coach, Ms. Napoli.

Teachers will demonstrate lessons for their colleagues in labsites in both Literacy & Math

Teachers will attend Confratute to enhance the enrichment instruction within the classroom.

Teachers will attend Mathematics Workshops hosted by Title IIB Math Grant.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

6. Strategies to increase parental involvement through means such as family literacy services. **The Parent Coordinator has created partnerships with Learning Leaders & Cool Culture. Learning Leaders provide parents with the opportunity to receive training and certification so that they can assist in the classroom community. This year, Mrs. Garguilo chose Cool Culture, an institution that provides all families with a free pass to visit over 75 cultural institutions within the 5 boroughs. Mrs. Garguilo will attend 7 workshops about the different cultural institutions throughout New York and then she will turn key the information to our parents. This partnership encourages families to visit a variety of institutions, as well as learn about the diverse cultures in our society.**

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.

Prior the new school year, prospective Pre-Kindergarten & Kindergarten parents are invited to our school to participate in an Open House. This meeting provides parents with the information they need to prepare their child for Pre-Kindergarten or Kindergarten. Teachers introduce themselves and share the goals and expectations of the grade. Parents are given a sample “flow of the day”, along with a supply list. In addition, the administration and classroom teachers create a list of children’s literature and professional literature so that the entire family can feel comfortable about starting a brand new school in the Fall.

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.

Our color coded spreadsheets assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy and Mathematics and submit these results to the administration. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers and support staff to have a clear insight into each student’s areas of strengths and vulnerabilities. This school year began with an in depth professional development session regarding data. Each teacher received a current class spreadsheet with each student’s data from the previous school year. Such a resource served as a valuable tool, as each teacher was able to launch instruction based upon every student’s individual needs from the very first day of school.

We believe that assessment drives good instruction. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides. At P.S. 132 we strongly believe in collaboration. Through analyzing the data collectively, every member of the P.S. 132 community is accountable for the educational goals of the school. Our primary teachers understand their roles and responsibilities in helping lay the foundation necessary to produce successful upper grade students. Primary teachers analyze data, such as E-CLAS II, running records, the stamina within reading and writing workshop, teacher made assessments and the Math in Focus Assessment tools. Teachers then plan and create goals for the upcoming school year to ensure student progression.

Upper grade teachers analyze standardized test results from the previous school year. Teachers devise plans to improve upon each student’s performance level. We analyze data by closely examining raw scores. The number of percentage points needed to move each child to the next performance level is then determined. As a result, P.S. 132 was cited for exceptional progress in closing the achievement gap, giving us extra percentage points on our Progress Report.

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.

All teachers are required to keep conference logs based upon the independent work of each child. On a daily basis, teachers meet with students to identify individual strengths and vulnerabilities. As a result, teachers plan lessons and form small strategy groups. On a daily basis, teachers impart reading skills and strategies using authentic grade level literature. Students are required to apply newly taught

reading skills and strategies on their own using the literature as well. As students work within their “just-right” books, teachers can further assess each child’s ability to implement specific skills and strategies. In addition, during reading workshop, teachers conduct running records to assess the reading levels of individual students. Through the implementation of Math in Focus, teachers are required to keep observation and research logs during collaborative/individual projects. On a weekly basis, teachers use the Math in Focus Assessment tools to assist them in driving mathematics instruction. Teachers then pull small groups of struggling “mathematicians” to the carpet to ensure comprehension of the current mathematical concepts.

Using the spreadsheets, teachers have the ability to analyze item skills analysis derived from ELA and Mathematics assessments on a monthly basis. Such data assists teachers in creating small strategy group instruction based upon students’ abilities. AIS teachers develop their lessons based upon individual student needs and are required to use the appropriate materials to implement instruction. Enrichment activities are implemented for the students who have mastered specific skills and/or strategies. We will demystify the data to students, faculty and parents, thereby allowing all members of the school community to identify the specific strategies students have mastered or are struggling with.

See pages 24-25 AIS section.

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.

P.S. 132 collaborates with the Sports & Arts Foundation every school year. Sports & Arts after school programs are offered to all Kindergarten - Grade 5 students on Tuesdays and Thursdays from 3:15 P.M. – 5:15 P.M. in the Spring. This program is funded through the Violence Prevention Grant. Students are offered the opportunity to engage in activities such as; Karate, Hip Hop Dance, Soccer & Play Rugby.

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

***To be determined after budget is reconciled due to changes in student registers.**

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	✓			\$427,991.00	✓	
Title I, Part A (ARRA)	Federal	✓			\$220,834.00	✓	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,904,953.00	✓	

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have 5 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
The following services will be rendered to students living in temporary housing when necessary;
 - ✚ Before school, after school, and/or summer program programs with an education focus
 - ✚ Basic needs such as school supplies and health-related needs
 - ✚ Counseling services
 - ✚ Teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level
 - ✚ Parental involvement programs that make a special effort to reach out to parents in homeless situations
 - ✚ Data collection to assess the needs and progress of homeless and other highly mobile students

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 132 The Conselyea School					
District:	14	DBN:	14K132	School		331400010132

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	72	71	72		95.1	95.4	95.4
Kindergarten	121	127	111				
Grade 1	117	132	133	Student Stability - % of Enrollment:			
Grade 2	103	113	127	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	109	102	113		96.4	95.6	95.6
Grade 4	84	109	101				
Grade 5	98	79	109	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		71.7	84.8	84.8
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		0	193	3
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	704	733	767	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	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	13	15	21	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	15	16	14	Superintendent Suspensions	0	1	0
Number all others	36	38	43				

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	48	51	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	41	28	TBD				
# ELLs with IEPs	3	7	TBD	Number of Educational Paraprofessionals	9	8	12

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	83.3	84.3	84.3
				% more than 5 years teaching anywhere	54.2	54.9	68.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	90.0	94.1
American Indian or Alaska Native	0.4	0.3	0.5	% core classes taught by "highly qualified" teachers	98.9	100.0	100.0
Black or African American	10.9	10.4	11.1				
Hispanic or Latino	50.9	50.3	49.2				
Asian or Native Hawaiian/Other Pacific	4.0	4.2	4.7				
White	32.5	33.4	34.4				
Male	50.4	51.0	52.7				
Female	49.6	49.0	47.3				

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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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



[P.S. 132]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (14/ K/ 132)

ADDRESS: 320 MANHATTAN AVENUE BROOKLYN, N.Y. 11211

TELEPHONE: 718-599-7301

FAX: 718-599-7417

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 132 **SCHOOL NAME:** The Conselyea School

SCHOOL ADDRESS: 320 Manhattan Avenue Brooklyn, N.Y. 11211

SCHOOL TELEPHONE: 718-599-7301 **FAX:** 718-599-7417

SCHOOL CONTACT PERSON: Danielle Santoro **EMAIL ADDRESS:** Dkelly-santoro@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Haley Parsons</u>
PRINCIPAL:	<u>Beth Lubeck</u>
UFT CHAPTER LEADER:	<u>Christine Caraballo</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Tara Sansone</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Ada Orlando

SUPERINTENDENT: James Quail

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
Beth Lubeck	*Principal or Designee	
Christine Caraballo	*UFT Chapter Chairperson or Designee	
Tara Sansone	*PA/PTA President or Designated Co-President	
Leslye Leanness	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Santoro	Member/Assistant Principal	
Haley Parsons	Member/G & T 3 rd Grade Teacher	
Denise Amore	Member/ IEP Teacher	
Audrey Auriemma	Member/ Paraprofessional	
Sarah Porter	Member/ Parent	
Christina Cataldo	Member/ Parent	
Judy Pecorino	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At P.S. 132 we believe that creativity must be sparked and fervor for learning must be instilled. We are a school community that embraces change, especially when it can benefit our students.

A rigorous reading curriculum has been created by the staff. Through authentic literature, not only is a true love of literacy fostered, but meeting the individual needs of our students is paramount. We embrace a hands-on approach to mathematics. Students develop a conceptual understanding of key mathematical concepts within real world context. We are aware of the importance of the use of technology in today's society. Technology is incorporated in all subject areas, providing learners with various opportunities to discover its many different purposes. Students delve into scientific content by utilizing tools to investigate and observe science first hand. The students of P.S. 132 become aware of our community and the world around us as they engage in social studies explorations. We believe learning is both meaningful and enjoyable when it is applied to the world in which we live.

At P.S. 132, we embrace the opportunity to develop the gifts and talents of all students by providing enrichment opportunities. The implementation of the Schoolwide Enrichment Model, has empowered students to participate in clusters based upon their interests. We continue to instill the importance of being active and responsible members of our community through rich give back opportunities. We hope our students will learn that giving is a lifelong skill connected to happiness.

We are an integrated community of learning, right in the heart of thriving Williamsburg. After 100 years in the neighborhood, our school has seen quite a lot of change, but nothing like the renaissance of the past two decades. With the influx of a vibrant artistic population into an already rich, multicultural neighborhood, we now see a community whose old-time heart beats with a creative pulse. We celebrate our diversity by sharing both new and traditional experiences with our children. Respect is the backbone of all members of our learning community. As we respect others strengths, weaknesses, likenesses and differences, we become open minded and compassionate. We learn to appreciate others and ourselves. Our programs are designed to fulfill these goals while inspiring a life long passion for learning. Children are guided within a safe and nurturing environment so that they may reach their intellectual, creative, and social potential. At P.S. 132, we understand the importance of giving back to our community. We embrace the opportunity to develop the gifts and talents of all of students by providing enrichment opportunities to interact with our community.

Four years ago we became a "Collaborative Community of Practice" school. We were celebrated for rich instruction in writing, collaboration amongst staff and a deep sense of community. New York City schools were welcomed into our building to observe our teachers and students as they are engaged in literacy and mathematics instruction. Teachers were invited to visit our classrooms to see some of the best practices that our teachers implement in reading and writing on a daily basis. Collaboration continues to be an integral part of our school community.

Teacher teams have common prep periods daily. Weekly congruence sessions are held with the administration and academic coach. Professional development calendar was created by administration to offer opportunities to our staff on a weekly basis. A professional development menu was designed to showcase our staff's best practices. Teachers offered to share these practices with their colleagues. Inter-visitations are scheduled for teacher teams during these pd sessions. Staff members observe lead teachers implement best practices within their classrooms. Teams participate in rich discourse with the administration to reflect on next steps for implementation in their own classrooms. Reflection sheets are completed by presenter and teachers in attendance to offer feedback. Building capacity through professional development workshops is by far one of our greatest best practices. We feel our staff learns best from each other and we want to afford them the opportunity to share their ideas with one another.

We were chosen to be a part of the Schoolwide Enrichment Model and we felt it would be a perfect fit. Through SEM we were able to infuse enrichment learning opportunities into all aspects of the school's curriculum. Currently, at P.S. 132 the SEM components that are evident are Enrichment Clusters, Curriculum Differentiation and Curriculum Compacting. Enrichment Clusters are non-graded groups of students who share common interests, and come together to work with a staff member who shares their interests and has some degree of advanced knowledge and expertise in the area. Our students are given the opportunity to choose which enrichment cluster they would like to be a part of. How authentic the learning is when children are participating in a cluster of their choice. The beauty of the Enrichment Clusters is the culmination of providing a giveback of a good or service to our community. At P.S. 132, our teachers develop a way to differentiate curriculum for our students through long-term curricular projects that are integrated into the regular curriculum. Through the use of Renzulli Learning, students engage in interest based surveys and have the ability to explore virtual field trips and participate in Type 3 Enrichment Projects. We host Learning Galleries where we proudly showcase our enrichment work and curricular projects for all to admire. Differentiation also takes place in the form of small strategy groups. Teachers pull students who are struggling with a particular concept or skill to the meeting area to offer additional assistance and support.

P.S. 132 continues to shine as enrollment grows from year to year. Our Pre-Kindergarten through Grade 5 school currently houses 766 elementary school students. In the eyes of the community we have become one of Williamsburg's most accomplished schools. P.S. 132 was invited to the White House and was honored by the President of the United States on Monday, September 8, 2008. Our school received this great distinction as a result of our work to make a positive difference in the community. Through our work with a national organization, The League, our school was named the #1 school for community service in New York State. Four students were selected to attend a ceremony at the White House, based on their accumulation of community service points. The amazing students who were afforded this incredible opportunity are: Kenia Garcia, Tenzin Palkyi, Carlos Vives, & Krystle Salvati. The excitement of their experience is in full bloom, as reporters visit our school to conduct interviews. It was incredible for me to listen to our students as they quoted President Bush, who stated during their visit, "to whom much is given, much is expected," and "those who set out to enrich the lives of others are, in turn, the ones who are enriched the most." President Bush hopes "for every American to commit at least two years - 4,000 hours over the rest of their lifetime" to community service. Through the programs at our school, our students are well on their way to achieving this goal. A further honor was bestowed when President Bush stated "to receive a Presidential Service Award is a great honor." I am proud to report that last June, P.S. 132 received three Presidential Awards for our community service efforts; Gold, Silver and Bronze levels!

It is our hope that P.S. 132 becomes a child's home away from home. When you walk through the doors of P.S. 132, we know you will be able to feel its soul and hear its passionate heartbeat.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 132				
District:	14	DBN #:	14K132	School BEDS Code:	331400010132

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	74	72	71		95.0	94.7	95.4		
Kindergarten	92	121	127						
Grade 1	105	117	132	Student Stability: % of Enrollment					
Grade 2	105	103	113	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	84	84	102		96.4	95.6			
Grade 4	97	84	109						
Grade 5	100	98	79	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					71.7	71.7	84.8		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	5	7		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			733		1	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	13	15	Principal Suspensions	0	0	0		
No. in Collaborative Team Teaching (CTT) Classes	10	15	16	Superintendent Suspensions	0	1	0		
Number all others	37	36	38						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	45	41	28	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	48	51	52
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	8	13
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.4	0.3	Percent more than two years teaching in this school	83.3	84.3	
Black or African American	10.7	10.9	10.4	Percent more than five years teaching anywhere	54.2	54.9	
Hispanic or Latino	55.7	50.9	50.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.0	4.2	Percent Masters Degree or higher	92.0	90.0	
White	28.6	32.5	33.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	100.0	
Multi-racial	0	0	0				
Male	53.1	50.4	51.0				
Female	46.9	49.6	49.0				

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:	✓ 2006-07	✓ 2007-08	✓ 2008-09	✓ 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--	--				
Black or African American	✓	✓	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	✓	✓	--				
Multiracial							
Other Groups							
Students with Disabilities	--	--	--				
Limited English Proficient	--	--	--				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	82.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

At P.S. 132, we gather data from a multitude of sources. We utilize E-CLAS II, NY START student reports, Acuity (Predictives and ITAs), ARIS, State Test Results, Student Portfolios, Teacher Observations and Assessments, Parent Surveys and School-wide assessments. Through the use of the above sources, we are able to constantly monitor student growth and achievement.

Throughout the past three years, the administration, teachers and support staff has utilized color coded spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies and submit these results to the administration. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers and support staff to have a clear insight into each student's areas of strengths and vulnerabilities.

This school year began with an in depth professional development session regarding data. Each grade team worked with the administration and key members of the common core standards group to customize an assessment book for their class. This assessment book contained spreadsheets where the students' data could be recorded on a daily basis.

We believe that assessment drives good instruction. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides.

A strong home-school connection provides teachers with additional insight into individual students learning styles. Through constant parent-teacher communication our teachers gain a unique understanding of each student in their class. An active PTA, dedicated School Leadership Team, and concerned parents with a vision, results in high attendance at our monthly PTA Meetings. Parents have a voice in school wide decision making regarding curriculum and special programs. Through this rich dialogue, the school is able to understand the needs of its student population and further enable teachers and school staff to drive rich and thoughtful instruction.

After an in-depth review of our data, we decided that our formal spreadsheets will be reorganized to include the AIS services provided to our students, thereby enabling each classroom teacher to gain an accurate picture of student and program success. This

reorganization will keep data collection consistent and cohesive throughout the entire school community. Through the use of technology and software, we will expand our AIS services in order to help our at risk students, i.e. Special Education, ELL and AIS students. It is our hope that this will provide our struggling students with the additional practice that is needed.

Upper grade teachers analyze standardized test results from the previous school year. Teachers devise plans to improve upon each student's performance level. We analyze data by closely examining raw scores. The number of percentage points needed to move each child to the next performance level is then determined. As a result, P.S. 132 was cited for exceptional progress in closing the achievement gap, giving us extra percentage points on our Progress Report.

During June Planning of 2007, teachers in grades 2-5 expressed great concern with the Teacher's College Reading Workshop, which was implemented for the four years. Although they believed students should have the opportunity to read books on their "just right" reading level on a daily basis, they felt the TC daily mini-lessons were not rich enough to create readers who can synthesize critical thinking skills. As a team, we analyzed ELA State test scores over the last 4 years, and noted a slight increase in Levels 3's and 4's. However, the gains were not as significant as they were in Mathematics. The teachers and the administration decided it was time to develop a reading curriculum that would infuse both the reading workshop model and a comprehension based approach. As a result, a new reading curriculum was created by our teachers. This rich work took place during the summer months. The new curriculum incorporates explicit instruction of crucial comprehension skills which are needed to create critical thinkers. This mammoth task took place because teachers in Grades 2-5 were not content with the year to year progress being made by their students.

Parents, teachers and students had expressed great disappointment with the Everyday Mathematics program. Our School Leadership Team, along with the administration, reviewed a variety of mathematics programs. It became quite clear after our research, that Math in Focus: A Singapore Approach to Mathematics, was the perfect fit for our school. This program enables classroom teachers to teach mathematical concepts until they are mastered before moving on to a new concept. Our Academic Coach provides team teaching sessions on a regular basis. Professional development opportunities are being offered throughout the school year for the staff. In collaboration with the Division of Performance and Accountability and with the network team of CFN 7 within Cluster 3, we will embark on the implementation of a comprehensive accountability system to accomplish the goals established for mathematics in this CEP. Strategies and activities to strengthen performance in mathematics address student needs and affect positive outcomes on state benchmarks will include, but not be limited to the following: NCLB TITLE IIB MATH/SCIENCE PARTNERSHIP GRANT: This grant was written to create and enhance a community of mathematics life long learners. The vision of this grant is to build capacity within our math community that will ensure continuous and sustainable growth in the learning and teaching of mathematics as well as to increase the academic achievement of students in mathematics by enhancing the content knowledge and teaching skills of the classroom teachers. Professional development activities will be sustained, intensive, focused, and aligned with common core standards and mathematics, science and technology curriculum. All components of the grant will result in demonstrable and measurable improvement in student academic achievement in mathematics.

It was decided after rich discourse with the school community and in depth data analysis, we will launch tracking & homogeneous classrooms in Grades 1-5 for the 2010-2011 school year. We realize how beneficial it would be to have all students grouped according to ability level in one classroom throughout the school day. We understand differentiation will continue to be implemented within each classroom setting, as students have different learning styles and

modifications need to be made based on the needs of the individual students. Throughout the past 2 years, we have had homogeneous 4th & 5th grade classrooms and our upper grade classrooms have made great gains on both the ELA & Mathematics State Exams. Our teachers and parents in Grades 1-3, as well as the PTA and SLT, agreed we should implement this model in Grades 1-5. We discussed the great progress our Gifted & Talented and Self Contained Special Education students have made throughout the course of the school year and how effective the teaching is when students are grouped according to their abilities.

Our staff is committed to the school's vision and mission. Dozens of potential staff members submit resumes because our reputation is one of quality education. In this manner, we are constantly able to raise the level of expectations for students and staff.

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.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Enrichment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop the talent potentials of students in Pre-Kindergarten through Grade 5 by providing enrichment opportunities to develop the strengths of all learners as measured by student related projects assessed at every cycle. Within three cycles our goal is to develop the talent potential of each student.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ All students will complete an interest inventory. ✓ Based on the inventory, all teachers including clusters, reimbursables and special service providers, will be surveyed to determine if their special talents match the interests of our students. ✓ Brochures will be created advertising a variety of non-graded clubs to our student population. ✓ All students will select their top 5 club choices. ✓ The administration will create enrichment clusters based on the students' interests and teachers' expertise. ✓ The administration will create the Enrichment Cluster schedule which will be developed as follows; Grades 1-5 will engage in Enrichment Clusters 4 days a week, Mondays- Thursdays, during the Extended Day 37 ½ Minute Program. Pre-Kindergarten & Kindergarten will engage in Enrichment Clusters once a week for a 45 minute block of time. ✓ Teachers will be required to outline their Enrichment Cluster including the following components; topics to be addressed, hands on activities, parent involvement opportunities & culminating projects and/or presentations. ✓ Students will log onto Renzullilearning.com at home to enhance the home-school connection around the Enrichment Cluster they participate in. ✓ Clusters will be changed three times throughout the duration of the school year. The schedule will be as follows;

	<ul style="list-style-type: none"> 🕒 Cycle 1 – October – December 🕒 Cycle 2 – January – March 🕒 Cycle 3 – April – June ✓ Some examples of Enrichment Clusters are: Cooking, Photography, YOGA & Clay Animation. ✓ At the end of each cycle, each cluster will engage in a culminating activity. Parents and friends will be invited to participate in the activity that will incorporate all of the skills and knowledge the students have gained throughout the cluster. . ✓ Following each cycle, students, teachers & parents will complete a Reflection which will help the administration determine if the cluster was a success and if it should be offered again the following cycle.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. All supplies that are utilized for the Enrichment Clusters will be purchased through Tax Levy OTPS Supply money. Renzullilearning.com is funded using NYSTL Software money. All laptops, computers or promethean boards that are utilized during Enrichment Clusters were purchased using NYSTL Equipment money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ Clusters will be changed three times throughout the duration of the school year. The schedule will be as follows; <ul style="list-style-type: none"> 🕒 Cycle 1 – October – December 🕒 Cycle 2 – January – March 🕒 Cycle 3 – April – June ✓ At the end of each cycle, each cluster will engage in a culminating activity. Parents and friends will be invited to participate in the activity that will incorporate all of the skills and knowledge the students have gained throughout the cluster. ✓ Following each cycle, students, teachers & parents will complete a Reflection which will help the administration determine if the cluster was a success and if it should be offered again the following cycle.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve Mathematics instruction by implementing differentiation within our Kindergarten – Fifth Grade classrooms in an effort to raise student achievement as measured by Interim Chapter assessments and progress item skills analysis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Throughout the school year, Mr. Andy Clarke, a consulting author of the Math in Focus: The Singapore Approach curriculum, will conduct professional development for all classroom teachers in the area of “How to Plan Differentiated Mathematical Instruction.” Mr. Clarke will provide the staff with strategies and resources from the Math in Focus curriculum to support differentiation. ✓ All classroom teachers will administer a <u>Math in Focus</u> assessment. ✓ Based on the assessment, all teachers will determine the overall strengths and vulnerabilities of their students. ✓ A color coded spreadsheet will be created to assist teachers in analyzing the data. ✓ Teachers will use the data to determine which students need to be placed in small groups based on the specific concepts that need additional reinforcement. ✓ Teachers will use the data to determine which students should be compacted out of the current lessons due to demonstrating mastery of the concepts being taught. ✓ Teachers will utilize the Math In Focus Teacher Resources Kit during small strategy groups with struggling students. The Teacher Resource Kit includes; Reteach, Virtual Manipulatives CD-ROM, Teacher Resource Blackline Masters, Problem of the Lesson & the Extra Practice tool. ✓ Teachers will utilize the following resources with the small groups of students who demonstrate mastery of the current mathematical concepts; Math in Focus Enrichment Resource Tool, Math Exemplars CD-ROM, Mathematical

	<p>Investigations, In-Depth Project that connects to the current mathematical concept being taught.</p> <ul style="list-style-type: none"> ✓ Within the Mathematical Workshop, there will be time for the teacher to meet with a small strategy group to assist her struggling students, as well as time to confer with her compacted group of students. ✓ The Academic Coach will create a checklist based on the daily mathematical objectives. ✓ Teachers will be required to informally assess students as they work in their small groups, as well as during the independent work. Such data will assist the teacher in creating FLEXIBLE small groups.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. The Academic Coach is funded using the Title 1 10% set aside. The Math in Focus Curriculum was purchased using NYSTL Textbook monies. The Math in Focus Consumable workbooks will be purchased using NYSTL Textbook monies. The Math Exemplars was purchased using NYSTL Software monies. The Professional Development conducted by Mr. Andy Clarke will be funded by the Title 1 5% set aside monies. All other supplies, including ink for the printer to create spreadsheets and paper, will be funded using Tax Levy Supply money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ⌚ Following each chapter, teachers will administer a chapter assessment. A chapter could take up to 2 to 3 weeks to be delivered. ⌚ Teachers will utilize the color-coded spreadsheets as an item skills analysis following each chapter. ⌚ On a daily basis, teachers will informally assess students using the Chapter Checklist created by the academic coach. ⌚ It is our hope that every child will demonstrate mastery of each Mathematical concept once they have participated in a small strategy group or compacting group. The spreadsheets & checklists will indicate whether a child has demonstrated mastery of the topics taught.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student achievement in the area of Literacy by grouping students in Grades 1-5 homogeneously as measured by teacher made literacy assessment on an interim basis according to the grade level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ After consultation with the classroom teachers, and a thorough analysis of the student data from the 2009-2010 school year, it was determined that our students in homogeneously grouped classrooms, (Grades 4 & 5) made significant gains in the area of ELA. ✓ The idea of homogeneously grouped classrooms was discussed with both the School Leadership Team & the PTA executive board. The teams were in agreement that such a model would be effective and would raise student achievement. ✓ During June Planning, classroom teachers met with the administration, to begin to re-organize the classes for the 2010-2011 school year. Teachers were asked to bring the following data to the meeting to support the proper placement of students; Running Records, Practice State ELA Exams, teacher created ELA assessments & ECLAS II results. ✓ Students were placed in classes based on their ability level. ✓ Newly admitted students were assessed upon registration by our Academic Coach to determine their literacy performance levels and to ensure the proper class placement. ✓ Based on the students’ reading ability level, teachers will craft lessons that will help improve reading comprehension and fluency. ✓ To help support our struggling readers, students will have the opportunity to engage in the following intervention programs; Reading Plus & Read Well. ✓ To help support our struggling readers, students will have the opportunity to work in small groups with an Academic Intervention Specialist. The following

	<p>intervention programs will be utilized; Wilson Reading System & Earobics.</p> <ul style="list-style-type: none"> ✓ To challenge our high level readers, students will have the opportunity to engage in the following instructional activities; Book Clubs, in-depth literacy based projects and literacy projects assigned using Renzullilearning.Com. ✓ Based on each reading assessment, all teachers will determine the overall strengths and vulnerabilities of their students. ✓ A color coded spreadsheet will be created to assist teachers in analyzing the data and tracking reading levels. ✓ Teachers will use the data to determine if any students need to be placed in small groups based on the specific reading comprehension skills.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All of our teachers are funded using Title 1 or Tax Levy monies. The Academic Coach is funded using the Title 1 10% set aside. All authentic literature is purchased using NYSTL Library Book money. Reading Plus is purchased using NYSTL Software money. Earobics was purchased using NYSTL Software money. Wilson Reading System was purchased using NYSTL Textbook money. Renzullilearning.Com is purchased using NYSTL Software money. All other supplies, including ink for the printer to create spreadsheets and paper, will be funded using Tax Levy Supply money.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> 🕒 Following the completion of each book, teachers will administer a reading assessment. A book study could take approximately 2 to 3 weeks to complete. 🕒 Teachers will utilize the color-coded spreadsheets as an item skills analysis following each assessment. 🕒 On a daily basis, teachers will informally assess students using the Comprehension Checklist created by the academic coach. 🕒 It is our hope that all students will show gains in the area of Literacy.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	24	N/A	N/A	0	0	0	0
1	21	23	N/A	N/A	1	0	0	0
2	22	25	N/A	N/A	1	0	0	0
3	9	19	N/A	N/A	0	0	0	0
4	32	37	1	0	0	1	0	0
5	43	30	0	0	4	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Read Well (K-3) Reading Plus (3-5) Wilson Reading Systems (2-3) Extended Day Program (1-5) Academic After School Program (3-5) Saturday Academy (3-5)</p>	<p><u>Wilson Reading System</u> This AIS service is provided during the school day within the classroom environment. The method of delivery is small group instruction during Literacy Block.</p> <p><u>Read Well</u> – This phonics based program is administered to AIS groups in grades Kindergarten – 3rd. The method of delivery is small group instruction during literacy blocks of time.</p> <p><u>Reading Plus</u> – This upper grade Literacy program is designed for students who are in need of fluency and comprehension support. The technology based program is administered during the school day in a small group setting, during literacy blocks of time. In addition, this program is utilized during the 4th & 5th grade academic after school program.</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Intense Literacy instruction takes place during this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Reading Test Preparation to prepare for the upcoming State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Reading Test Preparation to prepare for the State Exams.</p>
<p>Mathematics: Rhymes & Times (1-5) Extended Day Program (K-5) Academic After School Program (3-5) Saturday Academy (3-5)</p>	<p><u>Rhymes & Times</u> This mathematics program uses the skill of rhyming to assist students to remember their addition facts, subtraction facts, multiplication facts & division facts. The method of delivery is small group instruction during Mathematics blocks of time</p> <p><u>Extended Day Program (1-5)</u> This AIS service is provided during the additional 37 ½ minutes of the school day. The method of delivery is small group instruction within a 10:1 student to teacher ratio. Mathematical assistance takes place at this time.</p> <p><u>Academic After School Program (3-5)</u> This AIS service is provided after school, two times a week, within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p> <p><u>Saturday Academy (3-5)</u> This AIS service takes place during 8 Saturdays of the school year. This service is provided within a small group setting. Students engage in Math Workshop to prepare for the State Exams.</p>

Science: Harcourt Science	Harcourt Science Through the use of the Harcourt Science NYC program, Science AIS services are provided to students during their lunch period. The method of delivery is small group instruction.
Social Studies: N/A	N/A
At-risk Services Provided by the Guidance Counselor: Group Counseling	<u>Group Counseling</u> - Students who withhold an IEP for counseling are mandated to meet with the Guidance Counselor. Students who require “At Risk” counseling intervention will meet with the guidance counselor based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work in small groups in a Special Services classroom. Group counseling deals with social issues such as; peer pressure, self esteem, respecting others, bullying, bereavement, divorce and test anxiety.
At-risk Services Provided by the School Psychologist:	Students who require “At Risk” services will meet with the School Psychologist based on their situation and/or need. Students receive this service within the school day. Students are pulled out of the classroom and work individually with the school psychologist in a Special Services classroom. The School Psychologist works on strategies and coping mechanisms to deal with issues such as anxiety and behavioral concerns regarding the student’s disability.
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 31 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

ESL is provided to 31 students within our K-5 population. Students scoring at beginner and intermediate levels receive 360 minutes of instruction within the context of Reading, Writing and Math Workshops. Advanced students receive 180 minutes of ESL instruction per week. We provide a push in/pull out program which is implemented during Reading and Mathematics instruction. The ESL Program mirrors the literacy and mathematics instruction followed throughout the day. Physical Education, Computers, Art, Science & Enrichment instruction is provided to ELLs in English. On staff we have one certified ESL teacher who provides ESL instruction to our ELL students. Our ESL teacher will offer parent orientations at P.S. 132 in early Fall and in the Spring.

In addition to all of the academic support provided to our ELL population throughout the school day, ELL students are offered the opportunity to attend a rigorous After School Program which runs simultaneously with our Academic Test Preparation Program. Our ELL certified teacher along with two common branch teachers will provide additional support, after school hours on Tuesdays & Thursdays, to prepare our ELL students for the Statewide ELA & Mathematics exam. The program services approximately 30 students two days a week for one and a half hours each day for 14 weeks. The secretary will be responsible for attendance, snack, payroll and answering parent calls. Title III funds will be used to purchase supplementary libraries, writing materials, software and resource books.

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.

Our ELL teacher will continue to attend monthly Professional Development Workshops offered by the Children’s First Network during the school year. These workshops will provide our ELL teacher with techniques to assist our ELL learners. This information will then be shared with each classroom teacher. In addition, Our ELL teacher will attend grade level meetings as needed. This will allow the classroom teachers the opportunity to share success and concerns with the ELL provider. ELL instructor will provide instructional strategies to assist the classroom teachers better serve their ELL students. P.S. 132 devotes common prep planning sessions to analyze data. Each teacher reviewed their current class’ data to help launch instruction based upon every student’s individual needs.

Now that our school has become a Schoolwide Enrichment Model, we have purchased numerous Professional Development Opportunities with Creative Press. Through this partnership, teachers can attend workshops presented by Barry Orek, Sally Reiss and Joseph Renzulli. These professional development workshops provide our teachers with innovative ways to continue enriching the lives of our students.

We empower our staff to make suggestions regarding the professional development they would like to participate in. Teachers are afforded the opportunity to attend professional development workshops. We understand the importance of sharing their best practices with their colleagues. We also encourage inter-visitations within our own school environment. These inter-visitations are dedicated to visiting a classroom where a teacher is implementing a best practice with a group of students. We feel sharing these practices are crucial for continued growth and development as educators.

Section III. Title III Budget
Form TIII – A (1)(b)

School: P.S. 132 BEDS Code: 331400010132

Title III LEP Program
School Building Budget Summary

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$12,818.00	After School ESL Program will support the students in Reading and Mathematics. This program will run concurrently with the Academic Instructional Program (Grades 3-5) 2,350.00 – principal per session 1,384.00 – school secretary per session 2,349.00 – supervisor per session 6,735.00 - 3 teachers approximately 12 hours per month total of 45 hours
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1,183.00	Monthly ELL Parent Workshops \$500.00 – refreshments \$1683.00 - supplies
Educational Software (Object Code 199)	0	
Travel		
Other		

TOTAL	\$15,000.00	
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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.
The Parent Coordinator, along with the ELL teacher conducted a survey to each family identifying the number of families in need of translation. The school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
The survey showed that 150 families were in need of written translation and oral interpretation in their native language

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.
All written correspondence such as the monthly parent newsletter, parent notices, report cards, etc. will be distributed concurrently in all necessary translations. If the written translation is not provided through the Board of Education, we will use our ELL teacher.
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.
All PTA meetings, parent workshops, Parent Teacher Conferences, etc will be conducted in all necessary translations. Our ESL teacher, Family Worker and Paraprofessional as well as parent volunteers will provide oral interpretation services as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Prior to student's enrollment, the school will determine if the parent's primary language spoken is not English therefore, requiring language assistance in order to communicate effectively. The school will maintain a current record of all parents' primary languages in ATS and on the student's emergency cards. These parents will receive written translation and oral interpretation in their native language. We will provide written translation of all correspondence and oral interpretation during any school meetings or events.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$509,513	\$223,065	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,095.13	\$2,231.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,476.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$50,951.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

2010-2011

I. General Expectations

P.S. 132 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 132 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - **Parent Teacher Association:** Our goal is to have parents take an active role in their child’s educational and social growth. To increase parent involvement in our school, our dedicated PTA has formed the following committees. Parent volunteers will head each committee and serve as the members
2. P.S. 132 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - **Leadership Committee:** Includes parents who work along with staff to implement CEP, School Safety Plan and discuss issued such as School Nutrition
 - **P.T.A. Executive Board:** Includes President, Vice President, Treasurer, Corresponding Secretary, Recording Secretary. They adhere to regular schedule meetings to discuss issues concerning the school. They implement an Open Door Policy for parents with ideas and suggestions to create a positive and inviting environment for the school community.
3. P.S. 132 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - **Parent Libraries:** Included with different types if genres.
 - **ARIS**
 - **Parent Workshops:** How to deal with your child.
 - **Parent Board:** Supplies parents with different agencies on how to help children with their homework.
4. P.S. 132 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - **Cool Culture:** An institution that provides all families with a free pass to visit over 75 cultural institutions within the 5 boroughs. Mrs. Garguilo, our parent coordinator, will attend 7 workshops about the different cultural institutions throughout New York and then she will turn key the information to our parents. This partnership encourages families to visit a variety of institutions, as well as learn about the diverse cultures in our society.
 - **Parent Workshops:** Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.

- **Nutrition Workshops**: To provide parents the benefits of a balanced diet for their children and how it affects their ability to learn. Cook Shop for adults.
 - **Stress Management Workshops**: To help parents with dealing to manage their time and extra curricular activities with their children.
 - **Craft Workshops**: To socialize and network amongst each other.
 - **Community Service** To provide parents with opportunities to participate in our community service events.
5. P.S. 132 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- **In September, the P.T.A sends a bilingual letter to parents, a survey on volunteering and what types of workshops they would like to have in the school. Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child’s Reading Skills, Questions to Ask at Parent/Teacher Conferences, Obtaining a GED or Signing ESL, Crafts You Can Do with Your Children, How to Improve Child’s Math Skills, Writer’s Process, or other suggestions that they might be of some interest to them.**
6. P.S. 132 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - **Hold Parent-Teachers Conferences** (at least annually in elementary schools) in which the parents can speak to the teachers regarding their child’s strengths and vulnerabilities
 - **Provide parents with frequent reports** on their children’s progress. Specifically, the school will provide reports as follows:
 - A separate written report will be given to each student three times a year in November, March and June
 - Teachers will provide parents with weekly/monthly progress reports when necessary.
 - **Provide parents reasonable access to staff**. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available at school to parents on a daily basis. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation. In addition, teachers will try to work with parents busy work schedules to try to meet them before or after school.
 - **Provide parents opportunities to volunteer and participate in their child’s class**, and to observe classroom activities, as follows:

- Mid September parents are invited to an Orientation to their child's class for an overview of the school year. Teachers discuss goals and objectives for the upcoming school year. In November, parents are given the opportunity to observe their child's class in action during our Open House.
 - Star Storytellers
 - Classroom Mommy/Daddy
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- **Parent Workshops**: Curriculum workshops in Literacy and Math to better understand what their children are learning during the school day.
 - **Topics will be available for the following workshops: Asthma, Appropriate Discipline Techniques, How to Improve Child's Reading Skills, Questions to Ask at Parent/Teacher Conferences, Obtaining a GED or Signing ESL, Crafts You Can Do with Your Children, How to Improve Child's Math Skills, Writer's Process, or other suggestions that they might be of some interest to them.**
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- **Classroom Mommy/Daddy**
 - **Star Storytellers**
 - **Parents are welcome to come help our classes celebrate special events such as Holidays, Cultural Activities, Publishing Parties & other celebrations.**
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- **Parent Workshops**: Curriculum workshops to better understand what their children are learning during the school day.
 - **Parent Libraries**: Included with the different research on the academic development of a child.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- **PTA Meeting letters** are sent home to parents both in English and in Spanish.
 - **Celebrations and Event Letters** are sent home in both English and in Spanish.
 - **We have a teacher on staff who has volunteered her time to help translate any letters that are sent home.**
 - **Mass e-mails**

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

I have read and understand the P.S. 132 2010-2011 School Parental Involvement Policy. If I have any questions regarding this document, I will contact Mrs. Yvonne Garguilo, the Parent Coordinator.

Parent’s Signature

Child’s Name

Child’s Class



Beth Lubeck-Ceffalia
Principal

Stephanie Korotz
Assistant Principal

Danielle Santoro
Assistant Principal

School-Parent Compact **2010-2011**

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

P.S. 132, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 132 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Small group instruction by teachers and paraprofessionals within the classroom setting
 - Congruence with classroom teachers, administration, and full time Academic Coach
 - Individual assistance with children in need including before/after school programs and Saturday Academy to further enhance our academic intervention services

- Resource materials including audio and visual materials available in classrooms
 - Foster a home library, give children the opportunity to purchase books at a discounted price through school sponsored programs, PTA book fairs that mirror our classroom libraries, including a wide variety of genres that appeal to a variety of different interests. A class to home library will be established as students take home their Just Right Book Baggies.
 - Classrooms equipped with one or more computers and appropriate software
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Twice during the school year; in November and in March
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - A separate written report will be given to each student three times a year in November, March and June
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available at school to parents on a daily basis. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation. In addition, teachers will try to work with parents busy work schedules to try to meet them before or after school.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Mid September parents are invited to an Orientation to their child's class for an overview of the school year. Teachers discuss goals and objectives for the upcoming school year. In October, parents are given the opportunity to observe their child's class in action during our Open House
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Supporting my child's learning by making education priority in our home.
- Making sure my child is on time and comes prepared for school
- Talking with y child about his or her school activities every day
- Scheduling daily homework time
- Responsible to broaden my child's experiences through trips to local museums and libraries
- Participating in school activities on a regular basis
- Reading together with my child everyday
- Provide my child with a library card
- 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 their negative behavior
- Being aware of and follow the rules of the school and region
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement for achievement

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Read every day outside of school time.
- Do my homework every day and ask for help when I need to.
- Come to school ready to do our best and the be the best
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions

- Participate in class discussions
- Be honest and respect the rights of others
- Ask for help when we do not understand
- Do our homework everyday outside of school time
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday

I HAVE READ AND UNDERSTAND THE P.S. 132 2010-2011 School-Parent Compact . IF I HAVE ANY QUESTIONS REGARDING THIS DOCUMENT, I WILL CONTACT MRS. YVONNE GARGUILO, THE PARENT COORDINATOR.

SIGNATURES:

P.S. 132			
SCHOOL	PARENT(S)	STUDENT	CLASS
2010-2011	2010 – 2011	2010-2011	
DATE	DATE	DATE	

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components –

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

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

See Needs Assessment Section IV

2. Schoolwide reform strategies that:

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See AIS section**

- o Help provide an enriched and accelerated curriculum.

When we were chosen to be a part of the Schoolwide Enrichment Model and we felt it would be a perfect fit. Through SEM we were able to infuse enrichment learning opportunities into all aspects of the school's curriculum. Currently, at P.S. 132 the SEM Components that are evident are Enrichment Clusters and Curriculum Differentiation. Enrichment Clusters are non-graded groups of students who share common interests, and come together to work with a staff member who shares their interests and has some degree of advanced knowledge and expertise in the area. Our students are given the opportunity to choose which enrichment cluster they would like to be a part of. How authentic the learning is when children are participating in a cluster of their choice. The beauty of the Enrichment Clusters is the culmination of providing a giveback of a good or service to our community. At P.S. 132, Curriculum Modification helps our teachers develop a way to differentiate curriculum for our students through long-term curricular projects that are integrated into the regular curriculum. We host Learning Galleries where we proudly showcase our enrichment work and curricular projects for all to admire. Through the use of Renzulli Learning, students in Grades 2 – 5 engage in interest based surveys and have the ability to explore virtual field trips and participate in Type 3 Enrichment Projects. As a result, during literacy and mathematics instruction, students who “compact” out of grade level material, work in an advanced setting.

- o Meet the educational needs of historically underserved populations.

See pages 24-25 for the AIS programs that are put into place to ensure our struggling students receive the additional support they need.

- 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.

After the administration and the grade teams studied the data on our spreadsheets, it was quite clear that we needed to track our student homogenously. After careful examination of the data, it was obvious that our lowest readers did not have the phonemic

awareness necessary to read on a grade level. It was then that the team and the administration began to research phonemic instructional programs that would meet the needs of our struggling readers. After collaborating with our Special Service providers, we decided that Read Well would be a valuable resource to aid our students to develop the essential phonemic foundation that these students were lacking.

See pages 24-25 for the AIS programs that are put into place to ensure our struggling students receive the additional support they need.

- Are consistent with and are designed to implement State and local improvement, if any. **N/A**

3. Instruction by highly qualified staff.

We ensure that all teachers are teaching under the appropriate State certification license. During the hiring process, the administration seeks out teachers who are either fully certified or in the process of receiving complete State certification.

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.

Teachers will attend various Reading and Writing Workshops provided by our Academic Coach, Ms. Napoli.

Teachers will demonstrate lessons for their colleagues in labsites in both Literacy & Math

Teachers will attend Confratute to enhance the enrichment instruction within the classroom.

Teachers will attend Mathematics Workshops hosted by Title IIB Math Grant.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

6. Strategies to increase parental involvement through means such as family literacy services. **The Parent Coordinator has created partnerships with Learning Leaders & Cool Culture. Learning Leaders provide parents with the opportunity to receive training and certification so that they can assist in the classroom community. This year, Mrs. Garguilo chose Cool Culture, an institution that provides all families with a free pass to visit over 75 cultural institutions within the 5 boroughs. Mrs. Garguilo will attend 7 workshops about the different cultural institutions throughout New York and then she will turn key the information to our parents. This partnership encourages families to visit a variety of institutions, as well as learn about the diverse cultures in our society.**

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.

Prior the new school year, prospective Pre-Kindergarten & Kindergarten parents are invited to our school to participate in an Open House. This meeting provides parents with the information they need to prepare their child for Pre-Kindergarten or Kindergarten. Teachers introduce themselves and share the goals and expectations of the grade. Parents are given a sample “flow of the day”, along with a supply list. In addition, the administration and classroom teachers create a list of children’s literature and professional literature so that the entire family can feel comfortable about starting a brand new school in the Fall.

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.

Our color coded spreadsheets assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy and Mathematics and submit these results to the administration. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers and support staff to have a clear insight into each student’s areas of strengths and vulnerabilities. This school year began with an in depth professional development session regarding data. Each teacher received a current class spreadsheet with each student’s data from the previous school year. Such a resource served as a valuable tool, as each teacher was able to launch instruction based upon every student’s individual needs from the very first day of school.

We believe that assessment drives good instruction. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides. At P.S. 132 we strongly believe in collaboration. Through analyzing the data collectively, every member of the P.S. 132 community is accountable for the educational goals of the school. Our primary teachers understand their roles and responsibilities in helping lay the foundation necessary to produce successful upper grade students. Primary teachers analyze data, such as E-CLAS II, running records, the stamina within reading and writing workshop, teacher made assessments and the Math in Focus Assessment tools. Teachers then plan and create goals for the upcoming school year to ensure student progression.

Upper grade teachers analyze standardized test results from the previous school year. Teachers devise plans to improve upon each student’s performance level. We analyze data by closely examining raw scores. The number of percentage points needed to move each child to the next performance level is then determined. As a result, P.S. 132 was cited for exceptional progress in closing the achievement gap, giving us extra percentage points on our Progress Report.

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.

All teachers are required to keep conference logs based upon the independent work of each child. On a daily basis, teachers meet with students to identify individual strengths and vulnerabilities. As a result, teachers plan lessons and form small strategy groups. On a daily basis, teachers impart reading skills and strategies using authentic grade level literature. Students are required to apply newly taught

reading skills and strategies on their own using the literature as well. As students work within their “just-right” books, teachers can further assess each child’s ability to implement specific skills and strategies. In addition, during reading workshop, teachers conduct running records to assess the reading levels of individual students. Through the implementation of Math in Focus, teachers are required to keep observation and research logs during collaborative/individual projects. On a weekly basis, teachers use the Math in Focus Assessment tools to assist them in driving mathematics instruction. Teachers then pull small groups of struggling “mathematicians” to the carpet to ensure comprehension of the current mathematical concepts.

Using the spreadsheets, teachers have the ability to analyze item skills analysis derived from ELA and Mathematics assessments on a monthly basis. Such data assists teachers in creating small strategy group instruction based upon students’ abilities. AIS teachers develop their lessons based upon individual student needs and are required to use the appropriate materials to implement instruction. Enrichment activities are implemented for the students who have mastered specific skills and/or strategies. We will demystify the data to students, faculty and parents, thereby allowing all members of the school community to identify the specific strategies students have mastered or are struggling with.

See pages 24-25 AIS section.

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.

P.S. 132 collaborates with the Sports & Arts Foundation every school year. Sports & Arts after school programs are offered to all Kindergarten - Grade 5 students on Tuesdays and Thursdays from 3:15 P.M. – 5:15 P.M. in the Spring. This program is funded through the Violence Prevention Grant. Students are offered the opportunity to engage in activities such as; Karate, Hip Hop Dance, Soccer & Play Rugby.

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

***To be determined after budget is reconciled due to changes in student registers.**

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” ⁴ 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 ⁵ 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	✓			\$427,991.00	✓	
Title I, Part A (ARRA)	Federal	✓			\$220,834.00	✓	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,904,953.00	✓	

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR⁶ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have 5 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
The following services will be rendered to students living in temporary housing when necessary;
 - ✦ Before school, after school, and/or summer program programs with an education focus
 - ✦ Basic needs such as school supplies and health-related needs
 - ✦ Counseling services
 - ✦ Teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level
 - ✦ Parental involvement programs that make a special effort to reach out to parents in homeless situations
 - ✦ Data collection to assess the needs and progress of homeless and other highly mobile students

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 132 The Conselyea School					
District:	14	DBN:	14K132	School		331400010132

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	71	72		95.1	95.4	95.4
Kindergarten	121	127	111				
Grade 1	117	132	133	Student Stability - % of Enrollment:			
Grade 2	103	113	127	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	109	102	113		96.4	95.6	95.6
Grade 4	84	109	101				
Grade 5	98	79	109	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		71.7	84.8	84.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	193	3
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	704	733	767	(As of October 31)	2007-08	2008-09	2009-10
					1	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	15	21	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	15	16	14	Superintendent Suspensions	0	1	0
Number all others	36	38	43				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	51	51
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	41	28	TBD				
# ELLs with IEPs	3	7	TBD	Number of Educational Paraprofessionals	9	8	12

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	83.3	84.3	84.3
				% more than 5 years teaching anywhere	54.2	54.9	68.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	90.0	94.1
American Indian or Alaska Native	0.4	0.3	0.5	% core classes taught by "highly qualified" teachers	98.9	100.0	100.0
Black or African American	10.9	10.4	11.1				
Hispanic or Latino	50.9	50.3	49.2				
Asian or Native Hawaiian/Other Pacific	4.0	4.2	4.7				
White	32.5	33.4	34.4				
Male	50.4	51.0	52.7				
Female	49.6	49.0	47.3				

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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

**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 307	District 14	School Number 132	School Name The Conselyea School
Principal Beth Lubeck		Assistant Principal Danielle Santoro	
Coach Tanya Napoli		Coach	
Teacher/Subject Area Marilyn Tirado/ELL		Guidance Counselor Beatrice Vasquez	
Teacher/Subject Area Angela Aragona/AIS		Parent Christa Masullo	
Teacher/Subject Area Denise Amore/IEP		Parent Coordinator Yvonne Garguilo	
Related Service Provider Nicole Dashman		Other	
Network Leader Ada Orlando		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	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	731	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	4.24%
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Part II: ELL Identification Process

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

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

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

P.S. 132's staff identifies English Language Learners by offering the parents a Home Language Survey (HLIS) at the time of registration in order to identify the child's language proficiency. If the child is identified as an eligible candidate for either Bilingual education or English as a Second Language (ESL) instructional services, an informal interview is given to the candidate. Following the informal interview, the candidate is given the Language Battery Assessment (LAB-R). The purpose is to identify the child as an English Language Learner or English Proficient. Our certified ELL Provider conducts the initial screening and administers the LAB-R. An entitlement letter is then provided to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days. Any student who is entitled for ELL services is required to take the NYSESLAT in the Spring of the current school year. The NYSESLAT is administered to ELLs annually to assess their English Language Performance. The data from the NYSESLAT will show if our ELLs are making gains annually in the areas of Speaking, Listening, Reading and Writing. This service will continue until the child becomes proficient.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL students and they can visit the classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will accommodate the parental choices. Our ELL provider ensures that the parents return the Entitlement letters, Parent Surveys and Program Selection Forms. Our ELL provider is in contact with any parents who have not returned their forms.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the majority of our parents select the ESL instructional program. Any parent who wishes to have the child enrolled in bilingual services or a dual program, accommodations are made to assist our families in finding placement within the district.

Part III: ELL Demographics

A. ELL Programs
 This school serves the following grades (includes ELLs and EPs)
 Check all that apply

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

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

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

Push-In																			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	13	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	14		3	8		5	0		1	22
Total	14	0	3	8	0	5	0	0	1	22

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	6	2	7	1								18
Chinese		1		1	1									3
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French					1									1
Korean					1									1
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	1													1
Albanian														0
Other	1			2	1	1								5
TOTAL	4	2	7	5	11	2	0	31						

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.

In the Push-In/Pull Out ESL program we have 31 students, from grades Kindergarten - Fifth. The ELL students range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out services. The program model is homogeneously grouped according to their proficiency levels.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL students in the ESL program are fully certified. In order to help students to progress, we provide a push in/pull out program to be implemented during reading instruction. The primary goal for our literacy program is to assist students in achieving English Language proficiency within three years. Our endeavor is to:

- Enrich the literacy and academic skills of ELLs who participate in the program.
- Incorporate recognized and researched- based ESL instructional strategies across content subject areas.
- Give students the skills to perform at city and state grade levels in all subject areas.
- Plan collaboratively between ESL and ELA teachers for each unit.

Our ELA and ELL providers assist the students during classroom instruction. Conferencing, informal assessments, running records and AIS services are done in class as well as during pull out sessions.

In mathematics, in order to ensure our students' academic success, we embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to familiarize themselves with mathematical language, such as reading, solving word problems, and using the interactive math word wall.
- Incorporating writing as a component of the mathematics lesson, for example, journals.
- Provide opportunities to execute problem solving strategies, both written and verbally, to justify their answers.

- Ensure the identification and analysis of student strengths and weakness to drive and differentiated instruction.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- *An informal student assessment to identify the student's Academic Intervention Service needs.
- * A buddy system pairing the new student with another student in his/her class that will assist during the day with daily lessons and classroom routines.
- *Encourage students to participate in the Saturday Program and After School activities.

Plan for SIFE: At the present time, we do not have any SIFE students in our school. However, our plan of action would be to provide the students with academic intervention services in both ELA and Math. In addition, we would provide these students with ELL after school ELA and Math Program.

Plan for Long Term ELLs:

Our action plan for long term ELLs is to monitor the progress of students in all content areas and to differentiate instruction for literacy and mathematics. Our long term ELLs are provided with the following:

- AIS services in both Literacy and Mathematics.
- An After School ELA and Math program, targeting reading, writing, and math skills.
- Long term ELLs are encouraged to attend our ELA/Writing and Math Saturday program.

Plan for Special Needs Students:

Our policy for special needs students includes:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and members of the School Based Support Team that are familiar with IEP mandates.
- Monitoring newcomers and SIFE students for possible special needs status when necessary.

Our ELL students with special needs are encouraged to attend the following:

- After School ELA/Writing and Math program.
- AIS services in both Literacy and Mathematics.
- ELA/Writing and Math Saturday program.

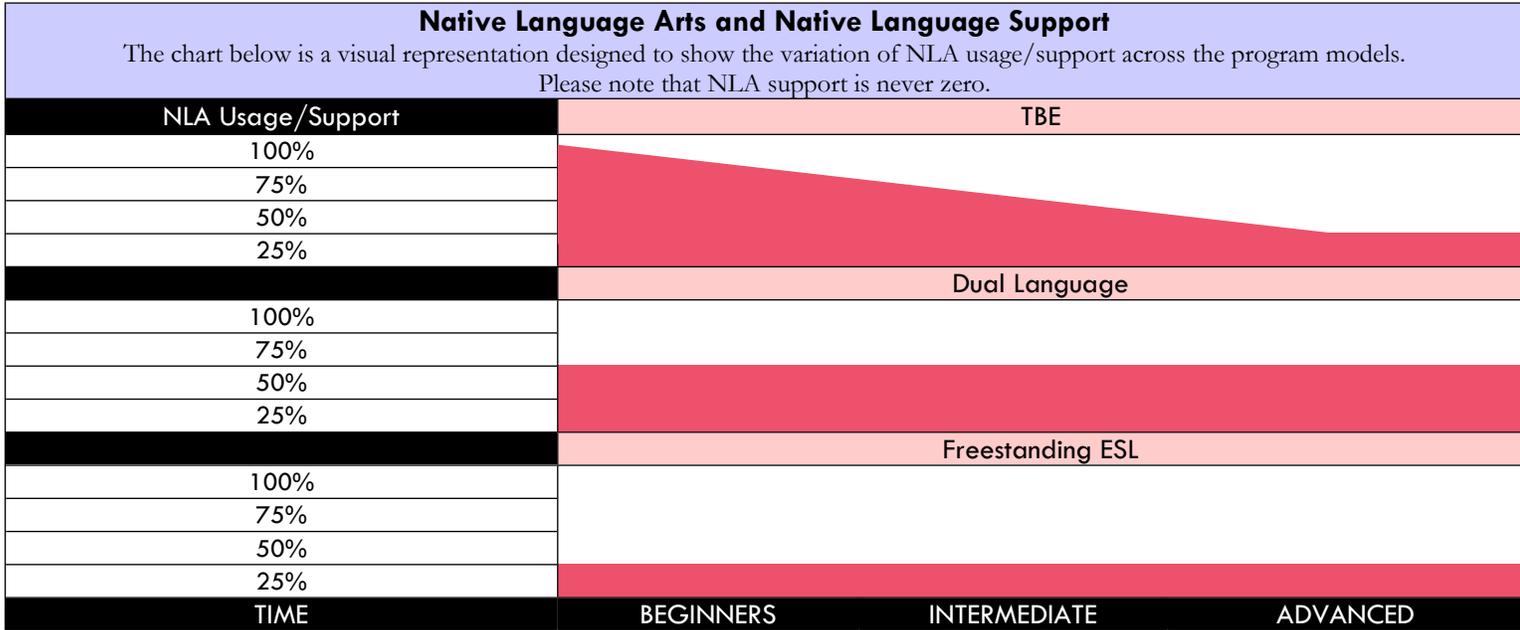
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



B. Programming and Scheduling Information--Continued

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for struggling ELL students and those performing below grade level.
- After School classes to help students on all levels to become familiar with the format of the NYSESLAT.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, our plan is to:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Foster collaboration between classroom teachers and ESL teachers to create a stable or strong learning community.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in conversations.
- Incorporate all language modalities during the lesson, for example group discussions and journals.
- Ensure that teachers analyze student's data to identify strengths and weakness and utilize the findings to drive differentiated instruction.
- Encourage teachers to participate on professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Academic coach works closely with all classroom teachers and ELL teachers to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and glossaries in the classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Academic coach works closely with teachers to support rigorous instruction.

Our ESL program is delivered in English. All the services are provided according to the student's grade and proficiency level. ELL students who have reached the proficiency level on the NYSESLAT are given extended time on all State Exams for two years. In the case that the

school offers a Reading or Mathematics After School or Saturday program, the former Ells are strongly encouraged to participate.

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

Not applicable

D. Professional Development and Support for School Staff

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

Our ESL teacher attends Professional Development Workshops offered by the Community Learning Support Organization on a monthly basis. These workshops provide scaffolding techniques to help our ESL teachers with instruction for our ELL students. These methods are then turn-keyed to each teacher on each grade level during a common congruence period. Our ELL teacher attends weekly congruence meetings in our School Based Support Team room in order to plan effectively and know the daily lessons the students are currently learning. Teachers value the importance of constant communication in order to meet the needs of our English Language Learners.

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?

There is a Parent Orientation in September for every grade. At this meeting, the teacher has the opportunity to introduce herself, or himself. Monthly and yearly goals and expectations are discussed as well as classroom rules and school policies.

A parent survey is distributed in the Fall to assess what future workshops parents are interested in attending, for example, how to better assist children when completing their homework. Parent workshops are then conducted based on the needs and interest of the parents. These workshops will be advertised on flyers and community posters as well as on our school website. Translation is available.

Our school holds various parental involvement activities. At Halloween time, a Harvest Festival is held in our cafeteria, gym and courtyard. This activity includes food, games and fun for all. To celebrate Read Across America, our staff, children, parents and community guest readers, all dress in comfortable pajamas and march in a parade. To welcome the Spring, A Kite Festival is held in a local community park where colorful kites are flown with music, food, crafts and fun-filled activities. This year, we have added to our festivities with a school-wide Walk-a-thon.

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)	4			1	1	1								7
Intermediate(I)		2	1	1	1	1								6
Advanced (A)			6	2	9	1								18
Total	4	2	7	4	11	3	0	0	0	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2		1	4
4		8	2		10
5	1	1			2
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				1		4
4			2		7		1		10
5			1		1	1			3
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		9				10
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			1		1	1			3
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

At P.S. 132, we gather data from a multitude of sources. We utilize E-CLAS II, GROW Reports (NY START), Acuity (Predictives and ITAs), ARIS, State Test Results, ELL Predictives, Student Portfolios, Teacher Observations and Assessments, Parent Surveys and School-wide assessments. Through the use of the above sources, we are able to constantly monitor student growth and achievement. The classroom teachers use E-CLAS as a valuable tool to know their students' strengths and weaknesses, which, in turn, affects their planning and then instruction. The teacher also uses E-CLAS results to properly and effectively group students.

Our administration, teachers, and support staff have utilized spreadsheets to assist us in gathering, analyzing and publishing our data. On a monthly basis, teachers are required to submit data gathered in Literacy, Mathematics, Science and Social Studies. Binders, in turn, are created, providing color coded spreadsheets derived from the data. This allows the administration, teachers, and support staff to have a clear insight into each student's areas of strengths and weaknesses.

We believe that accurate assessment drives strong instruction. We use data to support our ELL learners in reaching their fullest potential. Monitoring ELL student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data, our students will make greater academic strides as they approach grade level.

If a child has not made any progress, it is evident that additional support is necessary. However, we are confident that our ELL program is successful, as our students have made gains on the New York State ELA and Mathematics exams. We are proud of our ELL population and their academic achievement. Six of our students have reached the proficiency level in Speaking, Listening, Reading and Writing. These children are no longer in need of ESL services.

The NYSESLAT data shows that ELLs are making gains within their proficiency level or, in some cases, by moving to the next proficiency level to become language proficient. In our ELL program, our students are on various levels, ranging from Beginner to Advanced. The strongest area for our intermediate and advanced students is in Speaking. It is in the areas of Reading and Writing that our students are most in need of improvement. We observed that this is true with our long term ELLs.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable. Students who are former ELLs are receiving higher test scores than non-ELLs students across the grades.

P.S.132 is an elementary school that has a population of 731 students. Twenty four percent (24%) of the students are English Language Learners (ELLs). Fifty eight percent (58%) of the English Language Learners are from Spanish speaking countries and the other forty two percent (42%) are from other linguistic backgrounds. Based on the New York State English as a Second Language Assessment Test (NYSESLAT), twenty three percent (23%) of the ELLs are beginners, nineteen percent (19%) are intermediate and fifty eight percent (58%) are scoring at the advanced level. The level of proficiency for Kindergarten students is Beginner, while the level of proficiency for grades one through five students range from Intermediate to Advanced. The ELL teacher provides instruction using the homogeneous program model (proficiency levels are the same in one class). In addition, sixteen percent (16%) of the ELLs are newcomers. These newcomers are distributed across all grade levels.

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.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Rourke's ELL Intervention which provides the ELL teacher the tools to build students' language proficiency, vocabulary, reading comprehension and reading fluency with an emphasis on academic content. The unique combination of prompted oral language lessons combined with sight and sound assisted eBooks, lap books, and student books provides differentiated instruction, models, and practice while students are engaged in Science, Math, and Social Studies.
 - The Rosetta Stone program is incorporated into instruction providing hands on technology access to all ELL students.
- The English as a Second Language Program provides full service in English. Students are allowed to use their native language with the teacher and/or peers to express an understanding or to ask for clarification. A variety of books are available to support instruction. Students are also welcome to take books home.

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		