



P.S. 145 ANDREW JACKSON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 145 ANDREW JACKSON
ADDRESS: 100 NOLL STREET
TELEPHONE: 718-821-4823
FAX: 718-417-3453

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010145 **SCHOOL NAME:** P.S. 145 Andrew Jackson

SCHOOL ADDRESS: 100 NOLL STREET, BROOKLYN, NY, 11206

SCHOOL TELEPHONE: 718-821-4823 **FAX:** 718-417-3453

SCHOOL CONTACT PERSON: MARILYN TORRES **EMAIL ADDRESS** MTorres4@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: CATHERINA GARZON

PRINCIPAL: MARILYN TORRES

UFT CHAPTER LEADER: ANDREW SILVER

PARENTS' ASSOCIATION PRESIDENT: ANGEL CHAPARRO

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Children First Network N307

NETWORK LEADER: ADA ORLANDO

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/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
Marilyn Torres	Principal	Electronic Signature Approved.
Catherine Garzon	Admin/CSA	
Andrew Silver	UFT Chapter Leader	
Carole Titus	UFT Member	
Secundina Arvelo	DC 37 Representative	
Karen Herrera	Parent	
Ange Chaparro	PA/PTA President or Designated Co-President	
Nancy Vaquero	Title I Parent Representative	

* 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.

P.S. 145K is a Pre-K thru 5 elementary school located in the Bushwick section of Brooklyn, New York. With a population of 904, we are one of the largest elementary schools in District 32K, and approximately 40.5% of our students are English language learners. We are a Title I school and our accountability status for 2010-2011 is restructuring year 1. Admission to the school is open to all zoned children, as well as those attending special programs.

According to the latest available ethnicity data (09-10), 94.6% of our students are Hispanic, 3.2% are Black, 1.2% are Asian, and .8% other. More than 93.7% of our students qualified for free lunch (08-09) and as a result we are currently enrolled in the Universal Free Meals Program. All our students are Title 1 eligible, and benefit from the use of these funds through programs implemented and additional staff hired. Our Hispanic students bring culturally diverse backgrounds from Mexico, Puerto Rico, The Dominican Republic, Central and South America. A total of 362 (98.9 %) of our students are English Language Learners, with Spanish as the dominant first language. Given our ELL population, we offer a variety of academic settings including self-contained bilingual classes in general education and special education, a dual language (English/Spanish) Program in Pre-K through 3rd grade, collaborative team-teaching, a Push-In/pull-out ESL Component, as well as support services by bilingual providers in Speech and Language, SETTS and Tier II Academic Intervention Services.

Our data indicates that a total of 100 students have an IEP and receive the full continuum of services, such as self-contained monolingual and bilingual classes, bilingual CTT classes, SETTS, speech and language, counseling, physical and occupational physical therapy.

Our extended week program (Saturday ELL Institute) targets English language skills, and our Fun Friday/ Super Saturday programs provide opportunities for all students to engage in extra-curricular activities in the arts, literacy and publishing, health and fitness and the sciences to the extent funding is available. We also provide an in-house after school SES program (BELL) and Boy Scouts of America Afterschool program.

Family involvement is an essential ingredient in our recipe for academic and social success. Our newly assigned parent coordinator is working closely with parents and staff members to address all matters of concern. We also have a newly elected PTA executive board and they have established an active parent room. In collaboration between the parent coordinator, the PTA, and our Pre-K family worker, a wide variety of activities are conducted, where workshops presenting topics such as parenting support, health, housing, school partnership in literacy, etc. are conducted. Monthly parent meetings and workshops inform parents about school programs, school status and student performance, and community related issues. Our bilingual site coordinator provides day-time ESL classes two mornings a week. Our Saturday Institute will provide another opportunity for parents to participate in ESL, literacy and computer literacy. Our Robin Hood librarian and paraprofessional conduct library orientation meetings during the day, after school and Saturdays to encourage parents

to participate in circulation of books for themselves and their children. We also conduct hands-on workshops, and this year will implement our ARIS Parent Link Grant, training parents how to access school information of their children. The library is a vital focal point of the school, as well as for the community.

The school enjoys collaborations with several community-based organizations in addressing the academic, social and health needs of our school community. Some of those collaborations include the mayor's initiatives with "Shape Up, NY", "The Walking School Bus", and "Move To Improve". We also enlisted the services of St. Joseph's Mobile Mammogram Screening, Fire Fighters Safety Education, Wyckoff Heights Hospital, DARE (NYPD), Brooklyn Arts Council, Brooklyn Historical Society, The Women's Project, Cook Shop and Cornell Nutrition Education. We have augmented integrating of the arts through purchased partnerships with Stages of Learning, Music 144, and our Kids Rock Band trained teacher.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 145 Andrew Jackson								
District:		32	DBN #:		32K145	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		53	53	53			92.6	94	TBD	
Kindergarten		155	141	152						
Grade 1		157	157	162	Student Stability - % of Enrollment:					
Grade 2		170	146	148	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		152	144	129			92	93.39	TBD	
Grade 4		143	142	138						
Grade 5		146	132	117	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			93.7	93.7	93.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			7	20	TBD	
Grade 12		0	0	0						
Ungraded		5	0	5	Recent Immigrants - Total Number:					
Total		981	915	904	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							25	14	21	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		27	39	56	Principal Suspensions		9	6	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	9	6	Superintendent Suspensions		5	2	TBD	
Number all others		43	44	38						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		260	298	247						

# in Dual Lang. Programs	44	59	77	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	58	40	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	6	62	Number of Teachers	82	75	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	14	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	82.9	86.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	59.8	69.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	79	TBD
American Indian or Alaska Native	0.3	0.3	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	91	TBD
Black or African American	5.2	3.6	3.2				
Hispanic or Latino	92.5	93.6	94.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.4	1.2				
White	0.7	0.9	0.7				
Multi-racial							
Male	52	51	49.6				
Female	48	49	50.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2 Basic	<input type="checkbox"/>						
<input type="checkbox"/> Comprehensive <input type="checkbox"/> Focused	<input checked="" type="checkbox"/>						
<input checked="" type="checkbox"/>							
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			

Science:	Y	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	A			Overall Evaluation:			
Overall Score	69.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	10.8			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	16.6			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	40.3			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	1.5			Quality Statement 5: Monitor and Revise			
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends : Data analysis in our needs assessment is based on our student data from the 2009-2010 NYSTART Data Reports and NYC Progress Report.

ELA : State assessment results in ELA indicate:

Performance

-32.4% of our students in grades 3, 4, and 5 demonstrated proficiency (Levels 3 and 4)

The performance of our students relative to our peer schools is at 28.3%; and at 17% relative to the city horizon.

-the median student proficiency was 2.63

Our median student proficiency relative to peer schools is at 27%; and at 15.6% relative to the city horizon.

Progress

-our students in grades 4 and 5 demonstrated a median growth percentile of 66.0

Progress of our students relative to our peer schools was 45.1%; and 42.5% relative to the city horizon

-the median growth percentile for our lowest third in grades 4 and 5 was 73.0

This growth percentile relative to our peer schools is at 46.0%; and at 48.4% relative to the city horizon

Approximately one-third of our 3rd, 4th and fifth graders attained a level 3 or better in the state ELA assessment. Compared to the 56% at level 3 or better for 2008-2009, this is a drop of almost 24 percentage points. Our median student proficiency was 2.63 which fell short of designated grade level achievement of level 3 or better. Relative to our peer and the city horizon, performance fell primarily in the second quartile. Compared to the median student proficiency of 3.03 for 2008-2009, this is a decline of .4. Analysis of performance by grades indicates that the percentage of students at level 3 or better were 32%, 26% and 40% in grades 3, 4 and 5, respectively. This indicates that the fifth grade students demonstrated greater achievement than grades 3 and 4.

The median growth of our 4th and 5th graders was 66% and relative to our peer and city horizons fell in the upper second quartile. Our 4th and 5th graders in the lowest third demonstrated a median growth of 73% and fell into the upper second quartile in comparison to our peer horizon, but in the first quartile in relation to the city horizon.

An item analysis of student performance indicates that major areas of weakness are identifying the main idea and supporting details; making predictions and drawing conclusions; and evaluating information, ideas, opinions, central idea and supporting

Math : State assessment results in Mathematics indicate:

Performance

-51% of our students in grades 3, 4, and 5 demonstrated proficiency (Levels 3 and 4)

Performance of our students relative to our peer schools was at 28.3%; and at 7.9% relative to the city horizon. Compared to the 80.9% at level 3 or better for 2008-2009, this is a drop of almost 30 percentage points.

-the median student proficiency was 3.00

Median student proficiency relative to our peer schools is at 34%; and at 24% relative to the city horizon. Compared to the median student proficiency of 3.51 for 2008-2009, this is a decline of .51.

Approximately half of our students in grades 3, 4, and 5 attained a level 3 or better in the state mathematics assessment. The median proficiency was a level 3 which met the grade level achievement of level 3 or better. Relative to our peer and the city horizon, performance fell primarily in the second quartile. Analysis of performance by grades indicates that the percentage of students at level 3 or better were 37%, 49% and 67% in grades 3, 4 and 5, respectively. This indicates that the fifth grade students demonstrated greater achievement than grades 3 and 4.

Progress

-our students in grades 4 and 5 demonstrated a median growth percentile of 74.0

Progress of our students relative to peer schools was 69.7%; and 65.4% relative to the city horizon

- the median growth percentile for our lowest third in grades 4 and 5 was 79.0

Our growth percentile relative to our peer schools was 73.4%; and 74.6% relative to the city horizon

The median growth of our 4th and 5th graders was 74.0% and relative to our peer and city horizons fell in the third quartile. Our 4th and 5th graders in the lowest third demonstrated a median growth of 79% and fell into the upper third quartile in comparison to our peer and city horizon.

An item analysis of student performance indicates that major areas of weakness are checking reasonableness of an answer; understanding the place value structure of the basic ten, hundreds and thousands; translating simple verbal expressions into algebra.

Our state AOR reports that all students, (including Hispanics, and economically disadvantaged subgroups), performance index of 148 did not meet our AMO target of 149 in ELA. The performance index for our students with disabilities was 95, which did not meet the safe harbor target of 106; and our limited English proficient students performance index was 127 did not meet the safe harbor target of 139. Our SWD also did not meet AYP in mathematics. Their performance index was 112, falling short of the safe harbor target of 120.

Our greatest accomplishments over the last couple of years include :

- A total of 70 students attained English language proficiency as measured by the NYSESLAT 2010. This translates to 75% more students over the 40 attaining proficiency performance in 2009.
- Our 2009-2010 NYC School Survey Report indicated that we increased the participation rate of:
 - teachers from 71% to 91%, for an increase of 20 percentage points;
 - parents from 62% to 66% for an increase of 4%.

Our participation rates surpassed the city average for teachers of 76%; and 49% for parents.

□

Significant Aids :

- A talented and dedicated staff that is eager to reflect and share ideas toward improving every aspect of our academic programs and the school life.
- Engaged parents in discussions to get feedback on what is going well and what they deem important for their children. Parents participate in the many venues offered to engage them in academic and social activities that highlight student performance and progress.
- Enthusiastic students who demonstrate a great desire to participate in instructional and recreational programs offered.

Significant Barriers : The community is in transition toward gentrification, and although housing units are built or restored, there is an overall decrease in low-income housing units, which forces families out of the neighborhood. Each year we lose 1st, 2nd and 5th grade students to the district-wide gifted programs, which especially impact the heterogeneous nature of our classes. Attendance is mostly affected by the high incidence of asthma in the community, as well as families that travel to their country of origin for extended visits during the school year, yet our attendance rate remained higher than the schools in our “Peer Horizon.”

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, an additional 10% of the students in kindergarten, first and second grade will attain reading mastery at or above grade level as assessed by Reading Streets Balanced Literacy Program and Fontas and Pinnell benchmark assessments.	<input type="checkbox"/> At the end of June 2010, approximately 46.5% of our Kindergarten through second graders achieved mastery at or above grade level. In order to address instructional needs that will move student performance to grade level, teachers will assess periodically, set measurable goals, and plan strategically utilizing differentiated instructional strategies for whole class, small group and individual learning.
<input type="checkbox"/> By June 2011, an additional 3% of our Students with Disabilities (SWD) in grades 4 and 5 will attain a level 3 or better in the NYS ELA.	<input type="checkbox"/> Our students with disabilities did not meet AYP for the 08-09 school year. A total of 83.9% (26) of our SWD in grades 3-5 have a modified promotion criteria, which indicated that these students have severe learning challenges.
<input type="checkbox"/> By June 2011, an additional 3% of our English language learners (ELL) in grades 3, 4 and 5 will attain a level 3 or better in the NYS ELA, and thereby meet AYP in our state standing.	<input type="checkbox"/> Our ELL students met AYP in the NYS ELA 2009 using safe harbor, where a total of 76.5% of our ELL students in grades 4 and 5 demonstrated gains of at least one year of growth, and a total of 29% of our ELL students attained a level 3 or better in the W'09 ELA.
<input type="checkbox"/> By June 2011, an additional 3% of our Students with Disabilities (SWD) in grades 3, 4 and 5 will attain a level 3 or better in the NYS Mathematics Assessment, and thereby meet AYP in our state standing.	<input type="checkbox"/> Our SWD students did not meet AYP in Mathematics for 2009-2010. Of our tested SWD in Mathematics 2010, 21% performed at or above level 3. Of the current 45 SWD in grades 4 and 5, 17.8% performed at or above levels 3. According to our progress report, 51.9% SWD at 75% growth percentile or higher in state math. We currently have 51 SWD in grades 3, 4 and 5.
<input type="checkbox"/> By June 2011, an additional 3% of our students in grades 4 and 5 will attain a level 3 or better in the NYS ELA, and thereby meet AYP in our state standing.	<input type="checkbox"/> Our 3 rd , 4 th and 5 th grade students did not meet AYP in the 2010 state ELA, with 32.4% performing at or above level 3. According to our progress report, 44.1% of our students in the lowest third performed at the 75% growth percentile. Of our current 247 students in grades 4 and 5 tested in 2010, 28.3% performed at or above level 3,

	44.5% performed at level 2 and 27.1% performed at level 1.
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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

GOAL 1: Early Childhood Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, an additional 10% of the students in kindergarten, first and second grade will attain reading mastery at or above grade level as assessed by Reading Streets Balanced Literacy Program and Fontas and Pinnell benchmark assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Administrators, the EC staff developer, the bilingual coordinator, and data specialist will collaborate to coordinate and provide staff with support in the following activities:</p> <ol style="list-style-type: none"> 1. Establish full implementation of Reading Street: <ul style="list-style-type: none"> · Provide professional development in analyzing data to create smart goals for differentiated needs-based grouping in word study, fluency and comprehension · Implementation of weekly assessments targeting phonics, comprehension and fluency 2. Adherence to established time-table for periodic monitoring system of standards-based benchmarks : <ul style="list-style-type: none"> · Running Record assessments (September and November 2010, January, March and May 2011) · Adherence to curriculum map unit benchmarks and timetables in addition to individuals’ needs. 3. Establish system for increasing student reading stamina whereby the time on task will increase by increments toward at least twenty minutes. 4. Provide support throughout the year for students at risk via: <ul style="list-style-type: none"> · Tier I intervention by the classroom teacher · Tier II intervention via a day-time push-in program and extended day-37.5 Words Their Way/Fundations <p>Additional support will be offered through an on-site after-school program conducted by SES provider (BELL), and a Saturday Title I/Title III funded program for eligible students</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Staff members responsible for these activities include Administrators (Tax Levy/Title I), EC Staff Developer (C4E), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Reading Street Consultants (Title I). Additional Funding: Mandated service providers (IDEA), extended week student programs, professional development activities and OTPS will be funded through Title I, Title III and Tax Levy. Scheduling: In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of interim progress will be established in September 2010, and monitored in November, January, March and May, 2011. Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by Reading Street unit assessments, benchmark assessments in Teacher's College Running Record Assessments, and increased levels in reading stamina class chart. For K and 1 students at the beginners level as per the NYSESLAT, grow in the native language will indicate their progress. Teacher action plans, lesson plans, and conferring notes will demonstrate needs based grouping and delivery of appropriate instruction. Instruction delivered will be monitored through walkthroughs, formal and informal observations, and teacher conferences.</p>

Subject Area
 (where relevant) :

GOAL 2: Students with Disabilities in ELA

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> By June 2011, an additional 3% of our Students with Disabilities (SWD) in grades 4 and 5 will attain a level 3 or better in the NYS ELA.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>☐ In order to address the particular needs of our SWD population, we will continue refine our process of goal setting to address extension and differentiation of instruction, to specifically targets and challenge our students with disabilities in alignment with their IEPs and the performance indicators for the appropriate instructional grade. In order to improve levels of performance from year to year in literacy, we will identify a target population of students in grades 2 – 5 at all levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades. For students with standard promotion criteria, the goal will be to attain at least one year of growth in ELA. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.</p> <ol style="list-style-type: none"> 1. Establish a cohort of SWD as an action research group targeting the 31 level 1 students, 22 of whom are also English Language Learners (70.7%), and the yet undetermined level 2 students. 2. To address our ELL SWD population, we will continue to collaborate with our CFN Special Education School Improvement Specialist in the implementation of our Quality Improvement Process (QIP) plan focusing on our strengths and needs in: <ul style="list-style-type: none"> literacy/instruction, program/service delivery, and behavior interventions and instructional support. · Literacy/Instruction <ul style="list-style-type: none"> - aligning ELA instruction with students' IEP goals and Performance Indicators, setting goals and interim benchmarks aligned to performance indicators toward achievement of modified or standard promotion criteria, -Strategic planning and grouping integrating research-based strategies to meet student needs and learning styles · Program/Service Delivery <ul style="list-style-type: none"> -Align teachers' and paraprofessionals' areas of expertise with blocked delivery of instruction -Develop action plan aligned to the curriculum with teaching and assessment to increase student learning and performance in ELA, -Monitor student progress and maintain flexible groups · Behavior Interventions and Instructional Support <ul style="list-style-type: none"> -Integration of appropriate interim assessment tools/checklists, -Establishing a common instructional block across grades 3 -5 at least three times a week targeting students needs and preferences, as well as staff strengths, -Day-time intervention by special education and an F-Status bilingual special education teachers,

	<p>-Professional development for staff will focus on self contained special education classroom teachers and paraprofessionals, and general education teachers where SWD are assigned. Targeting reinforcement provided by paraprofessionals,</p> <p>-Participation in extended day, computer assisted programs such as Success Maker, SES programs and After-school Enrichment</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Staff members responsible for these activities include Administrators (Tax Levy/Title I), Staff Developers (C4E/Title I), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), F-Status AIS Teacher (Title I/Title II), Mandated Service Providers (IDEA), CFN Instructional Support Specialists (Tax Levy).</p> <p>Additional Funding: Extended day/week student programs, professional development activities and OTPS will be funded through Title I, Title III and Tax Levy</p> <p>Scheduling: In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy), prep coverage for teachers to attend planning and IEP related meetings (Tax Levy/Title I).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Indicators of interim progress will be established in September 2010, and monitored in November, January, March and May, 2011. Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by benchmark assessments in running records, unit assessments, Scantron Performance Series and Predictive assessments, and reading stamina class chart. Updates of individual student action plans aligned with performance indicators with interim goals and time frames as outlined in Individual Education Plans (IEPs) will be on-going and annual review of IEP goals will be conducted as indicated for each student. Teacher action plans, lesson plans, and conferring notes will demonstrate needs based grouping and delivery of appropriate instruction. Instruction delivered will be monitored through walkthroughs, formal and informal observations, and teacher conferences.</p>

Subject Area
(where relevant) :

GOAL 3: English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, an additional 3% of our English language learners (ELL) in grades 3, 4 and 5 will attain a level 3 or better in the NYS ELA, and thereby meet AYP in our state standing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> As a highly vulnerable population, we will continue to target these students throughout the 2010-2011 school year, to insure that we maintain and continue to improve upon their performance and progress. Of the current 390 students in grades 3-5, 36.4% are ELLs, and 13.07% are former ELLs (F-ELL). Given this 49.5% of ELLs/F-ELLs population, our teachers must use their understanding of English language acquisition and the techniques and strategies to help support language learners at all levels.</p> <ol style="list-style-type: none"> 1. Establish a cohort of English Language Learners as an action research group targeting the 31 level 1 students, 22 of whom are also SWD (70.7%), and the yet undetermined level 2 students. 2. Strategies and activities will include: <ul style="list-style-type: none"> · Language Acquisition /Literacy Instruction <ul style="list-style-type: none"> -Identify students’ instructional goals aligned with NYSESLAT levels of proficiency in the language acquisition stands -Strategic planning and grouping integrating research-based strategies to meet student needs and learning styles · Program/Service Delivery <ul style="list-style-type: none"> -Develop action plans for teaching and assessment to increase student learning and performance in ELA in adherence to the ESL Performance standards, and our LAP/Part 154 plans, -Set goals and interim benchmarks aligned to desired outcomes for the levels of proficiency on NYSESLAT and ELA -Align literacy instruction with ESL language goals based on students’ needs -Assess and monitor student progress and maintain flexible groups · Instructional Support <ul style="list-style-type: none"> -Integration of appropriate interim assessment tools/checklists, -Increase opportunities for differentiated instruction to meet the variety of students’ English language level proficiency -Day-time mandated services and intervention by ESL and AIS teachers, -Professional development for staff will focus on self contained bilingual classroom teachers and monolingual education teachers where ELLs are assigned. Provide mandated ESL workshops (7.5 HR) for new teachers in November, December and February, -Participation in extended day/week, computer assisted programs such as Success Maker, SES programs and After-school enrichment .

	<p>To address our ELL SWD population, we will continue to collaborate with our CFN Special Education School Improvement Specialist in the implementation of our Quality Improvement Process (QIP) plan focusing on our strengths and needs in: literacy/instruction, program/service delivery, and behavior interventions and instructional support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Staff members responsible for these activities include Administrators (Tax Levy/Title I), Staff Developers (C4E/Title I), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), mandated ESL teachers (Tax Levy/Title I), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Consultants (Title I/Title III). Additional Funding: Mandated service providers (IDEA), F-status bilingual special education AIS provider (Title I/Title III), extended week student programs (Title III), professional development activities and OTPS will be funded through Title I, Title III and Tax Levy. Scheduling: In addition to established bilingual teachers common prep across the grades, additional opportunities for group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Indicators of interim progress will be reviewed in September and November 2010, January, March and May 2011.</p> <ul style="list-style-type: none"> · Identification and assessment of students eligible for services, language of instruction and assessments, accommodations needed, and appropriate program placement. Clear articulation to teachers of student levels and implications. · Planning meetings with target teachers, monitoring of lessons and student assessment data, (ELLIS, Successmaker,), Running Records, Mock NYSESLAT assessments, Writing Portfolios) · Agenda, attendance and evaluation of mandated ESL training and feedback data <p>Performance indicated by 2011 state r esults in ELA and NYSESLAT assessments</p>

Subject Area
(where relevant) :

GOAL 4: To address the needs of students with disabilities toward meeting AYP in Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, an additional 3% of our Students with Disabilities (SWD) in grades 3, 4 and 5 will attain a level 3 or better in the NYS Mathematics Assessment, and thereby meet AYP in our state standing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>In order to address the particular needs of our SWD population, we will continue to refine our process of goal setting to address extension and differentiation of instruction, to specifically targets and challenge our students with disabilities in alignment with their IEPs and the performance indicators for the appropriate instructional grade. We will identify the target population of district students in grades 4 and 5 at levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.</p> <p>1. Program/Service Delivery</p> <ul style="list-style-type: none"> -Provide teachers support in aligning plans to the curriculum map with teaching and unit/benchmark assessments to monitor student learning and performance in ELA, -Monitor data to assess student progress and maintain flexible groups; and reflect upon adjustments needed. -Use of assessment data to determine instruction delivery indicated for whole group (with scaffolds), and targeted small group differentiated instruction and center activities, -On-going monitoring of student progress by teachers and professionals, (where assigned), of prescriptions applied by observing, informal assessment unit and mock assessments, -Maintain flexible groups that address on-going progress and needs <p>2. Data-Driven Instruction and Accountability:</p> <ul style="list-style-type: none"> - Analysis of triangulated student data to target their individualized educational plan goals and performance indicators -Integration of appropriate interim assessment tools/checklists, -Analysis of student data to identify needs and group accordingly - Targeting reinforcement provided by paraprofessionals, <p>Testing protocols to insure student comfort in test-taking by practice and actual tests with the class teachers and teachers that students are accustomed to, and employing mandated accommodations.</p>

	<p>3. Behavior Interventions and Instructional Support</p> <ul style="list-style-type: none"> -Mainstreaming of students where indicated targeting students needs and preferences, as well as staff strengths, -Engage students in goal setting and self-reflection, -Day-time intervention by special education and an F-Status bilingual special education teachers, -Participation in extended day, computer assisted programmed instruction, such as Success Maker, SES programs and After-school Enrichment□
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Administrators, the upper grades staff developer, the bilingual site coordinator, our full-time AIS and F-status AIS bilingual special education teacher and CFN Liaisons in special education, mathematics and ELLs will collaborate to coordinate and provide staff with appropriate support. Activities will be supported with consolidate funding thru Tax Levy, Title I, Title III, and C4E.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by benchmark assessments in EDM monthly unit assessments, teacher quizzes, and Mock and Predictive assessments. Unit reviews will indicate needs grouping aligned with performance indicators with interim goals and time frames. Individual Education Plans (IEPs) will be updated on an on-going basis, and annual review of IEP goals will be conducted as indicated for each student. Teachers' differentiated lesson plans, and checklists will demonstrate needs based grouping and delivery of appropriate instruction. Instruction delivered will be monitored through walkthroughs, formal and informal observations, and teacher conferences.</p>

Subject Area
(where relevant) :

GOAL 5: To accelerate reading skills of students in the state testing grades, 3, 4 and 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, an additional 3% of our students in grades 4 and 5 will attain a level 3 or better in the NYS ELA, and thereby meet AYP in our state standing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>In order to address the particular needs of all our students in the testing grades, we will continue to refine our process of goal setting to address extension and differentiation of instruction, to specifically target and challenge students in the appropriate instructional grade. We will identify the target population of district students in grades 4 and 5 at levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.</p> <ol style="list-style-type: none"> 1. Establish implementation of Reading Street: Professional development provided by Pearson consultants, school PD staff and administrators in the implementation of the program’s components Monitoring program implementation on an on-going basis 2. Data-Driven Instruction and Accountability: Provide professional development in analyzing data to create smart goals for differentiated needs-based grouping in word study, fluency and comprehension Implementation of weekly and unit assessments targeting phonics, comprehension and fluency Alignment of curriculum maps, including unit benchmarks of Reading Street Program, Monitoring adherence to established time-table for periodic monitoring system of standards-based benchmarks. Periodic analysis and reflection of range of data following assessments, which include phonemic awareness, phonic, rhyming, blending and segmenting, spelling and running records assessments (September and November 2010, January, March and May 2011), to formulate needs-based groups and adjust instruction as needed. 4. Provide support throughout the year for students at risk via: Tier I intervention by the classroom teacher Tier II intervention via a day-time push-in program and extended day-37.5. Buckle Down ELA (Gr. 4, 5), Academic Workout (Gr. 3,4,5), and teacher developed supplemental instructional and assessment materials. Tier III interventions by mandated service providers Additional support will be offered through an on-site after-school program conducted by the

	SES provider BELL, and a Friday afternoon/Saturday Title I and Title III programs (funding permitting)
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Administrators, the staff developer, the bilingual site coordinator, Pearson's Consultants and CFN Liaisons will collaborate to coordinate and provide staff with support in the areas of instruction, assessment, and data analysis that will result in targeting best practices. Activities will be supported by consolidated funding thru Tax Levy, Title I, Title III and C4E.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Progress toward meeting this goal will be evaluated through the increase of student outcomes as measured by Reading Street baseline assessment, weekly progress monitoring and unit assessments, and benchmark assessments; TC reading Records assessments in September and November 2010, and February and May 2011; and Mock and Predictive Assessments. For our LEP students, advancement in the proficiency levels of the NYSESLAT strands (Listening and Speaking – Reading and Writing) will also demonstrate growth in student progress. Teacher grouping action plans, lesson plans, and conferring notes/checklists will demonstrate needs based grouping and delivery of appropriate instruction. Instruction delivered will be monitored through walkthroughs, formal and informal observations, and teacher conferences.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	4	10		
1	117	117	N/A	N/A	3	6		
2	111	111	N/A	N/A	5	6		
3	76	76	N/A	N/A	4	3		10
4	79	79	79	79	1	3		10
5	71	71	71	71	5	4		10
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> AIS services are delivered on a push-in/pull-out basis by AIS providers in small groups. The services are provided during the school day (at least three times a week), extended day, and extended week (Saturday Institute). Some of the programs used are: Pearson’s Success Maker and Scantron Performance Series Scholastic Phonics Booster and Phonics Chapter Books Options GPS Reading (Gr. 3,4,5) <i>Buckle Down ELA (Gr. 4, 5)</i> <i>Academic Workout (Gr. 3,4,5)</i> Wilson, Leap Frog, Breakthrough to Literacy, CCC-Success Maker (Kgn., 1 st and 2 nd) My Access differentiated writing online program Pearson/Scott Foresman online programs Knowledge Box Software (ELA) ELLIS (English language acquisition and vocabulary development). Teacher developed supplemental instructional and assessment materials
Mathematics:	<input type="checkbox"/> AIS services are delivered on a push-in/pull-out basis by AIS providers in small groups. The service providers work on a push-in basis during the school day and during extended day(Saturday Institute). Articulation with homeroom teachers and the cluster teacher supports and helps drive differentiated instruction. Some of the programs used are: NY State Coach Mathematics Standards-based Practice Pearson’s Success Maker Scantron Performance Series/Acuity Everyday Math Journals – Math Boxes with supplemental materials and Math Steps Pearson/Scott Foresman online programs Knowledge Box Software (Math) Rhyming Times targeted skills (multiplication, division, etc.) Teacher developed supplemental instructional and assessment materials
Science:	<input type="checkbox"/> AIS services are delivered in small group and one to one, using a push-in format. The services are provided during the school day, and during Extended Day (Saturday Institute). Online, individualized programs:

	<p><i>Options GPS Reading Skills (Informational Text)</i> <i>Buckle Down Science (Gr. 4)</i> <i>Pearson/Scott Foresman Knowledge Box Software (Science)</i> <i>Teacher developed supplemental instructional and assessment materials</i> <i>4th grade students receive support in science during extended day</i></p>
Social Studies:	<p><input type="checkbox"/>The AIS providers work on a push-in basis, and embed literacy and math strategies and skills in the content areas, and vice versa. For the fifth-graders, literacy support is provided through social studies writing instruction also during the extended day program. Articulation with homeroom teachers and cluster teachers supports and helps drive differentiated instruction. Some of the programs used are: <i>Options G PS Skills Cards (Informational T ext)</i> <i>Pearson/Scott Foresman: Knowledge Box Software (Social Studies)</i> <i>Buckle Down Social Studies (Gr. 5)</i> <i>National Geographic supplemental material</i></p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> At-risk services are delivered by the Guidance counselors in the following fashion: <i>One-to-one counseling</i> <i>Group counseling</i> <i>Referral to outside agency for specific evaluation/care</i> <i>Referrals for Medical evaluations, Hearing screening and Vision screening</i> <i>Referral to SAT Team for further considerations, monitoring and follow-up</i></p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/>Guidance counselors, administrators and staff members identify students at-risk and referrals are made to the school psychologist directly and through the SAT Team. Initial observations and information from parent discussions are reviewed and recommendations are made for the course of support to be provided and possible psychological evaluations if warranted.<input type="checkbox"/></p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/>We do not have an assigned social worker. Access to a social worker is limited to social histories for students identified for educational evaluations.</p>
At-risk Health-related Services:	<p><input type="checkbox"/>Our school nurse and health aide identify, monitor and make recommendations for students with health-related risks. Recommendations made are discussed with the medical team up by our SAT Team and appropriate interventions, support, and follow are determined and assigned to one or more team member.<input type="checkbox"/></p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 346

Non-LEP 61

Number of Teachers 22

Other Staff (Specify) 4

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

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SATURDAY ELL INSTITUTE

At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in the native language (Spanish), and ESL instruction to eligible ELLs, and where possible, former ELLs, in kindergarten through second grade on Saturdays. The program will begin in November 2010 and run through May 2010, for three hour sessions from 9 am to 12 pm for a total of 23 sessions. Approximately 12 students at each grade level will participate for a total of 72 students. The purpose of this program is to address academic language and vocabulary development in the native language and English, as well as the core subjects in the early education years as an invention to support students' ability to demonstrate greater growth as measured by the NYSESLAT and ultimately, the ELA. It is our goal to support students towards making gains that will result in meet our AMO targets.

We will fully implement elements of our Language Allocation Policy as applicable. Teachers will have clear parameters for language of instruction particular to their group levels and according to Part 154 mandates. Three classes will be taught by bilingual certified/ESL teachers. A technology paraprofessional will be funded to support the use of technology in individualized instructional software in the computer lab. Program schedules, attendance rosters and progress notes will be established and maintained for the target population. Students' profiles and assessments from their regular classroom teachers will be used to establish goals and benchmarks for the Saturday Institute.

In the past our ELLs have been identified in our AOR as not meeting AYP in ELA. For the years 2007-2008, and 2008-2009, our ELLs did meet AYP using safe harbor. However, they did not meet AYP or safe harbor in for 2009-2010. In our 2009-2010 AOR, our SWD, many of whom are ELLs, were identified as not meeting AYP in ELA and math. We currently have a total of 100 students with IEPs, 60% of whom are also ELLs. The proposed supplemental program will enhance the achievement of students' English language acquisition, provide additional support for needed for ELLs to meet the adequate yearly progress benchmarks and facilitate meeting the annual measurable achievement objectives as targeted in the No Child Left Behind legislation.

A licensed supervisor will be funded to implement, coordinate, and monitor this Saturday Institute. The supervisor will observe instruction, provide support to participating staff and students, and monitor student and teacher attendance, articulate between the official classroom teacher and the Saturday Institute teachers, and secure appropriate instructional and assessment materials. The supervisor will be there before and after the teachers begin and finish the classes to ensure safety and security of students and teachers.

TEACHERS: 189 hours of per session for Bilingual General Ed/ESL teachers to support ELL students
4 teachers X 23 sessions X 3 hrs X \$49.89 = \$13,769.64

ADMINISTRATOR: 81 hours of per session for an administrator to supervise the program:
1 administrator X 23 sessions X 4 hrs X \$52.21= \$4,803.32

TECHNOLGY PARAPROFESSIONAL: 69 hours of per session for a technology paraprofessional to support the use of technology for students:
1 paraprofessional X 23 sessions X 3 hrs X \$28.98= \$1,999.62

ACADMEIC INTERVENTION

Funds will be used to pay for an F-Status bilingual special education teacher to provide two days of service a week. This teacher will push-in to provide academic intervention support for primarily our third thru fifth grade ELLs and ELLs identified as SWD. She will provide support for students' areas of needs, in ELA and mathematics, and developing academic language to support English language acquisition. The teacher will keep attendance, student folders, and progress notes, administer/use pre- and post tests to measure the targeted students' progress.

Our AOR 09-10 identified our SWD as not meeting adequate yearly progress. We had a large number of ELLs identified as students with disabilities who took the test for the first time as third graders.

BILINGUAL SE TEACHER:

1 teacher X 30 weeks X 2 days X \$331.66= \$19,899 . 60 (50% of \$19,900= \$9,950.00) .

The other 50% will be funded through Title I Corrective Action budget.

SUPPLIES and MATERIALS

Approximately 17.4% of our overall Title III budget has been allocated to purchase supplemental supplies and instructional material above and beyond the regular instructional program to support our Saturday ELL Institute. Support instructional material will include NYSESLAT Prep booklets, Strategies to Achieve Reading Success (STARS), and non-fiction libraries, and general supplies. **\$9,294.26**

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.

A comprehensive staff development program with a focus on second language acquisition strategies and best teaching practices for English language learners will be implemented from September 2010 through June 2011. The professional development program will be on going and will address the professional needs of bilingual teachers and monolingual teachers who are teaching opted out English language learners, cluster teachers and other support personnel. Teachers will review and discuss the latest scientifically based research and teaching strategies that promote linguistic fluency and develop academic language, and consult student data to inform their instruction and planning. Professional

development will be conducted by administrators, the staff developers, the bilingual site compliance coordinator, CFN specialists, as well as consultants. Professional development activities will include demonstration lessons, inter-visitations, study groups, workshops and conferences. Lesson plan templates will be developed and shared. Model lessons will be video taped to develop a library of exemplary practices. Teachers will be encouraged to attend Citywide training during school hours as well as when school is not in session. The planned activities are designed to enhance teacher's ability to understand and implement curricula aligned to standards, assessment measures and instructional strategies.

Up to 26 teachers (bilingual, non-bilingual, clusters, ESL and AIS) will participate in professional development sessions, workshops and lesson demonstrations that will highlight best teaching practices for second language learners. Teachers will review the ESL performance Standards.

Up to 26 teachers (bilingual classroom, cluster, and AIS teachers) will participate in professional development in the content area of native language arts instruction and mathematics. Workshops and lesson demonstrations will highlight best teaching practices for second language learners in their native language. Effective strategies to conduct an English language summary will be explored. Teachers will review the Literacy and Mathematics Performance standards and ELA standards that will be the same for native language arts.

Up to 26 teachers (bilingual, non-bilingual, clusters, ESL and AIS), will participate in professional development on authentic assessment-action research. They will analyze students work using rubrics; review the standards, analyze students' performance data and implications for teaching/learning process.

Up to 22 teachers will receive professional development in the implementation of Pearson's Reading Street balanced literacy program; and adapting the program to meet the needs of English language learners.

Up to 22 teachers will participate in professional development in matching books to readers of a second language. Analysis of classroom library for native language arts and reading in the content area, and differentiated instruction.

In addition to the activities outlined for all teachers, teachers participating in the Dual Language program will share common planning time to develop curriculum. They will also engage in activities such as inter-visitation to observe best practices at other programs.

Up to four staff members will be selected to attend the NYSABE conference—Teachers Institute. Participating staff will share and turnkey pertinent concepts and strategies.

Staff will participate in professional development provided by CFN specialist on site and off.

Selected teachers will attend local, state and national conferences pertaining to ELLs.

Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELL students through our regular and special education transitional bilingual program, our dual language program, and students in monolingual classes that receive ESL. These activities will also funding teachers that participate in our Saturday Institute. Toward that end, Title III funds will be used to fund professional salaries, (teacher per diem and prep coverage), purchased services, and travel (conference fees).

Funding Allocations are:

Teacher Per Diem : Funds will be used for absence coverage for teachers attending all day professional development activities. **PD**

Absence Coverage: \$167.60 X 22 Days= \$3,687.20.

VTS : All day museum visits for up 20 teachers to receive instruction in the implementation of the VTS program (Sept. 2010– June 2011)

Conferences : Attendance of all day local, city and state conferences conducted by our CFN, universities, and NY State Association of Bilingual Educators (SABE).

Prep Coverage : Funds will be used to pay teacher preps to attend professional development during regular school day. The 22 bilingual and dual language teachers will be paid up to 4 preps to attend professional development activities during the regular school day. **Prep coverage for 22 teachers X 4 preps X \$38.17= \$3,358.96**

VTS: Turn-key training and interim debriefing meetings

QIP: Addressing topics related to our QIP goals (October 2010– June 2011)

Teacher preps will allow teachers to attend department meetings beyond the allowable contractual obligation of one period per month. The 22 teachers of ELL students and Dual Language will participate in, and be paid up to four preps to attend professional development activities particular to their needs, and the needs of their students. These topics have been selected because of the impact toward enhancing communication skills in the second language for our English language learners, and the desire to improve student performance in NYSESLAT sub-tests of listening, speaking, reading and writing. Teachers in the Bilingual and Dual Language program will participate in sessions presenting “best practices” in questioning techniques, Visual Thinking Strategies (VTS), Think-Pair, and Share techniques, and analyzing NYSESLAT per-test results using an analysis rubric, and professional development related to our Quality Improvement Process-Strategies to Improve Outcomes for Students with Disabilities (QIP). These training sessions will be presented by paid consultants (VTS), our CFN ELL Specialist, our assigned Special Education School Improvement Specialist, and our Administrators and Professional Development Team.

Purchased Service : VISUAL THINKING STRATEGIES Consultant: Teachers will engage in professional development in order to implement program strategies and activities during the regular school day and in our Saturday Institute. **\$5,500.**

Travel (Conferences): \$1,000.

Funds will also be used to pay for attendance of the NYSABE Conference and other appropriate conferences/workshops. The conference offerings selected will be aligned to the overall goals in our CEP, and to our particular goals related to addressing the needs of our ELL population. Those goals include, but are not limited to, best practices in teaching NLA, ESL, differentiated instruction, developing academic language, and accessing, analyzing and using data to inform instructional practices and strategies.

A maximum of four (4) bilingual teachers will attend the NY State Association of Bilingual Educators held or other local conferences.

4 teachers X \$250.00 Registration fee per person = \$1,000.00 total conference fees

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Section III. Title III Budget

School: PS 145K
 BEDS Code: 333200010145

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$37,568.74	<input type="checkbox"/> Saturday Institute for ELL Students and Parents 189 hours of per session for Bilingual General Ed/ESL teachers to support ELL students 4 teachers X 23 sessions X 3 hrs X \$49.89 = \$13,769.64 92 hours of per session for a administrator to supervise the Saturday Institute program: 1 administrator X 23 sessions X 4 hrs X \$52.21= \$4,803.32 69 hours of per session for a technology paraprofessional to support the use of technology for students/parents: 1 paraprofessional X 23 sessions X 3 hrs X \$28.98= \$1,999.62 1 teacher X 30 weeks X 2 days X \$331.66= \$19,899 . 60 (50% of \$19,900=
Purchased services - High quality staff and curriculum development contracts	\$5,500.	<input type="checkbox"/> Consultant : VISUAL THINKING STRATEGIES: VTS consultants will engage participating teachers in professional development both in school and thru museum visits in order to further implement program strategies and activities. <input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,294.26	<input type="checkbox"/> Support material such as STARS in English, NYSESLAT Prep booklets and library, and general supplies.
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A

Travel	\$1,000.	<input type="checkbox"/> Funds will be used to pay for attendance of appropriate city, state and national conferences, such as NYSABE, Bank Street Conferences 4 Bilingual teachers X 250.00 Registration fee per person = \$1,000.00 total conference fees
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to our data report, 94.6% of our population is Hispanic, and approximately 2.5% of our students are recent arrivals from Mexico, Dominican Republic and Ecuador. In addition, we receive students from Puerto Rico who test as ELLs. This data, along with information gathered from the Home Language Survey (HLS), informal surveys done by the PTA and/or individual request from parents, makes it very clear that all material sent from the school must be provided in Spanish to ensure that parents understand the information that is sent. We have three families that require Mandarin translations.

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 majority of our non-English speaking parents are native speakers of Spanish, and a small number of Chinese speakers. This information, as well as the services provided and available, are addressed in parent meetings and with individual parents. In addition to written translations, we find the need to provide for interpretation services.

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 school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese (Mandarin) translations are provided by New York City Department of Education translation services.

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 parent meetings and workshops are conducted in English and Spanish. School staff assigned to provide interpretation are available during Parent Teacher conferences and at all times for individual parent meetings.

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>.

The school is fulfilling all that is mandated in Chancellor's Regulations A663. The primary language spoken by parents is determined through information rendered by the Home Language Survey. With a population of 93% Hispanic, the primary language other than English is Spanish. We will identify any other language groups needed. For languages other than Spanish, we will use the Translation and Interpretation Unit to secure information not readily available at DOE websites. We currently provide Spanish translations for all documents sent home. These include report cards, conduct, safety and discipline policies, legal and disciplinary matters, special education and related service forms, permission slips and consent forms. Department of Education notices of citywide and regional meetings are backpacked in both English and Spanish. We inform parents of the availability of services provided by the department and the information is posted (Attachment A). We ensure that parents in need of language services are not prevented from communicating with our administrative offices due to language barriers related by providing bilingual Spanish staff members.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$918,850.	\$121,907.	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,407.57		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,942.5	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$91,885.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
91%

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

In order to insure compliance toward 100% High-Quality Teachers, we employed the following measures:

All teachers have been assigned positions according to the qualifications they hold.

Teachers have been actively encouraged to complete courses and exams and to submit required documentation to the state so that their qualifications can be updated. Human Resource personnel have been invited to address this topic and to meet individually

with teachers to assess their areas of deficiencies. Teachers have also been guided through the state web-site to access information regarding their standing.

Title I 5% funds have been set aside to reimburse eligible teachers for the maximum allowable in tuition fees for courses taken to satisfy requirements toward becoming highly-qualified. These eligible teachers were informed of this incentive and encouraged to participate.

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P. S. 145
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Brooklyn , NY 11206
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Marilyn Torres, Principal
Catherina Garzon, Asst. Principal
Rosita Rivera, I.A. Asst. Principal
Enid Burgos-Benitez, Parent Coordinator

P. S. 145K PARENT INVOLVEMENT POLICY 2010 - 2011

Our School Goals are to:

- **Provide a safe environment for all students, staff and parents;**
- **Set high standards for all our students;**
- **Ensure that high quality intervention programs (i.e. Academic Intervention Services, Extended-Day, and Supplemental Education Services) are provided for all students at risk that will enable them to achieve grade goals and meet state benchmarks;**
- **Strengthen and improve parent participation in students’ education by providing parents with workshops and resources on Curriculum, Health and Nutrition, Mental Health, Special Education and English Language Learners;**

- **Provide our families support with information on local Community Based Organizations that can assist with services for housing, medical insurance, domestic violence and other community issues.**

School Activities for Parents will include:

- **An annual parent Title I Meeting in September to explain the Title 1 program and instructional strategies; and disseminate/adopt the Title I Parent Involvement Policy. The school will convene this meeting at a convenient time to parents, and will offer a flexible number of parental involvement meetings, such as in the morning and/or evening, so that as many parents as possible are able to attend. The school will invite all parents/guardians and will encourage them to attend.**
- **Parent-teacher conferences during which the Home-School Involvement Compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held during September when we conduct Grade Parent Teas (Meet the Teacher), and during Parent Teacher Conferences in November and March.**
- **PTA meetings will be convened on a monthly basis at which School-Parent Compact will be**
addressed. School-Parent Compact is available in both English and Spanish. Interpretation will be available at these meetings and all parent materials are translated into Spanish. The Parent Coordinator will be available during these meetings.
- **Monthly General Information Meeting conducted by the Principal and Parent Coordinator to provide important information for parents.**
- **Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.**

The Parent Coordinator will be available at these meetings and can meet with individual parents.

- **Reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: the Parent Coordinator will be available for parents during school hours as well as during evening and Saturday meetings. The Parent Coordinator will also schedule individual appointments for teachers and parents; as well as for Administrators and parents to meet.**
- **Opportunities to volunteer, observe and participate in classrooms and school activities. Parents with students in Dual Language Program must volunteer as a component of the Dual Language Program. Learning Leaders training will be available for all parents during the first two months of the school year for parents who wish to volunteer in classrooms. Non-Learning Leader volunteers through PTA and the Parent Coordinator. Activities include our Annual Circus, school-wide celebrations and field trips. Some activities also provide parents with clerical experience.**
- **Serving on school committees such as the planning, review and improvement of the Parental Involvement Policy and Home-School Involvement Compact, the School Leadership Team, the Food and Fitness Committee, etc.**
- **Opportunities to engage in:**
 - **ARIS Parent Link through our grant equipment and training,**
 - **Shape Up Fitness Classes for parents on Mondays (3-5 PM) and Saturdays (10-12 PM)**

- English as a Second Language (ESL) classes on Tuesdays and Thursdays (8:30-10:30 AM) and Saturdays (9-12 PM)
- Saturday Technology Classes (9-12 PM)
- Workshops of interest, including, but the limited to:
 - A series of Cook Shop/Cornell University Nutrition Workshops
 - Health Related Workshops (Asthma, Epilepsy, Nutrition, etc.)
 - Energy and Household Budgeting
- Inviting parents to attend local, state and national educational conferences.
- Parent Excursions such as:
 - Museum trips
 - Holiday Landmarks trip
 - Theatrical performances (Repertorio Español)
- Opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy classes and reading strategies, ESL, and Dual Language program.

- Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematic, Social Studies and Science.

Cool Culture Pass for families with students in Pre-K and K.

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

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

SCHOOL-PARENT COMPACT

The Andrew Jackson School, P.S. 145K, and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011

The School Agrees

To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.

To offer a flexible number of meetings at various time, and if necessary, and if funds are available to provide transportation, child care or alternate methods of providing parent information (phone calls, email, air mail).

To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
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To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- **parent-teacher conferences at least annually**
- **student interim progress reports**
- to**
- **opportunities to volunteer and participate in their child's school**
- **observation of classroom activities**
- **in-house parent survey**
- educational process**

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade Students; and listen to grade 2 and 3 students read for to 30 minutes per day.

To monitor his/her child's/children's:
- attendance at school
- homework
- television watching.

To share responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the

To assure that parents may participate in professional development

activities if the school determines

that is appropriate.



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.



A comprehensive needs assessment of the entire school has been conducted through the analysis of all available data on student performance in academic content and student academic achievement standards. This needs assessment utilizes tools, such as the school report card, student performance on 2008-2009 assessments (State ELA, Math, Social Studies, Science, NYSESLAT, ELE and city assessments EPAL, ECLAS, El Sol) and authentic assessment (portfolio, reading logs and writing folders, as well as interim assessments.

In addition, the findings of the 2007-2008 New York City Department of Education Quality Review, NYSED School Report Card, and the NYCDOE Progress Reports have been examined to determine the overall needs of all students in our building. The administration, Inquiry Team and teachers have worked in various ways in order to share findings and receive feedback as to the needs of our 92.5% Hispanic, 93.7% Economically Disadvantaged and 37.3% ELL population. To deepen the understanding of the school's needs analysis and findings are shared through faculty conferences and workshops; professional development team, administrators, data inquiry team meetings; teacher-administration conferences; Academic Intervention Team meetings; grade conferences; and formal and informal conversations. We also share our finding with the school community through general meetings, School Leadership Team meetings, curriculum fairs, parent association cabinet meetings, and general meetings held throughout the year.

2. Schoolwide reform strategies that:

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



We will provide all students opportunities to meet the State's proficient and advanced levels of academic achievement by offering a variety of academic support and enrichment programs.

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of the struggling student as well as proficient and advanced students by differentiating instruction through whole group, small group and individual instruction, and challenging students. Cluster teachers, including bilingual clusters, support the content area instruction in math, science, health, social studies, art, and technology. Our Language Allocation Policy will address the particular needs of our extensive ELL population. This policy outlines appropriate educational and language goals based on the students' levels of language acquisition, and aligns the literacy and content area subjects to the standards. Our Dual Language program in Pre-Kindergarten thru third grade follows a focus on scientific themes. It meets the needs of our ELL students and provides enrichment to non-ELLs. Special education students participate with general education classes in grade, and across grades, projects. We monitor individuals and provide opportunities to mainstream where appropriate. All level one and low level two students, including ELLs and IEP students will receive support through Academic Intervention Services using a variety of available programs and technology.

We will use the 37.5 minutes of extended day to support literacy math and reading through the content areas of social studies and science. We use this time to conduct Read Alouds with appropriate prompts, to enhance our students listening and writing skills. Grades 3-5 also use this time to develop reading endurance and give students more time to meet the total minutes of recommended independent reading time. We will also continue to conduct a Saturday Institute (3 hours), for ELLs in grades Kinder through 5th grade (funding permitted), and former ELLs, to the degree that funds are available. This program will focus on developing academic language in listening, speaking, reading and writing through trips that support cultural literacy, technology to support reading in the content area, and physical activities.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Knowledge Box for science and social studies, Successmaker in mathematics and literacy in English and Spanish, ELLIS for ELLs, My Access in writing, Studio in a School visual arts program, Breakthrough to Literacy, Learning through an Expanded Arts Program (LEAP)-Dancing Around the World, the , Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals. Our Robinhood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment.

We target our low academic achieving students, including ELLs and Special Education students, by providing intensive quality instruction in a reduced teacher/student ratio through AIS and ESL push-in teachers and paraprofessionals. We will continue to provide broad-ranging support for students through the services of peer mediation and crisis intervention teachers, CTT classes, guidance, the school assessment team support personnel (a psychologist, a social worker and IEP Specialist), an attendance teacher, family worker, the parent coordinator, and the Pupil Personnel and Academic Intervention committee reviews.

The 37.5 Program will provide support in math and literacy for students who received a 1 or a 2 on the NYS ELA, and/or NYS Mathematics Assessments. In addition, this program will be offered to teacher-targeted students in all grades, and in Science and Social Studies for fourth and fifth grade at-risk students.

Summer School will provide support in math and literacy for at-risk students, and will provide enrichment in the form of a physical education program, and a cultural literacy component in the form of trips to culturally-enriching sites, such as museums, performances, historical sites, etc.

A Saturday Academy will support our English Language Learners in language acquisition and vocabulary development, while also providing cultural literacy through trips and other cultural activities.

Stages of Learning provides enrichment in performance, literacy, listening, and speaking for the second, third and fourth grades. The Readers' Theatre provides theatrical roles at a differentiated reading level that supports differentiated instruction, as well the ability to conduct these activities in English and Spanish.

The Math Intensive Team (MIT) program will provide the third-, fourth- and fifth-grade teachers the opportunity to provide small-group enrichment and extension for the fifth-grade students who are higher-achieving in math. The special education teachers will provide differentiated mathematics instruction on a rotation basis according to needs and learning styles. Additionally, the math specialist will provide AIS to third and fourth grade classes on a push-in basis.

Visual Thinking Strategies Program: All bilingual classes engage in this program which helps learners develop academic and expressive language, that is especially important to our English language learners and former English language learners, and can be transferred/applied to reading and writing skills acquisition.

Cultural Diversity Through the Arts: Fourth grade students study visual artists and their works to support their research skills and cultural literacy

These strategies and programs are consistent with, and designed to address state and local improvement indicated by focusing on the sub-groups identified as in need of improvement.

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.

- Please refer to answer 2A.

- o Help provide an enriched and accelerated curriculum.

- Please refer to answer 2A.

- o Meet the educational needs of historically underserved populations.

- Please refer to answer 2A.

- 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.

- Please refer to answer 2A.

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

Please refer to answer 2A.

3. Instruction by highly qualified staff.

To ensure instruction by highly qualified staff, teachers are recruited and assigned based on the certification and license areas needed. As per our current School Demographics and Accountability Snapshot(2007-2008), 100.0% of the staff was fully licensed, and 82.0% of the staff hold a masters degree or higher. A total of 82.9 of the staff have taught in the school for more than two years, and 59.8 have more than five years teaching experience anywhere. The six new teachers are enrolled in universities toward securing their masters.

Further, quality differentiated professional development will ensure that growth continues in the particular school programs and initiatives.

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.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches in the lower grades, a full time staff developer in the upper grades, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CLSO mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CLSO, city-wide and CSA professional development in educational leadership. We will also contract services by outside agencies to bring in specialized programs for students linked with professional development for teachers (Stages of Learning, Visual Artists).

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

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

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



Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robinhood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy/Poetry, visual art, and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.).

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



We invite incoming registrants and their parents to a morning of orientation where they learn about the school's programs, policies and procedures, and visit classrooms. We will also invite neighboring day care parents and students to school visits during the year to experience the school programs and services. Orientation meetings in September and October will give parents opportunities to meet with their child's teacher and familiarize them with the classroom organization, special projects and roles they can play throughout the school year.

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.



The measures we take toward involving teachers in decisions regarding the use of academic assessments in order to garner information that will lead to improvement of individual students and the overall instructional program include professional development and curriculum development of grade appropriate standards-based parameters for the various subject areas. Teachers analyze existing data, and identify strategies and tools to help gather on-going data related to performance and progress of individual students, and of individual classes and grades. We will use professional development days, faculty and grade conferences, as well as per-session to the extent possible, to provide time to engage in such opportunities. In addition to standardized assessments available, teachers and administrators will use portfolios, anchor papers, running records and conferring notes, unit assessments, and computer generated reports of pupil performance in interim assessments and computer assisted programs described in sections 1 and 2 to focus on individual and group strengths and weaknesses. Three Predictive and Interim assessments will be administered to students in grade three, four and five, in ELA and Math. The data gathered will drive classroom instruction for one-to-one support and small group instruction. In addition, the Data Inquiry Team will meet monthly with the Academic Intervention Team to compare, collate, and analyze data and its implications for instruction. The resulting findings/plans will be shared with the faculty via grade meetings, faculty conferences, pre- and post-observation

conferences, and other professional development opportunities. The AIT will use Scantron/Performance Series as an ongoing diagnostic tool to target specific, differentiated student needs in grades 3, 4, and 5.

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.

Activities to ensure that students who experience difficulty mastering the proficient or advance levels of the academic achievement standards are provided with effective, timely additional assistance begins by examining the achievement, growth, attendance, related services, and support services provided during the prior year. This data is contained in the cumulative and writing folders. Early informal assessments and screening through running records, ECLAS/EL SOL, LAB- R, IEP goals reviews, Scantron/Performance Series, My Access writing technology, and Voyager benchmarks will provide the most current needs and target individuals for the multitude of AIS and support services. Details: See APPENDIX 1.

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.

As a Schoolwide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, two Peer Mediation teachers, a Parent Coordinator, Attendance Teacher, Family workers, and our Bilingual Site Compliance Coordinator. The hiring of a SAPIS Teacher is pending. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training). Class-size reduction in grades K and 3 affords teachers a lower ratio, which increases opportunities to give attention to home issues affecting the educational arena. We also reduce class size in grade 4 and 5 through Title I funds.

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

Explanation/Background:

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

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

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

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

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

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

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

Program	Fund Source	Program Funds Are	Amount Contributed to Schoolwide	Check (X) in the left column below to verify that the school
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Name	(I.e., Federal, State, or Local)	"Conceptually" ¹ Consolidated in the Schoolwide Program			Pool (Refer to Galaxy for school allocation amounts)	has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				
Title I, Part A (Basic)	Federal	Yes			\$918,850.	True	SECTION VI-pgs. 18, 20, 22, 23, 24	
Title I, Part A (ARRA)	Federal	Yes			\$121,907.	True	SECTION VI-pgs. 18, 20, 22, 23, 24	
Title II	Federal	Yes			\$32,872.	True	SECTION VI-pgs. 18, 20, 22	
Title III	Federal	Yes			\$54,480. (09-10)	True	SECTION VI-pgs. 18,20, 22, 23, 24	
IDEA	Federal	Yes			\$113,797.	True	SECTION VI-pgs. 18, 20, 22,	
C4E	State	Yes			\$342,399.	True	SECTION VI-pgs. 18,20, 22, 23, 24	
Tax Levy	Local	Yes			\$4,473,941.	True	SECTION VI-pgs. 18, 20. 22, 23, 24	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

Corrective Action (year 2)

NCLB / SED STATUS: - Focused

SURR 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.

Our state AOR reports that for all students, (including Hispanics, and economically disadvantaged subgroups), the performance index of 148 did not meet our AMO target of 149 in ELA. The performance index for our students with disabilities was 95, which did not meet the safe harbor target of 106; and our limited English proficient students performance index was 127 did not meet the safe harbor target of 139. Our SWD also did not meet AYP in mathematics. Their performance index was 112, falling short of the safe harbor target of 120.

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.

An item analysis of student performance indicates that major areas of weakness are identifying the main idea and supporting details; making predictions and drawing conclusions; and evaluating information, ideas, opinions, central idea and supporting details.

An item analysis of student performance indicates that major areas of weakness are checking reasonableness of an answer; understanding the place

value structure of the basic ten, hundreds and thousands; translating simple verbal expressions into algebra.

We are rolling out the implementation of the Reading Street Program in grade K-5 to address a more structured approach in literacy. Along with differentiated professional development, teachers will engage in collaborative inquiry work in their grade to identify and target skills and strategies, conduct progress monitoring, and provide targeted intervention.

In mathematics we are implementing a more rigorous progress monitoring system aligned to the Everyday Math program and standards; as well as providing differentiated professional development, and identifying highly successful teachers to share some of their best practices with their grade.

Also see Section V- School Goals
Section VI-Action Plan
Appendix A-Academic Interventions

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.

At least 15% of our Title I budget supports school improvement for professional development through a full time Staff Developer in the upper grades, and a Bilingual Site Compliance Teacher for all grades. They are part of a larger professional development that works collaboratively with administrators to address the needs of the students through the identification of best practices used and those that may be lacking, and therefore, must be targeted in the differentiated professional development delivered.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In order to insure compliance toward 100% High-Quality Teachers, we employed the following measures:

Where possible teachers were assigned according to the qualifications they hold.

Teachers have been actively encouraged to complete courses and exams and to submit required documentation to the state so that their qualifications can be updated. Human Resource personnel have been invited to address this topic and to meet individually with teachers to assess their areas of deficiencies. Teachers have also been guided through the state web-site to access information regarding their standing.

Title I 5% funds have been set aside to reimburse eligible teachers for the maximum allowable in tuition fees for courses taken to satisfy requirements toward becoming highly-qualified. These eligible teachers were informed of this incentive and encouraged to participate.

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.

Parents are notified of the school's standing regarding identification for improvement through written communication in English and Spanish. Included in the communications are notifications of school wide meetings conducted during the day, and on Saturdays for those that cannot attend the day meetings. All meetings are conducted in English and Spanish to insure that parents understand, and have opportunities to question and discuss.

All school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese translations are provided by New York City Department of Education translation services.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have a total of seventeen (12) students residing in temporary housing. Students identified, but not currently flagged will be added.

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

The STH population will be provided with services on an on-going, as-need basis. The guidance counselors, parent coordinator and other student-support personnel services include, but are not limited to, application and distribution of metro cards, referrals for eye glasses, hearing screenings and other medical issues; free meals and emergency assistance for school supplies, personal hygiene items, outer-wear clothing and school uniforms, as well as emergency out-of-pocket expenditures; and counseling services, including per-session counseling.

Additional academic services and outside family support service are offered and provided. Parent out-reach is on-going to address any issues or concerns that may arise.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K145_102910-101135.doc

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	District 32	School Number 145	School Name Andrew Jackson
Principal Marilyn Torres	Assistant Principal Catherina Garzon		
Coach Johanna Gomez	Coach Bertha Lugo		
Teacher/Subject Area Irene Soto- ESL	Guidance Counselor Nerina Rodriguez		
Teacher/Subject Area Nydia Bernacet- Science	Parent Angel Chaparro		
Teacher/Subject Area type here	Parent Coordinator Enid Burgos-Benitez		
Related Service Provider Zedalia Rosa	Other type here		
Network Leader Ada Orlando	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	16	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	12

C. School Demographics

Total Number of Students in School	904	Total Number of ELLs	366	ELLs as Share of Total Student Population (%)	40.49%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents of P.S. 145- K enrollees are required to complete a Home Language Identification Survey (HLIS) with the assistance of our trained pedagogue Bertha Lugo. This teacher helps us to identify students who may have limited English language proficiency. During the formal administration of the survey this teacher interviews the parent and the child informally in both English and Spanish. This verifies proficiency of language. If the home language survey is stated to be Spanish the child is then tested with the Language Battery-Revised (LAB-R) test within 10 days of enrollment to our school. The results of the LAB-R determine whether students are entitled to a bilingual or monolingual program. School administrators use the LAB-R data to form or reform our existing Bilingual Transitional, Dual Language, and English as Second Language Programs. At the beginning of the school year, all classroom teachers are notified about who the entitled students are in their classrooms based on the NYSESLAT and the LAB-R reports. Every classroom teacher receives an ELL-classroom profile for every ELL student in their classroom. The profile combines the modalities of Listening/Speaking and Reading/Writing along with their performance levels on the NYSESLAT and the RLAT reports from ATS, for a period of three years. Classes are formed homogeneously according to NYSESLAT or LAB-R levels to provide students with an appropriate ratio of English to native language, according to our Language Allocation Policy.

2. In order to ensure that all parents understand the three program choices, we hold parent orientations during the fall and spring for all incoming students. Because ELL parents often speak a language other than English, we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. We have many structures in place to inform parents throughout the year in various ways. They include individual meetings, phone conversations, DVD presentations, or at the very least, through informational packets. The Parent Coordinator also works closely with supervisors (assistant principals, bilingual coordinators) to deliver parent information in a timely manner. Through this process, parents are made aware of all three choices available (TBE, DL and Freestanding ESL) and are better equipped to make an informed decision in the placement and education of their children. 1) Home Language Identification Survey (HLIS) is given at enrollment. A trained school pedagogue meets with parents to make an initial determination of the child's home language, and explains the purpose of the Home Language Identification Survey.

2.) Once school staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, the child is administered the Language Assessment Battery-Revised (LAB-R) within ten days of the child's arrival. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

3. Parent "Program Selection" forms are distributed to parents during the initial interview upon a child's registration in our school. The parent choice information form informs our school on how we should proceed with our annual language allocation policy, as parent demand dictates which ELL programs we should provide. Parents are also informed through meetings and the orientation video that if a decision is not made on the form or should it not be returned at all, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent Entitlement Letters are also distributed as follows: 1) During parent orientation the DOE/DVD is viewed and explains the different choices they have. 2) During our Parents Teas in September, parents who have not returned choice letters are again given the opportunity to fill them out before they leave. Letters are collected and placed in a file in the Bilingual Site Compliance office. 3) Outreach to parents who may still not have signed and returned the letters is provided through phone calls and mailings. The Parent Coordinator and school staff use the survey portion of this notification to make sure ELL parents are being reached, and that the information they are getting is useful, thorough, and timely. All this

information is stored centrally in our Bilingual Site Compliance office for easy access to school personnel.

4. Once ELLs have been identified through the HILS form, they are administered the revised Language Assessment Battery LAB-R, within ten days of enrollment to determine language proficiency. School administration uses the LAB-R to form or reform instructional programs with the initial Language Allocation Policy in mind. After the LAB-R and LAB tests have been concluded and all ELLs have been identified, a parent meeting is planned and executed by initially sending letters to invite the parents to an orientation meeting. Along with this letter, we send a program selection form, for parents to get familiarized with our school's programs, and an explanation of the type of program their child qualifies based on the results of the test. If the child did not score above the cut scores in the LAB-R, the child belongs in a Transitional Bilingual class (Spanish). If the child indicates a language other than Spanish, the child is placed in our Free standing ESL program. If the child surpassed the cut scores, the child belongs in a monolingual class. These forms are provided in the parent's native language. Parents are then informed of the three choices; Transitional Bilingual, Dual Language, and or English as a Second Language. If parents do not come to the meeting their child is placed in a program based on the LAB-R results by default.

5. The trend over the last few years has remained constant with parents choosing TBE followed by DL and very few opting for Freestanding ESL. This is evidenced by a sampling of the parent choice forms from over the past six years. Prior to P.S. 145K re-opening its Dual Language program, the primary selection made by parents was TBE (69) followed by ESL (26) and ESL (4). Parents who made no choice totaled 25 whose children were slated for the default choice of TBE. Once we started our Dual Language program, there was a shift in choice. The Majority selected TBE (15), followed by DL (48), and ESL (4). Parents who made no choice totaled 8, whose children were then slated for the default choice of TBE. As of this writing the choice is as follows: TBE (36), followed by DL (20) and ESL (9). Parents who made no choice totaled 35 whose children were then slated for the default choice of TBE. Our community is predominately Hispanic. Most of our children come from Mexico, Puerto Rico, Dominican Republic, and Central and South America. Their predominant language is Spanish.

6. Program models at P.S. 145-K are aligned with parent requests as referenced by the Parent Survey and Program Selection Forms. Parents are made aware that should the current trend of choices change, we will look into the matter to make the requested accommodations, should the numbers exist and if not the parent coordinator, and or guidance counselor will assist the parent in finding a program of choice at another location.

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>	3	3	2	3	2	1								14
Dual Language <small>(50%:50%)</small>	2	2	2	2	0	0								8
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	3	3	2	1	2								12
Total	6	8	7	7	3	3	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	366	Newcomers (ELLs receiving service 0-3 years)	167	Special Education	67
SIFE	5	ELLs receiving service 4-6 years	98	Long-Term (completed 6 years)	29

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	120	5	21	72	0	8	21	0	0	213
Dual Language	62	0	0	15	0	0	0	0	0	77
ESL	12	0	0	7	0	5	7	0	0	26
Total	194	5	21	94	0	13	28	0	0	316

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	54	53	34	34	38	21								234
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	54	53	34	34	38	21	0	234						

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	27	15	17	16	18	19	15	20											77	70
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	27	15	17	16	18	19	15	20	0	0	0	0	0	0	0	0	0	0	77	70

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): <u>147</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>2</u>
Hispanic/Latino: <u>145</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	9	7	5	6	7								35
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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
TOTAL	1	9	7	5	6	7	0	0	0	0	0	0	0	35

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.

1.) How is Instruction Delivered? (Organizational Models)

- a. Our organizational models consists of the following: TBE (transitional Bilingual Education), Dual Language, ESL /Push-In, CTT (Collaboarative Team Teaching), Bilingual Special Education self contained.
- b. What are the program models?

In our Transitional Bilingual Education Program, academic instruction during the school day is provided in Spanish with intensive support in English according to NYSESLAT levels and Language Allocation Policy percentages. English as a Second Language is required and time allotted is determined by the level of language proficiency as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped in heterogeneous classes with students of all levels of English Language proficiency. Each teacher must indicate appropriate minutes for ESL, ELA and NLA on their program cards, as mandated in Part 154. Each individual program card is carefully reviewed by the immediate supervisor, Bilingual Site coordinator and Bilingual Teacher Trainer to ensure that the mandated time is appropriately allotted.

In our Collaborative Team Teaching Program we have two educators (a Certified Bilingual Teacher and a Certified Bilingual Special Education Teacher) taking responsibility for planning, teaching, and monitoring the success of all learners in the class. It is a dynamic process that educators constantly reconfigure to fit their instructional plans and the learning needs of their students. The collaborative team teaching program at P.S. 145K is a Transitional Bilingual Education Model. Our CTT classes follow the same Part 145 indicators to deliver at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily to our beginners and intermediate students. Our advanced students receive at least 180 minutes of ESL per week, 180 of ELA per week and 45 minutes of native language arts per day.

In our Push-in ESL Program, ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning" that require the regular classroom teacher and the ESL teacher to plan on a regular basis (e.g., once a week). In this way, ESL instruction can be integrated into the regular classroom through the content areas using ESL standards-based methodologies including listening, speaking, reading, writing, study skills, visual skills, content vocabulary, and cultural orientation. Our certified ESL teachers make sure that all students receive the appropriate amounts of ESL instruction per week. The objective of this program is to have ELL students become fluent and literate in English.

In our Dual Language Program, academic instruction during the school day follows the side by side, alternate day, 50:50 model (50 percent in English and 50 percent in Spanish). This model satisfies the mandated time for ESL and NLA instruction as indicated in Part 154. Classes include students who are native English speakers and native speakers of a language other than English, e.g., Spanish and English or Chinese and English. The objective of this program is to maintain the native language while the ELL student simultaneously learns English. Our Dual Language program is currently five years old and each year continues to move forward a grade as the students' progress. Within the next two years it will encompass all grades of our school. The native English speakers learn the other language, e.g., Spanish. The Dual Language Program is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another language for most of their content area instruction.

In our Freestanding English as a Second Language classes, all academic instruction during the school day is in English. The core content areas are taught using ESL strategies, and methodologies, using materials that allow for and enhance student participation as well as teachers teach academic subject matter using comprehensible language and context, enabling information to be understood by the learner. The objective of this program is to have ELL students immersed in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms have a small library with books in Spanish.

2.) How does the organization of your staff ensure that the mandated numbers of instructional minutes is provided according to proficiency levels in each program model?

Language Allocation Policy is shared with our teachers at the beginning of the year.

a. In our Transitional Bilingual Education Program and Collaborative Team Teaching Program academic instruction during the school day is provided in Spanish with intensive support in English by a Certified Bilingual Teacher. English as a Second Language is required and time allotted is determined by the levels of English language obtained from the NYSESLAT/LAB-R Assessments as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped heterogeneously with students of all levels of English Language proficiency. Teachers must group students in order to provide the mandated time of ESL, ELA and NLA, as indicated in Part 154. In the lower grades, students are likely to display a level of variation in academic and English proficiency. Therefore, teachers in TBE kindergarten classrooms with large numbers of beginning-level ELLs will spend 60 percent of instruction in students' native language, and 40 percent in English all year round. TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels, as indicated by LAB-R or NYSESLAT. In addition, teachers of ELLs use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units (TCRWP, Science, Social Studies, Math, etc.) are in place to meet performance standards for each grade level while attending to the needs of students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. For example, teachers instruct beginners using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs receive 40 percent of instruction throughout the day in English; intermediate ELLs be taught in English half of the time (50 percent); and, advanced students receive most of their instruction in English (75 percent).

In our Dual Language Program, there are two classes that receive instruction from two teachers. One of the two teachers in the team is assigned to provide instruction in English and the other teacher is assigned to provide instruction in the target language, Spanish. The two teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room). The two groups of students are linguistically integrated. The groups move from one language classroom to the other according to the design. To ensure that the two languages are covered equally, P.S. 145-K uses the side by side 50:50 model, Alternating Day. The dual language classes follow an alternating pattern of language instruction, one day in English and alternating to the next day in Spanish. All instruction is delivered in both English and Spanish.

In our Push-In ESL Program, the ESL and classroom teacher work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. P.S. 145-K will spend the mandated minutes of ESL instruction aligned to ELA standards daily. For beginner and intermediate level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused to help them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Native Language materials are available in each classroom to support the needs of our ESL students.

3.) Describe how the content areas are delivered in each program model. Please specify the language and the instructional approaches and methods used to make content comprehensible to enrich language development.

In our Transitional Bilingual Education program, the content area instructional component is delivered in the student's native language (Spanish) according to ratios in our Language Allocation Policy. Intensive support in English is provided for students' duration in transition.

For our beginner students the ratio of English vs. Spanish is 60:40, intermediate is 50:50 and advanced is 25:75. As the year progresses the percentages of native language instruction decrease and the percentage of ESL increase. This varies depending on the beginning language levels of the students. Teachers use a variety of instructional approaches and methods to deliver their lessons. First and foremost we utilize the students Native language as a vehicle to transfer literacy skills into the second language. Accountable talk is encouraged through out the day. Through VTS (Visual Thinking Strategies) program, students are constantly engage in discussions with partners. Read Alouds, Shared and Guided reading.

Our Dual Language program is a developmental, language-enriched, bilingual education program that integrates students who are native English speakers with native speakers of another language for all their content-area instruction. All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Our Dual Language program provides students with an academically rigorous curriculum in two languages, enabling both ELLs and English Proficient (EP) students to meet or exceed New York State and City standards. Participating students become bilingual, bi-literate, and bicultural. We follow the 50:50 organizational design of a Dual Language program, in which the amount of instructional time is equally divided between the two languages at each grade level. The goals for students of both language groups in the Dual Language program are as follows. Our Dual language classes are serviced by bilingual licensed cluster teachers (science and art). These teachers use ESL methodology to instruct their students. There is active student engagement through cooperative learning, group work, accountable talk and sharing.

In our Freestanding ESL Program students receive instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. A period of native language arts support is provided.

4.) How do you differentiate instruction for ELL subgroups?

a.) For our SIFE program students are clustered together in a bridge class with a certified bilingual teacher. The teacher group students according to readiness to differentiate instruction, with course structure that allows students to learn at their own pace, following the beginner ratio of 60:40 (Spanish: English). These students stay for extended day in order to receive additional support. Differentiation incorporates assessment which is tightly linked to instruction, allowing the teacher to see about student readiness, interest and learning. This will also help the teacher plan next steps. Teachers will also prepare interesting, appealing and focused activities on specific essential skills. Most importantly teachers must allow for flexible grouping which allows students to work in a variety of contexts and allows the teacher to see the student in different setting and with different kinds of work.

b.) ELL students less than 3 years receive differentiated instruction by proficiency level through both whole group and individualized manners. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the BELL after school program (Tuesday, Wednesday and Thursday) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction.

c.) ELL Students here 4 to 6 years receive differentiated instruction by proficiency level through both whole group and individualized instruction. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, Ellis, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the BELL after school program (Tuesday, Wednesday and Thursday) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teacher and AIS/ESL push-in teachers in promoting critical thinking skills during the day and through extended day activities. Students are targeted as part of an

inquiry based focus group which works with them through small group instruction on a regular basis.

d. long-term ELLs (completed 6 years) receive differentiated instruction by proficiency level through both whole group and individualized instruction using RIGOR. Provisions for modeling and demonstrations are provided, and the use of graphic organizers is encouraged. There is active student engagement through cooperative learning, group work, accountable talk and sharing. Technology is used allowing bilingual students a further resource to practice their English. This includes the use of: Success Maker, Scantron, ELLIS, and Acuity which in addition to acclimating students to testing methodologies provides the classroom teacher with an assessment tool they can use to gauge student progress and drive instruction. Children are also afforded the opportunity to attend the BELL after school program (Tuesday, Wednesday and Thursday) and our Saturday ELL Institute. These programs are taught by P.S. 145 teachers and focused the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Teachers provide a print rich environment with the standards prominently displayed next to student work to make children aware of where they need to go. All classrooms include Word Walls in both English and the native language, to help children during independent reading and writing. Teachers of these children also receive support from administration, and regular professional development with strategies and techniques that they can use to plan instruction and move their children forward. Some of these techniques are: Modeling, Bridging, Contextualization and Schema Building. Teachers have also participated (and continue to) in study groups focused on differentiated instruction. These students are supported by the classroom teacher and AIS/ESL push-in teachers in promoting critical thinking skills during the day and through extended day activities. Children are also afforded the opportunity to attend the BELL After school program (Tuesdays, Wednesdays and Thursdays) and our Saturday ELL Institute taught by P.S. 145 teachers and focuses the children on the skills and strategies that they will need to become proficient on the NYSELSAT and also pass the NYS ELA exam. Students are targeted as part of an inquiry based focus group which works with them through small group instruction on a regular basis.

e. Student with Disabilities whose IEP recommend ESL or bilingual instruction are generally assign to a Bilingual Special Education or Collaborative Team Teaching class. The placement is determined by the student's IEP. These classes are assign to a fully licensed bilingual teacher who provides the ESL instruction. Alternate placement students have a bilingual paraprofessional assigned to them and they receive ESL from one of our certified ESL push-in teachers. SETTS services provided as per the IEP by a certified bilingual special education teacher. There is active student engagement through cooperative learning, group work, accountable talk and sharing.

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

5.) Describe your targeted intervention program for ELLs in ELA, math and other content areas.....

We have an extensive academic intervention program for our ELLs at P.S. 145K. Generally academic intervention programs are delivered on a push-in basis by 2 ESL certified teachers. Services are delivered to our ELLs in small groups and on one-to-one basis. The services are provided during the school day, extended day, and extended week (Saturday, ELL Academy). For ELA in grades 1 and 2, academic intervention teachers push into the classes 4 to 5 times per week. They focus on guided reading and word study, using ESL methodology to deliver lessons. In grades 3, 4 and 5 teachers focus on specific reading skills identified after benchmark assessments. Some of the programs used for ELA academic intervention are ELLIS, Pearson's SuccessMaker, Scholastic Guided Reading Library, Words Their Way, RIGOR, Options GPS Reading and Breakthrough to Literacy. For Mathematics academic intervention is also delivered in small differentiated group. Teachers push into the class during the day and extended day. A pull out Math Intervention Team (MIT) program for differentiates instruction for students at each level of performance has been implemented for grades 3, 4 and 5. Some of the programs used for Mathematics are Pearson's SuccessMaker, Scantron Performance Series, Everyday Math Journals and Math Steps. Fourth grade ELL students

receive academic intervention in Science during extended day. Fifth grade ELL students receive academic intervention in Social Studies during extended day and our push in program embedded with literacy and Science.

6.) After an ELL student has reached a level of proficiency on the NYSESLAT, that student will continue to be supported by the push-in ESL teacher for the immediately proceeding 2 years. Native language material is also available for these students in their monolingual classroom.

7.) For the new upcoming year we are strongly considering adapting a whole new reading program. We are in the process of studying and collecting information on a reading program that will benefit our entire population.

8.) We will not discontinue any of our current educational program, except for our reading, which is work in process.

9.) The ELLs at P.S. 145K are encourage to apply to all of the program that we offer, While some of the programs are strictly specified for our ELLs. We have an SES provider (BELL) who accepts all of the students who apply in the building. Our Saturday ELL institute is geared specifically for our ELL population, in an effort to help them achieve levels of proficiency on the NYSESLAT and passing grades on the ELA exam. "Zero hour" program which runs Monday through Friday from 7:00 A.M.-7:00 45 A.M.

10.) Our instructional model materials uses K-2: PATA-PITA, to develop explicit and systematic phonemic awareness, and phonic instruction. TROFEOS, Reading and Writing that focuses on balance Literacy.

3rd-5th: BIEN DICHO! grammar program, includes various strategies that monitor reading. RIGOR, a unique comprehensive intervention resource designed to accelerate literacy and language development. Science, Social Studies, and Math aligned with the standards. Our instructional technology material includes ELLIS-Reading/Writing program, Break Through Literacy K-2, and Success Maker 2nd -5th.

11.) According to our Language Allocation Policy Native Language (Spanish) instruction is planned according to percentage of program model. For our beginner ELLs the ratio of Spanish is 60 percent. Intermediate is 50 percent, and advanced is 25 percent. For each program the language objectives are carefully planned and matched with appropriate content described as follows:

In our Transitional Bilingual Program students receive 90 minutes of native language instruction daily. Our Dual Language receive an entire day of Native Language Arts according to the Side by Side, alternate day program model. Every ESL classroom is equipped with a native language library, containing book according to students levels.

12.) At P.S. 145 our faculty is assigned according to credentials and needs of students. ESL cluster teachers and coaches are divided among the school population between primary and upper grades. ESL in the primary grades are handled by Ms. Soto. Mr. Basset is in-charge of our upper ESL grades. We have a bilingual coach and a monolingual coach wo divided their services according to language and grade levels. The personnel for counseling, Physical, Occupational, and Speech Therapy have their students grouped by language, age, primary or upper grades.

13.) Before the beginning of the school year bades upon the projected numbers of newly enrolled ELL students our school creates a tentative organization to form classes in grades K-5th, with highly qualified bilingual/ESL teachers. Materials are ordered for the new school year beforehand, to cover the core curriculum. Our plan for new comers is to emphasized language development to best support their academic needs. Our systemathic goal is to align our ELL students , staff and program to ensure the developmental continuum for English language acquisition.

14.) The only language elective that we have to offer to our New comers is Spanish.

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)?

- 1.) In each classroom from Kindergarten to Third grade, the language is separated by teacher and each class is composed of EP's and ELL's. The English Proficient and English language learners are integrated 100% of the day-everyday. The language of instruction is based on a 10 day cycle -one day of instruction is conducted in English and the next day the instruction is conducted in Spanish.
- 2.) Each day the EP's and ELL's receive 100% instruction in alternate languages. After ten days, the language of instruction is 50% in Spanish and 50% in English. All content areas that are taught in both English and Spanish are Social Studies, Science, Health and Art.
- 3.) The language used for each content area matches the language of the day for each class. Emergent literacy is taught in both the child's native language and other language (English, Spanish) at the same time.
- 4.) The Dual Language program that is currently in place in our school is side by side alternate day program. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room).
- 5.) The two groups of students are linguistically integrated. the groups move from one language classroom to the other according to the side by side design.

D. Professional Development and Support for School Staff

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

Professional Development and support for school staff:

1. Our ELL personal participates in specialized Professional Development that emphasize on appropriate instructional approaches and methods use to teach ELLs. Professional development consists of in-house programs, outside contracted personnel, local and national conferences. Administration (Assistant principals), Common Branch teachers and paraprofessionals have received P.D. in small group work, differentiated instruction as well as having Susan Sullivan (author) coming in to work with administration on differentiated instruction. CLSO support staff, Evelyn Cruz, Lucia Medina, Blanca Perez-Ferdinand, and Josie Suarez are actively providing P.D. with regards to the NYSESLAT, best teaching practices for ELLs. Our Bilingual Teacher Trainer has also implemented RIGOR program with our 3rd-5th grades. VTS (Visual Thinking Strategies) program geared to help children build language, which in turn contribute to the writing skills of the students. All bilingual classes and common branch teachers with ELL students participate in the VTS strategies. Our guidance counselor, school psychologist and parent coordinator have all received training with regard to student in temporary housing, bullying, suicide prevention, child abuse, IEP goal setting, related services, mandated services and academic outreach. The secretaries from school have received training in payroll system and Leave and TRAC and pension. Our Physical Therapist has gone from training in "The Research Driven Practice, NDT, Integrating Standardized Assessments into school based practice, The Pediatric Primer and Evidence Based Practice." Our Speech Therapists have gone out to P.D. on Contextualized Language and Speech/Language Staff P.D. Conference.
2. In order to assure that our ELLs have a smooth transition from our school to the feeding intermediate school we have constant communication with the administration of the school. In addition, the feeding Intermediate school offers Saturday professional development for upper grade teachers of our school to help prepare our students for the transition to middle school.
- 3.) In order to ensure that all teachers have basic understanding of the needs and "best practices" for English Language Learners throughout the school we provide the 7.5 hours (10 hours for special education staff) in strategies for teaching ELL students. The bilingual site compliance coordinator will identify the eligible staff, plan and prepare agendas and materials needed, schedule time slots and staff, and conduct series of workshops towards attaining the total hours needed. The first session is conducted during the November staff development day, with additional sessions throughout the year.

E. Parental Involvement

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

- 1.) The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests.
- 2.) Our parent coordinator seeks for different agencies to come to our school to provide workshops based on the different needs. We have had Cornell University for the last 4 years to provide workshops on parenting, and nutrition. we've had a great success with this program.
- 3.) We have taken into account their feed back when making decisions based on formal and informal surveys. We are fortunate enough to have ample staff that is able to provide translation services for English only speaking staff members when needed. We also make use of

the DOE Translation unit when the need arises.

4.) During the month of september we send out surveys to find out what programs parents are in the most need. Our ESL classes three days a week, and Saturdays seem to be a great success. Parents have requested it year after year. we also provide educational trips to "Repertorio Español", New York City landmarks, and libraries. Parents are encouraged to attend assembly programs provided by their children as well as outside performers. Writing celebration notices are sent out by teachers upon completion of writing pieces. Parents are kept informed through regular progress reports which are sent out in between marking periods. We communicate by telephone and mail to discuss issues and student progress as well. We are currently looking into new technology which will allow us to communicate more effectively with all parents by means of telephone, e-mail, text and cell phone.

Parents are invited to our twice yearly (September and June) Parent Teas. Discussions are held with regard to school-wide and grade-wide goals for the current year in the fall and the coming year in the spring. Parents visit the classrooms and meet teachers where goals and partnerships are explored. There are orientation meeting which we hold in May, June and September for new incoming students. The PTA holds monthly meetings throughout the year in both English and Spanish and parents participate in a variety of workshops throughout the year given by both in-house

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)	47	1	1	0	1	0								50
Intermediate(I)	9	1	0	0	0	0								10
Advanced (A)	25	0	1	0	0	0								26
Total	81	2	2	0	1	0	0	0	0	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	10	8	0	3	2	1							
	I	22	13	2	3	5	2							
	A	34	25	18	37	33	18							
	P	16	30	40	19	14	7							
READING/ WRITING	B	21	22	2	7	8	1							
	I	39	16	24	16	19	2							
	A	5	9	16	27	17	12							
	P	15	30	17	12	11	13							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	25	6	0	58
4	26	22	3	0	51
5	9	15	3	0	27

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	16	6	17	0	14	1	4	61
4	7	12	3	23	5	6	0	1	57
5	2	0	11	0	13	0	2	0	28
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	9	20	5	7	2	46
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	2	0	0	0	21	2	2	0	27
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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	16	22	28	37			1	10
Chinese Reading Test	-0	-0	-0	-0	-0	-0	-0	-0

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

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

(113), and advanced (80), leaving (53) at the beginning level. On the Lab-R most of our new comers scored at the beginning level.

2) Looking at individual NYSESLAT results allows us to determine strengths and weaknesses within the four strands. The Performance of

Part VI: LAP Assurances

analysis involves a careful collaborative partnership among grade teachers. Together they collect data, and identify learning outcomes, along with an array of ways to differentiate the content and process.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		

met their targeted goals.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 145 Andrew Jackson					
District:	32	DBN:	32K145	School		333200010145

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	53	53	54		92.6	94.0	93.8
Kindergarten	141	152	146				
Grade 1	157	162	157	Student Stability - % of Enrollment:			
Grade 2	146	148	142	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	144	129	129		92.0	93.4	95.3
Grade 4	142	138	129				
Grade 5	132	117	133	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		93.7	93.7	93.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	20	24
Grade 12	0	0	0				
Ungraded	0	5	3	Recent Immigrants - Total Number:			
Total	915	904	893	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	14	21

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	39	56	65	Principal Suspensions	9	6	6
# in Collaborative Team Teaching (CTT) Classes	9	6	12	Superintendent Suspensions	5	2	1
Number all others	44	38	38				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	298	247	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	59	77	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	40	42	TBD
# ELLs with IEPs	6	62	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	82	75	74
Number of Administrators and Other Professionals	14	14	9
Number of Educational Paraprofessionals	7	7	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.9	86.7	93.2
				% more than 5 years teaching anywhere	59.8	69.3	81.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	79.0	86.5
American Indian or Alaska Native	0.3	0.1	0.0	% core classes taught by "highly qualified" teachers	94.2	91.0	99.0
Black or African American	3.6	3.2	3.4				
Hispanic or Latino	93.6	94.6	94.7				
Asian or Native Hawaiian/Other Pacific	1.4	1.2	1.3				
White	0.9	0.7	0.6				
Male	51.0	49.6	50.3				
Female	49.0	50.4	49.7				

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	4	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:	53.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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

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

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