



**P.S 158K
2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 19K158
ADDRESS: 400 ASHFORD STREET
TELEPHONE: 1 718 277 6116
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 158K **SCHOOL NAME:** The Warwick School

SCHOOL ADDRESS: 400 Ashford Street, Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-277-6116 **FAX:** 718-827-4300

SCHOOL CONTACT PERSON: Ms. Audrey A. Wilson **EMAIL ADDRESS:** Awilson3@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tonia Gordon

PRINCIPAL: Ms. Audrey A. Wilson

UFT CHAPTER LEADER: Ms. Lesley-Ann Jones

PARENTS' ASSOCIATION PRESIDENT: Mr. Darrin Cox

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Children First Network- CFN #309

SSO NETWORK LEADER: Ms. Martha Rodriguez-Torres/ Ms. Patricia Tubridy

SUPERINTENDENT: Rose-Marie Mills

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Audrey A. Wilson	*Principal or Designee	
Leslie-Ann Jones	*UFT Chapter Chairperson or Designee	
Darrin Cox	*PA/PTA President or Designated Co-President	
Cynthia Gordon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tonia Gordon	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Tonia Gordon	SLT Chairperson	
Mary Keenan	Member/Recording Secretary	
Bernadette Creswell	Member/Teacher	
Portia Risher	Member/Parent	
Edwina Lissone	Member/Parent	
Mary Ellen Lohne	Member/Teacher	
Lillian Ortiz-Cruz	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 158K, The Warwick School, is a warm nurturing environment where teachers, coaches and administration collaborate to create an outstanding learning community. The school community works diligently towards our common goal of all students meeting and exceeding New York State Standards in every content area, as well as nurturing positive self-esteem and social growth.

P.S. 158K is home to 600 pre-kindergarten through grade five (5) students. Our environment is print rich with authentic compositions and artifacts that display our students' uniqueness, creativity and talent. We work closely with the school safety officer, health team, kitchen and custodial staff to maintain a healthy and safe school environment.

We are implementing the research-based Harcourt School Publishers' Programs, in conjunction with our academic intervention and English language learners programs, which integrates content based curriculum and literacy. A rigorous math, science and social studies curriculum challenges our students to establish and reach personal goals.

P.S. 158K's growing technology program is moving our students and staff into the 21st century use of educational technology. Students will be able to implement essential 21st century skills that will promote a dynamic learning environment. P.S. 158K's technological vision and plan will provide access to current and emerging technologies and digital resources that facilitate engaging and differentiated approaches to learning throughout the curriculum.

Additionally, our school offers a diverse range of academic support programs, extracurricular activities and special events both during and after school which include:

Academic Support Programs:

- 37 ½ Minute Academic Intervention Services
- Seamless Day
- Lunch & Learn
- Achieve 3000

Extracurricular Enrichment Programs/Clubs:

- Academic Intervention Services (AIS) All Stars
- Arts & Crafts
- Boys Basketball
- Book Club
- Chess
- Chorus – Voices of P.S. 158K
- Double Dutch
- Drama
- Knitting/Crocheting
- Math Enrichment
- Morning Recreation

- Playwriting
- P. S. 158 Steppers
- Senior Yearbook
- Swimming
- Technology/Photography/Videography
- Tennis

Schoolwide Special Events, which nurture the Home School Connection:

- Author's Visit
- Science Fair
- Pre-K – 2nd Grade Family Reading Nights
- Storybook Character Parade
- Book Fairs
- Career Fair
- Educational Field Trips
- English as a Second Language - Parent Workshops
- ELA Pep Rally
- Middle School Fair
- Open House
- Parent Data Workshops
- P.S. 158K - Theatre Nights (Drama Club Performances)
- Senior Activities (Senior Trip, Senior Dance)
- Warwick Day Celebration
- New York Road Runners – Mighty Milers
- Children's Themed Celebrations
 - Thanksgiving Celebration Dinner
 - Red and White Dance
 - Winter Soiree Celebration
 - Movie Afternoons

Our curriculum is varied and designed to meet the learning needs of all students. P.S. 158K focuses on projects that utilize various modalities of learning, excite student's interest and increase parent involvement. Schoolwide special events and enrichment programs encourage and support the home school connection throughout the year building positive community spirit while promoting school pride.

The vision of P.S. 158K is to establish a school community that sets high expectations and standards for every student. The mission of P.S. 158K is to step into the future by creating an environment that is nurturing and cooperative. Our school and home will work together creating a partnership, which will help us to meet high City and State Learning Standards for each student. Our motto is "We are stepping into the future."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S 158K Warwick			
District:	19	DBN #:	19K158	School BEDS Code #: 331900010158

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> PreK	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		91.5	91.9	TBD		
Kindergarten	77	67	98						
Grade 1	105	106	91	Student Stability: % of Enrollment					
Grade 2	82	113	100	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	96	81	99		87.3	88.3	TBD		
Grade 4	104	100	82						
Grade 5	93	117	98	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.8	83.8	90.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	113	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	575	602	586		4	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	28	45	42	Principal Suspensions	14	16	TBD		
No. in Collaborative Team Teaching (CTT) Classes	13	12	18	Superintendent Suspensions	17	5	TBD		
Number all others	20	17	21						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	9	14	10	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	34	21	21	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	3	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	55	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.5	0.3	0.2	Percent more than two years teaching in this school	85.2	80.0	TBD
Black or African American	58.1	56.3	57.3	Percent more than five years teaching anywhere	57.4	63.6	TBD
Hispanic or Latino	40.2	41.7	40.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.2	0.7	Percent Masters Degree or higher	89.0	93.0	TBD
White	0.5	1.0	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.7	73.6	TBD
Multi-racial							
Male	49.9	51.8	51.7				
Female	50.1	48.2	48.3				

2008-09 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):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Improvement – Year 2
		<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings		Elementary/Middle Level	
		ELA:	X
		Secondary Level	
		ELA:	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:	X			Math:	
	Science:	X			Grad. Rate:	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native						
Black or African American	X	X				
Hispanic or Latino	X	X				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	--	--	--			
Multiracial						
Other Groups						
Students with Disabilities	X	X	--			
Limited English Proficient	--	--	--			
Economically Disadvantaged	X	X				
Student groups making AYP in each subject	5	5	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	46.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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 the 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?
-

2010 – 2011 Needs Assessment for grades K – 3

The ECLAS-2 data for Spring 2010 indicates the following on the Reading Accuracy levels for K-3.

ECLAS-2 Spring 2010

Grade	Students	Above Expected Level	At Expected Level	Below Level
Kindergarten	109	18% (20 s)	58% (63 s)	24% (26 s)
First	95	43% (41 s)	33% (31 s)	24% (23 s)
Second	106	34% (36 s)	51% (54 s)	15% (16 s)
Third	104	N/A	65% (68 s)	35% (36 s)

The ECLAS-2 data shows that twenty-four percent (24%) of our Kindergarten students (26 out of 109 students, 15 are SWD) need intensive support in phonemic awareness and phonics. The students in first, second, and third grades that are below level need intensive support in sight words, decoding and all reading components; twenty-four percent (24%) of our first grade students (23 out of 95 students, 13 are SWD [Students with Disabilities]), fifteen percent (15%) of our second graders (16 of our 109 students, 12 are SWD), and third-five percent (35%) of our third graders (36 out of 104 students, 25 was SWD).

This year, the gains that the general education students made on the ECLAS-2 assessment were very significant. The SWD population continues to make gains but not as significantly as regular education students.

We hope to address the students' deficiencies through our early morning intervention program (37 1/2 minutes), small group intervention during and after the 90 minutes literacy block, as well as after school intervention programs. These programs will be developed to enable students to meet or exceed grade level benchmarks.

Reading First DIBELS Benchmark Results (EOY) 2009-2010

Grade	Students	% INTENSIVE	% STRATEGIC	% BENCHMARK
Kindergarten	106	15% (16 s)	13% (14 s)	72% (76 s)
First	95	14% (13 s)	13% (12 s)	74% (70 s)
Second	106	17% (18 s)	32% (34 s)	51% (54 s)
Third	103	13% (13 s)	21% (22 s)	66% (68 s)

Our goal for 2009-2010 was that each grade level meet 65% benchmark or higher in our EOY 2010.

- The goal for kindergarten was met. We had seventy-two percent (72%) of our students benchmarked in 2010. We decreased by six percent (6%) from 2009 when 78% of our students benchmarked.
- The goal for first grade was met. We had seventy-four percent (74%) of our students benchmarked in 2010. We had seventy-six percent (76%) benchmarked in 2009, so we decreased by two percent (2%) this year in first grade.
- The goal for second grade was not met. We had fifty-one percent (51%) of our students benchmark in 2010. We had forty-nine percent (49%) benchmarked in 2009. The DIBELS scores showed an increase of two percent (2%) of benchmarked students over last year's scores. This increased can be explained by the decrease of SWD, ELL and transfer students to this particular grade in 2010.
- The goal for third grade was met. We had sixty-six percent (66%) of our students benchmark in 2010. In 2009, sixty-five percent (65%) of students met the goal. The DIBELS scores for 2010 showed an increase of one percent (1%).

Goal:

By June 2011, each grade level from K-3, will score 65% or higher in their instructional recommended areas in DIBELS end of the year (EOY) benchmark assessments.

2010 – 2011 Needs Assessment for Grades 3 – 5 for ELA

What student performance trends can you identify?

- Based on the 2010 New York State English Language Arts exam, the following are some findings/trends:
 - Level 1 students are increasing in our school population in all testing grades
 - Level 3 students are not accelerating to Level 4 in testing grades
 - Slow, but steady increase in Level 4 students
- Difficulty with mastery in Standard 2: Literary Response and Expression
- Difficulty with mastery in Standard 3: Critical Analysis and Evaluation in reading comprehension skills
- It is our projection that based on the 2009-2010 School Progress Report, more than 60% of students will be making at least 1 year of progress.

Below are some findings based on New York State English Language Arts exam:

Grade 3:

- More than 76% of male students are on/above grade level
- Over 80% of female students are on/above grade level
- 39% of SWD are performing on/above grade level

Grade 4:

- There are more male students performing on Level 1 than females (23% vs. 20%)
- 77% of males are on/above grade level vs. females at 80%
- There are 53% of SWD in Level 1 tier
- 47% of SWD are performing on/above grade level

Grade 5:

- Only 10% of males and females scored at Level 1
- 90% of males and females are on/above grade level
- There are only 22% of SWD in Level 1 tier
- 78% of SWD are performing on/above grade level
- 83% of Limited English Proficiency students are performing on/above grade level
- Per Scantron's Performance Series, students in testing grades display weaknesses in comprehension with vocabulary and nonfiction texts
- Students with Disabilities are below/far-below grade level in reading comprehension (struggling with decoding, fluency and vocabulary).

What have been the greatest accomplishments over the last couple of years?

- Teachers are more knowledgeable and abreast on student data and goal setting
- Time is allotted throughout the school year to analyze, interpret and reflect on ongoing assessments
- Teachers discuss student work more objectively, in concrete terms, in order to make informed instructional decisions
- Implementation of differentiated instruction
- Establishment of more rigorous, productive instructional styles

- Implementation of strategies to aid advanced students
- Monitoring and adapting services based on monthly formal and informal assessments
- Students are more knowledgeable of their ELA learning and performance goals and establish, monitor and adjust individual goals in all content areas
- Formation of the Inquiry Team within each classroom. Teachers conduct open discussions about student performance and progress, identifying appropriate intervention services and next steps for individual students and school wide.
- Some parents have been proactive in logging into Acuity and ARIS to access their child's performance and progress reports

What are the most significant aids or barriers to the school's continuous improvement?

Our school has made significant gains due to the success of teamwork. Our staff collaboratively plans grade level activities, trips and lessons. Content area teachers articulate with classroom teachers to promote effective ways to drive instruction based on data and New York State Standards. Our ELL and Special Needs educators update and enhance their areas of expertise, with ongoing professional development to stay abreast of the latest research in literacy, math and content areas.

The most significant barrier to the school's continuous improvement would have to be time constraints. Our school has many resources but insufficient time to implement these programs. Also, teachers continue to feel overwhelmed with numerous mandates. However, our school-wide Data Day initiative has proven to be extremely successful and allows our staff to collaboratively analyze data more productively. We will continue to expand this initiative in the 2010-2011 school year.

Our Third Grade data reading shows:

Level 1 students in 2007 - 2008 decreased from 10.3% to 6.3%. In 2009, we continued to decrease from 6.3% to 1.0%. Currently, level 1 for 2010 is at 22% proficiency.

Level 2 students in 2007-2008 decreased from 40.2% to 35.8%. In 2009, it continued to decrease from 35.8% to 25.0%. Currently, level 2 for 2010 has increased to 42% proficiency.

Level 3 students in 2007-2008 increased from 48.5% to 53.7%. In 2009, it drastically increased to 67%. Currently, level 3 for 2010 has decreased to 30% proficiency.

Level 4 students in 2007-2008 increased from 1.0% to 4.2%. In 2009, it continued to increase to 7.0%. Currently, level 4 for 2010 has decreased to 6% proficiency.

Our Fourth Grade data in reading shows:

Level 1 students in 2007-2008 decreased from 16.7% to 9.1%. In 2009, it slightly increased to 10.0%. Currently, level 1 for 2010 is at 21% proficiency.

Level 2 students in 2007-2008 increased from 45.2% to 48.5%. In 2009, it decreased to 34%. Currently, level 2 for 2010 is at 49% proficiency.

Level 3 students in 2007-2008 increased from 36.9% to 41.4%. In 2009, it increased to 55%. Currently, level 3 for 2010 is at 28% proficiency.

Level 4 students in 2007-2008 slightly decreased from 1.2% to 1.0%. In 2009, it remained the same at 1.0%. Currently, level 4 for 2010 is at 1% proficiency.

Our Fifth Grade data in reading shows:

Level 1 students in 2007-2008 decreased from 6.8% to 4.4%. In 2009, it continued to decrease to 1.0%. Currently, level 1 for 2010 is at 10% proficiency.

Level 2 students in 2007-2008 slightly decreased from 45.2% to 45.1%. In 2009, it continued to decrease to 30%. Currently, level 2 for 2010 has increased to 57% proficiency.

Level 3 students in 2007-2008 increased from 46.6% to 49.5%. In 2009, it continued to increase to 68%. Currently, level 3 for 2010 has decreased to 29% proficiency.

Level 4 students in 2007-2008 slightly decreased from 1.4% to 1.1%. In 2009, it continued to decrease slightly to 1.0%. Currently, level 4 for 2010 has increased to 4% proficiency.

The Aggregated Performance for the All Students on the 2010 ELA were as follows:

82% of students in testing grades 3 – 5 scored a level 2 or higher. In Grade 3, 78% scored a level 2 or higher; Grade 4, 79% scored a level 2 or higher; and Grade 5, 90% scored a level 2 or higher.

The following are the performance levels for Black or African American students: 82% of students (approximately 56 children) in Grade 3 scored a level 2 or higher; 76% of students (approximately 58 children) in Grade 4 scored a level 2 or higher; and 89% of students (approximately 46 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for Hispanic or Latino students: 73% of students (approximately 49 children) in Grade 3 scored a level 2 or higher; 83% of students (approximately 29 children) in Grade 4 scored a level 2 or higher; and 91% of students (approximately 55 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for Indian and Asian students: 100% of students (approximately 1 children) in Grade 4 scored a level 2 or higher.

The following are the performance levels for Students with Disabilities: 39% of students (approximately 23 children) in Grade 3 scored a level 2 or higher; 47% of students (approximately 15 children) in Grade 4 scored a level 2 or higher; and 78% of students (approximately 18 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for General Education students: 89% of students in Grade 3 scored a level 2 or higher; 85% of students in Grade 4 scored a level 2 or higher; and 93% of students in Grade 5 scored a level 2 or higher.

The following are the performance levels for Limited English Proficient students: 55% of students in Grade 3 scored a level 2 or higher; 25% of students in Grade 4 scored a level 2 or higher; and 83% of students in Grade 5 scored a level 2 or higher.

The following are the performance levels for Economically Disadvantaged students: 80% of students in Grade 3 scored a level 2 or higher; 79% of students in Grade 4 scored a level 2 or higher; and 91% of students in Grade 5 scored a level 2 or higher.

2010 – 2011 Needs Assessment for grades 3 – 5 in Mathematics

What student performance trends can you identify in Mathematics?

Based on the 2010 New York State Mathematics exam, the following are some findings/trends:

- Percentage of students making at least 1 year of progress was 35%.
- Percentage of students in school's lowest 1/3 students making at least 1 year of progress was 69.4%.
- Average change in student proficiency for Level 1 and Level 2 students was 0.53%.
- Average change in student proficiency Level 3 and Level 4 students was 0.25%.
- Students in grades 3 – 5 are beginning to make steady progress in Level 3 and Level 4.

What have been the greatest accomplishments over the last couple of years?

Our Third Grade data math shows:

Level 1 students in 2007 - 2008 decreased from 3.5% to 1.2%. In 2009, we continued to decrease from 1.2% to 0%. Currently, level 1 for 2010 is at 12% proficiency.

Level 2 students in 2007-2008 increased from 8.1% to 10.7%. In 2009, it decreased from 10.7% to 3.9%. Currently, level 2 for 2010 has increased to 54% proficiency.

Level 3 students in 2007-2008 increased from 65.1% to 73.8%. In 2009, it increased to 77.6%. Currently, level 3 for 2010 has decreased to 27% proficiency.

Level 4 students in 2007-2008 decreased from 23.3% to 14.3%. In 2009, it continued to increase to 18.4%. Currently, level 4 for 2010 has decreased to 8% proficiency.

Our Fourth Grade data in math shows:

Level 1 students in 2007-2008 decreased from 3.0% to 2.3%. In 2009, it slightly increased to 2.5%. Currently, level 1 for 2010 is at 11% proficiency.

Level 2 students in 2007-2008 decreased from 23.9% to 11.6%. In 2009, it continued to decrease to 11.1%. Currently, level 2 for 2010 is at 49% proficiency.

Level 3 students in 2007-2008 increased from 58.2% to 75.6%. In 2009, it decreased to 59.3%. Currently, level 3 for 2010 is at 35% proficiency.

Level 4 students in 2007-2008 slightly decreased from 14.9% to 10.5%. In 2009, it increased to 27.2%. Currently, level 4 for 2010 is at 4% proficiency.

Our Fifth Grade data in math shows:

Level 1 students in 2007-2008 decreased from 1.7% to 0%. In 2009, it remained the same at 0%. Currently, level 1 for 2010 is at 6% proficiency.

Level 2 students in 2007-2008 increased from 13.6% to 22.5%. In 2009, it drastically decreased to 8%. Currently, level 2 for 2010 has increased to 47% proficiency.

Level 3 students in 2007-2008 decreased from 72.9% to 62.0%. In 2009, it increased to 71.6%. Currently, level 3 for 2010 has decreased to 36% proficiency.

Level 4 students in 2007-2008 increased from 11.9% to 15.5%. In 2009, it continued to increase to 20.5%. Currently, level 4 for 2010 has decreased to 12% proficiency.

The Aggregated Performance for the All Students on the 2010 math were as follows:

91% of students in testing grades 3 – 5 scored a level 2 or higher. In Grade 3, 88% scored a level 2 or higher; Grade 4, 89% scored a level 2 or higher; and Grade 5, 94% scored a level 2 or higher.

The following are the performance levels for Black or African American students: 91% of students (approximately 56 children) in Grade 3 scored a level 2 or higher; 86% of students (approximately 58 children) in Grade 4 scored a level 2 or higher; and 91% of students (approximately 46 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for Hispanic or Latino students: 85% of students (approximately 48 children) in Grade 3 scored a level 2 or higher; 93% of students (approximately 29 children) in Grade 4 scored a level 2 or higher; and 96% of students (approximately 56 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for Indian and Asian students: 100% of students (approximately 1 children) in Grade 4 scored a level 2 or higher.

The following are the performance levels for Students with Disabilities: 70% of students (approximately 23 children) in Grade 3 scored a level 2 or higher; 73% of students (approximately 15 children) in Grade 4 scored a level 2 or higher; and 83% of students (approximately 18 children) in Grade 5 scored a level 2 or higher.

The following are the performance levels for General Education students: 94% of students in Grade 3 scored a level 2 or higher; 92% of students in Grade 4 scored a level 2 or higher; and 96% of students in Grade 5 scored a level 2 or higher.

The following are the performance levels for Limited English Proficient students: 90% of students in Grade 3 scored a level 2 or higher; 75% of students in Grade 4 scored a level 2 or higher; and 100% of students in Grade 5 scored a level 2 or higher.

The following are the performance levels for Economically Disadvantaged students: 90% of students in Grade 3 scored a level 2 or higher; 88% of students in Grade 4 scored a level 2 or higher; and 95% of students in Grade 5 scored a level 2 or higher.

What are the most significant aids or barriers to the schools continuous improvement?

Our school has made many accomplishments due to our knowledgeable, experienced Professional Development Team and dedicated, professional teachers. Our classroom teachers meet weekly on their common preparatory period for planning. The math and literacy coaches meet bimonthly for study groups with each grade. As a result, we have seen our math scores increase over the last three years.

The most significant barrier to our school's continuous improvement would have to be time constraints. Time constraints impede our ability to maximize the effectiveness of the Everyday Math Program and supplemental instruction and ensure that significant student progress is achieved.

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 2009-10 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 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 presumably be aligned to the school’s annual goals described in this section.

Instructional Goals	Descriptions
By the end of June 2011, each grade level will score 65% or higher in their instructional recommended areas in DIBELS end of year (EOY) benchmark scores.	Our reading first students will be instructed using the Harcourt Trophies Core Program, supplemented with the Harcourt Trophies Interactive Instructional Resources, the Harcourt Trophies Intervention Programs and the Harcourt Trophies ELL Program.
By the end of June 2011, we will increase Students with Disabilities’ performance on New York State English Language Arts Exam in Levels 3 and 4 by 10% and decrease Level 1’s by 5% in grades 3 – 5.	Students with disabilities will be provided with supplementary instruction through AIS providers utilizing research-based programs such as Storytown Strategic Intervention Kit, Wilson Reading and My Sidewalks, to assist in decoding, fluency, vocabulary and comprehension.
By the end of June 2011, we will decrease 10% of Level 2 and increase 10% of Levels 3 and 4 as measured by New York State English Language Arts Exam for grades 3 - 5.	Our intervention programs will be used to accelerate struggling readers’ acquisition of priority skills. Higher achieving students will be provided with the opportunity to participate in Storytown Challenge Programs, Book Clubs/Talk, Accelerating ELA and Math programs and Enriched Recreational Activities.
By June 2011, we will increase the percentage of students making at least one year’s mathematics progress by 10% as measured by the New York State Mathematics assessment for Grades 3 – 5.	Teachers will be providing instruction with the Everyday Mathematic Program, supplemented with Houghton Mifflin Math Steps.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of June 2011, each grade level will score 65% or higher in their instructional recommended areas in DIBELS end of the year (EOY) benchmark scores.</p>						
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development, Wilson Foundations, Wilson Reading System, Voyager Passport, Core Knowledge, Moving Into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minute tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All General Education, Special Needs and ELL students in Grades Pre-K – 3.</p> <p>Daily from September through June.</p> <table border="0"> <tr> <td>Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principals</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy/Reading First Coach</td> <td>Cluster Teachers</td> </tr> </table>	Principal	ESL Teacher	Assistant Principals	Classroom Teachers	Literacy/Reading First Coach	Cluster Teachers
Principal	ESL Teacher						
Assistant Principals	Classroom Teachers						
Literacy/Reading First Coach	Cluster Teachers						
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, TL Fair Student Funding Assistant Principals, TL Fair Student Funding Literacy/Reading First Coach, Title I SWP, TL FSF, TL FSF General Hold Harmless ESL Teacher, TL Fair Student Funding Cluster Teachers, TL Fair Student Funding AIS Reading Teachers, Title 1 ARRA SWP, TL FSF GHH</p>						

Indicators of Interim Progress and/or Accomplishment

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

1. Weekly Harcourt Unit Assessments
2. Monthly running records
3. ECLAS – 2 Fall and Spring Assessments
4. DIBELS Assessment (3 times per year- BOY, MOY, EOY)
5. Monthly Progress Monitoring
6. Wilson Assessment of Decoding and Encoding (3 times per year - BOY, MOY, EOY)
7. ELA - Acuity Predictives in 3rd grade
8. Scantron: 3rd grade – 3 times per year
9. My Sidewalks on Reading Street Intensive Reading Intervention Program: BOY Diagnostic and Placement Assessment, Day 5 Assessments, Unit Assessments 6 times per year & Oral Fluency Assessments
10. Daily student logs and journals
11. Bi-weekly snapshot observations
12. Portfolios updated monthly
13. Writing folders updated on a weekly basis, based on student's progression through writing genre of the month
14. Teacher's daily observation and conference notes to assess student's progress

Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments for grades K - 3 is that every student will make at least one year's progress in all areas of reading.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase students with disabilities’ performance on New York State English Language Arts Exam in Level 3 and 4 by 10% and decrease the Level 1’s by 5% in grades 3 - 5.</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>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development. Storytown Literacy Program, Wilson Reading System, Core Knowledge, Moving into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron’s Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minutes tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All Special Needs students in Grades 3 through 5.</p> <p>Daily from September through June.</p> <table border="0" style="width: 100%;"> <tr> <td>Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principals</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy Coach</td> <td>Cluster Teachers</td> </tr> </table>	Principal	ESL Teacher	Assistant Principals	Classroom Teachers	Literacy Coach	Cluster Teachers
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Indicators of Interim Progress and/or Accomplishment

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

1. Daily individual student logs and journals
2. ECLAS – 2 Assessments: Grade 3 – 2 times per year
3. Portfolios: Updated monthly
4. Writing folders updated on a weekly basis, based on student’s progression through writing genre of the month
5. Weekly assessments based on unit of study
6. Acuity Instructional Targeted Assessments: 2 times per year (November & April)
7. Acuity Predictive Assessments: 2 times per year (December & June)
8. Scantron Performance Series: 3 times per year (BOY, MOY, EOY)
9. Bi-weekly snapshot observations
10. Teacher’s daily observations and conference notes to assess student’s progress
11. Annual Standardized Assessments conducted through NYS ELA - May for grades 3 - 5; NYS Math – May for grades 3 - 5 and NYS Science – May for grade 4 only.
12. Monthly running records for reading
13. Weekly Kaplan Test Companion Assessments

Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments for students with disabilities in grades 3 - 5 is that every student will make at least one years progress in all areas of English Language Arts.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, we will decrease 10% of Level 2 and increase 10% of Levels 3 and 4 as measured by New York State English Language Arts Exam for Grades 3 - 5.</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>Read alouds, shared reading and writing, guided reading and writing, independent reading and writing, listening and speaking skill development, Storytown Literacy Program, Wilson Reading System, Core Knowledge, Moving Into English Program, Kaplan skills practice and tasks, periodic assessments (Acuity and Scantron’s Performance Series) and running records. Additional AIS support will be provided before school in the 37.5 minutes tutorial period and during and after school with small group differentiated instruction and goal setting by both teachers and students.</p> <p>All General Education and ELL students in Grades 3 – 5.</p> <p>Daily from September through June.</p> <table border="0" style="width: 100%;"> <tr> <td>Principal</td> <td>ESL Teacher</td> </tr> <tr> <td>Assistant Principals</td> <td>Classroom Teachers</td> </tr> <tr> <td>Literacy Coach</td> <td>Cluster Teachers</td> </tr> </table>	Principal	ESL Teacher	Assistant Principals	Classroom Teachers	Literacy Coach	Cluster Teachers
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Indicators of Interim Progress and/or Accomplishment

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

1. Daily individual student logs and journals
2. ECLAS – 2 Assessments: Grade 3 – 2 times per year
3. Portfolios: Updated monthly
4. Writing folders: Updated on a weekly basis; based on student’s progression through writing genre of the month
5. Weekly assessments based on unit of study
6. Acuity Instructional Targeted Assessments: 2 times per year (November & April)
7. Acuity Predictive Assessments: 2 times per year (December & June)
8. Scantron Performance Series: 3 times per year (BOY, MOY, EOY)
9. Bi-weekly snapshot observations
10. Teacher’s daily observations and conference notes to assess student’s progress
11. Annual Standardized Assessments conducted through NYS ELA - May for grades 3 - 5; NYS Math - May for grades 3 - 5 and NYS Science – May for grade 4 only.
12. Monthly running records for reading
13. Weekly Kaplan Test Companion Assessments

Our overall projected gains for Indicators of Interim Progress and/or Accomplishments is that every student will make at least one years progress in all areas of English Language Arts.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	Mathematics
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the percentage of students making at least one year’s mathematics progress by 10% as measured by the New York State Mathematics assessment in grades 3 - 5.</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>Everyday Mathematics activities, Warm-up, Math Message, Direct Instruction, Math Journal Writing and Sharing, Extra Practice and Enrichment, Math Games, Skills Practice, Test Preparation, Formal and Informal Assessments, Accountable Talk, Math Steps Skill Development, Independent and Shared Practice, AIS 37.5 Minute Activities, Lunch and Learns, and Kaplan Skill Development.</p> <p>All General Education, Special Needs and ELL students in Grades 3 – 5.</p> <p>Daily from September through June.</p> <table border="0" style="width: 100%;"> <tr> <td>Principal</td> <td>Assistant Principals</td> </tr> <tr> <td>Classroom Teachers</td> <td>Cluster Teachers</td> </tr> <tr> <td>Math Coach</td> <td>ESL Teacher</td> </tr> </table>	Principal	Assistant Principals	Classroom Teachers	Cluster Teachers	Math Coach	ESL Teacher
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Indicators of Interim Progress and/or Accomplishment

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

1. Mathematics Beginning of the Year Inventory Benchmark Assessments – grades K – 5
2. Daily individual student logs and journals (K – 5)
3. Daily teacher observations and conferencing during independent and small group activities (K – 5)
4. Flexible grouping of students for math differentiated instruction in alignment with the NYS Mathematics Strands
5. Weekly math assessments in grades K – 5
6. Unit Math assessments at the end of each unit in Grades K – 5
7. Gathering information from students' daily class work
8. Acuity Math Instructional Targeted Assessments: Twice per year for grades 3 – 5
9. Biweekly snapshot observations done per year in grades 3 – 5
10. Standardized Math Tests: Once per year in grades 3 – 5
11. Weekly Math Kaplan Test Companion Assessments in grades 3 – 5 (October & January)
12. Mathematics Mid-Year Benchmark Assessments in grades K – 5 (January)
13. End of the Year Benchmark Assessments in grades K – 5

Our overall projected gains for the Indicators of Interim Progress and/or Accomplishments is that every student will make at least one year's progress in all areas of Mathematics.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) 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 Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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	25	10	N/A	N/A	16	15	17	4
1	41	40	N/A	N/A	15	15	17	4
2	35	32	N/A	N/A	15	10	13	1
3	33	32	N/A	N/A	15	15	12	2
4	51	52	36	26	20	15	20	3
5	50	39	38	18	20	15	22	4
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>General Education / Grades K - 2</u></p> <p>Reading First Harcourt Trophies Intervention Kit</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes • during the school day <p>Wilson Reading Foundations</p> <ul style="list-style-type: none"> • small groups • during the school day <p>Achieve 3000</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>English Language Learners / Grades K – 2</u></p> <p>Reading First Harcourt Trophies Intervention: Moving into English Program</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes <p>Seamless Day for English Language Learners Harcourt Trophies Intervention - Moving into English Program</p> <ul style="list-style-type: none"> • small groups • after school <p>McMillian & McGraw Hill: Treasure Chest</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>Students with Disabilities Grades K - 2</u></p> <p>Reading First Harcourt Trophies Intervention Kit</p>

- Small groups
- During the morning 37 ½ minutes
- During the school day

Wilson Reading Foundations

- small groups
- during the school day

General Education Grades 3 – 5

Reading First Harcourt Trophies Intervention Kit

- small groups
- during the morning 37 ½ minutes
- during the school day
- grade 3 only

Harcourt School Publishers Storytown Intervention Kit

- small groups
- during the morning 37 ½ minutes
- during the school day
- grade 4 & 5 only

Wilson Reading System

- small groups
- during the school day

Scott Foresman: My Sidewalks on Reading Street Intensive Intervention Program

- small groups
- during the school day
- grades 4 & 5 only

Seamless Day Program – Options Publishing: Comprehensive Reading Assessment, Test Preparation for the New York State ELA Test

Seamless Day Program – Educational Design: New York State Reading Coach Terra Nova Edition

Achieve 3000

	<ul style="list-style-type: none"> • small groups • after school <p><u>English Language Learners Grades 3 – 5</u> Reading First Harcourt Trophies Intervention-Moving into English Program</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes • during the school day • grade 3 only <p>Harcourt School Publishers Storytown: English Language Learners Extra Support Kit</p> <ul style="list-style-type: none"> • small groups • during the morning 37 ½ minutes • during the school day • grade 4 & 5 only <p>Wilson Reading System</p> <ul style="list-style-type: none"> • small groups • during the school day <p>McMillian & McGraw Hill: Treasure Chest</p> <ul style="list-style-type: none"> • small groups • during the school day <p>Seamless Day Program – Educational Design: New York State Reading Coach Terra Nova Edition</p> <p><u>Special Needs Grades 3 – 5</u> (Same as General Education grades 3 – 5)</p>
<p>Mathematics:</p>	<p><u>General Education Grades K – 2</u> Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p><u>Math ELL’s Grades K – 2</u> Math Steps</p> <ul style="list-style-type: none"> • small groups

- during the school day

Students with Disabilities Grades K – 2

Math Steps

- small groups
- during the school day

Math General Education Grades 3 – 5

Continental Press – New York State Mathematics

- small group
- during morning 37 ½ minutes

Math Steps

- small groups
- during the school day

Math Skill Packets Aligned to New York State Math Strands

- small groups
- lunch and learn

Seamless Day Program – Continental Press: Finish Line Math

- small groups
- after school

English Language Learners Grades 3 – 5

Continental Press – New York State Mathematics

- small group
- during morning 37 ½ minutes

Math Steps

- small groups
- during the school day

Steck-Vaughn: Achieve It Math

- small groups
- lunch and learn

	<p>Seamless Day Program – Continental Press: Finish Line Math</p> <ul style="list-style-type: none"> • small groups • after school <p><u>Students with Disabilities Grades 3 – 5</u></p> <p>Continental Press – New York State Mathematics</p> <ul style="list-style-type: none"> • small group • during morning 37 ½ minutes <p>Math Steps</p> <ul style="list-style-type: none"> • small groups • during the school day <p>Steck-Vaughn: Achieve It Math</p> <ul style="list-style-type: none"> • small groups • lunch and learn <p>Seamless Day Program – Continental Press: Finish Line Math</p> <ul style="list-style-type: none"> • small groups • after school
Science:	<p><u>General Education, English Language Learner &, Special Needs Grades 4 and 5</u></p> <p>Kaplan Science</p> <ul style="list-style-type: none"> • small groups • before school • during the day • lunch and learn • grade 4 <p>Scott Foresman Science</p> <ul style="list-style-type: none"> • small groups • during the school day • grade 5
Social Studies:	<p><u>General Education, English Language Learner &, Special Needs Grades 4 and 5</u></p> <p>Continental Press: Social Studies for Application and Instruction (SSAI), Form 1 and Form 2</p> <ul style="list-style-type: none"> • small groups • during the school day – grade 4 and 5

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Individual and small group counseling • Individual study and social skills instruction • Assistance with the awareness, knowledge and compliance of school and classroom rules • Behavior and anger management • Crisis intervention and referrals for outside counseling • Ongoing communication with parents and school personnel • Bilingual services <p>These services are provided before school, during the 37½ minutes morning AIS period and during the school day.</p>
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Initial evaluations to determine if special evaluations are needed • Individual counseling • Crisis intervention • Referrals to supportive agencies • Bilingual services <p>These services are provided during the school day.</p>
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One to one counseling • Group counseling • Crisis intervention • Telephone and face to face conferences with parents, community resources and school personnel • Referrals to community based organizations as needed • Bilingual services • These services are provided during the school day.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Vision and hearing screenings are provided by the state for grades K – 2 • Vision and hearing screenings are provided by the school nurse for grades 3 – 5 based on students' and families needs or teacher referrals • School physicals are provided by a Department of Health Physician when required • 504's are provided to students with special medical concerns • Asthma care is administered, as necessary, by the school nurse • Open Airways Asthma Curriculum, developed by the American Lung Association, is provided to children via a 6 session workshop series • An epilepsy educational presentation will be conducted for the 5th grade students • Education and individual displays of proper hand washing techniques will be provided to all of the students • Referrals to community based medical facilities • Health related paraprofessionals are provided when warranted

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K – 5 **Number of Students to be Served:** 37 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** ESL Provider

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

P.S. 158K consists of one (1) transitional bilingual (Spanish) K/1bridge class; one 4/5 bilingual Spanish special needs and 23 LEP students serviced in a freestanding ELL program. There are 37 English language learners. The ESL teacher services students in monolingual regular education classes as well as special needs.

At P.S. 158K, Transitional Bilingual Education (TBE) programs include language arts and content area instruction in students' native language and English as well as intensive ESL instruction. Freestanding ESL provides all language arts and content area in English through the use of specific instructional strategies such as TPR (Total Physical Response) and CALLA (Cognitive Academic Language Learning Approach). These are instructional models developed to meet the academic needs of the ESL student.

Students in the bilingual program receive two periods daily of ESL instruction and also native language arts. ESL opted out students receive two periods daily of ESL instruction. One of the two periods is in the content area using ESL strategies. Included in this period are social studies, science and English language arts through the literacy program. Students at risk are also serviced daily by the Special Education Teacher Support Services (SETSS) using ESL strategies in reading and mathematics. Cluster teachers servicing bilingual classes and classes containing LEP/ELL students utilize ESL strategies in teaching their subject areas.

P.S. 158K has successfully implemented the Harcourt Trophies Program in grades K – 3. This comprehensive reading program provides a dedicated block of research-based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension). We are implementing the Harcourt Schools Publisher Storytown Program as our core ELA program for grades 4 – 5. The Storytown Program is focused on meeting the needs of all students including those with limited English proficiency. Teachers are receiving ongoing professional development to support the implementation of Storytown. This program provides teachers with materials, lessons and strategies to support ELL students in standard-based learning. Teachers provide direct and explicit systematic instruction, which is differentiated, based on on-going data and observation of mastery. Small flexible groups are created based on data, instructional time and instructional content that varies based on the student's needs and reading action plans.

Harcourt Storytown has multiple components that help teachers reach struggling students including a K – 3 ELL Reading Kit and a Grade 4 – 5 English Language Learners Extra-Support Kit that pre-teaches and re-teaches core skills daily. The Moving into English Program is an additional component of the Harcourt Program. It is used to develop vocabulary and comprehension skills with ELL Students. All these components include ELL leveled guided reading materials. The Wilson Reading System is a supplementary program that offers further assistance to our targeted English language learners in grades 3 – 5 who are struggling with decoding, encoding and fluency.

Our Math Core curriculum is McGraw-Hill's Everyday Mathematics which incorporates warm-ups, math messages, direct instruction, math journal writing and sharing, extra practice and enrichment, math games, skills practice and test preparation, formal and informal assessments and accountable talk.

Our English language learners benefit from a rich variety of concrete experiences and cooperative learning activities across the mathematical content strands. Language, communication, social interaction, tools and manipulatives all play important roles in helping our ELL students acquire skills. Topics, concepts and skills are periodically reviewed, practiced and applied using a variety of mathematical experiences in flexible, small, differentiated groups.

Math games are an integral part of the Everyday Mathematics Curriculum and are a highly motivating way for ELLs to not only practice and master basic skills, but to also think critically and solve problems. The math games also encourage increased social and language skills through frequent shared practices. ELLs also benefit from the incorporation of the Houghton Mifflin Math Steps Program, which adds increased depth and supplements the Core Program. Math Steps is a mathematics program that explicitly teaches all the essential content covered by grades K – 5. The program is designed to focus specifically on the development of skills and sub-skills, so that all students can be successful. The Math Steps Program has a highly systematic, step by step instructional plan that follows the New York State Math Standards and supports the instruction of both the content and process strands.

At P.S. 158K, we have reviewed NYSESLAT data and student performance and have noted the following needs:

- Increase student performance on the NYSESLAT
- Increase student academic achievement in mathematics, science and social studies
- Increase instructional time for students through ESL instruction during extended day

Literacy, mathematics and other content area programs provided to the LEP students:

- The Seamless Day Program will provide additional support from January through mid May. An enrichment program will commence from March – June. The Seamless Day Program is offered two days per week for one and a half hours per day. Additionally, the 37 ½ minute period provides additional small group differentiated instruction for all at-risk ELL students.

Title III ELL Extended Day Program

Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

We will offer an after school program to prepare students for the NYSESLAT and to enhance academic performance. The program will serve our LEP students. The students will be divided into three classes based on their level of proficiency as determined by the NYSESLAT results. It is expected that the program will be conducted from January to May for eighteen weeks. This program will be offered to students from kindergarten through fifth grade that can remain after school for one hour and 30 minutes on Tuesdays and Wednesday from 3:00-4:30 pm. Two licensed bilingual teachers and one ESL teacher will be hired to service this population. Treasures from McMillian/McGraw-Hill, is a research based program which has an ELL component called Treasure Chest. This is a comprehensive program for ELL students in grades K-5 that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. Treasure Chest targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition.

Treasure Chest was selected because it uses authentic literature, graphic organizers and scaffolds support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a supportive environment. Small groups are used to practice and reinforce skills at the student's level of proficiency. The ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with the student's English proficiency and using visuals and gestures. Therefore, Treasure Chest provides opportunities to make adequate academic progress and meet high academic standards.

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.

To ensure a strong emphasis on the state learning standards and high impact differentiated academic language development strategies, the ESL specialist will meet once a month with the staff that provides instruction to ELLs. The appropriate staff will analyze individual student’s progress in order to provide additional support. Our goal is to maximize each student’s growth and individual success by meeting each ELL student where he or she is in the learning process. Staff will review factors such as reading comprehension, phonemic awareness, fluency, vocabulary and prior knowledge.

September: NYSESLAT Data Analysis
October: Differentiated Instruction for ELLs
November: Periodic Assessments Analysis (Acuity)
December: ELA Test Taking Strategies for ELLs
January: Comprehension for the Struggling ELLs
February: Math Strategies for the ELL Student
March: NYSELAT-Understanding the Components of Assessment
June: Planning Curriculum Mapping for ELL Students

ELL Parent Involvement Program

The school conducts a parent orientation for the newly enrolled ELLs. The purpose of the Parent Orientation is to explain the different ESL programs available and to complete the Parent Survey and Program Selection Forms. The Principal, ESL Coordinator, Parent Coordinator and Translator are also present at this orientation to address any concerns, which the parents may have. ELLs are then placed accordingly, as per the parent’s choice. Students must be placed within ten days of enrollment.

- P.S. 158K’s Parent Coordinator will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the NYS academic content standards
 - the NYS student academic achievement standards
 - the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - The Common Core State Standards

- The NYS Scale Scores
- Parents will be encouraged to attend at least two PTA meetings a year. These meetings will be held in both the morning and evening hours to accommodate more parents. Translators will be available, and additional accommodations will be made for parents with disabilities.
 - Through the efforts of the Parent Coordinator, and the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's achievements.
- Student of the Month celebrations will be held in conjunction with PTA meetings and Honors Assemblies will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.
- English as a Second Language (ESL) and computer workshops will be held for parents. As an added incentive, childcare services will be provided to alleviate childcare issues.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or freestanding ELL programs.

All parent workshops will focus on basic educational concerns, health care/medical issues, financial planning, while addressing various behavioral and mental health issues for children.

Form TIII – A (1)(b)

School: P. S. 158K

 BEDS Code: 331900010158

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15,000.00		
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	\$9,077.20	<ul style="list-style-type: none"> • Afterschool Instructional Program for ELL students from January to May • Parent Workshop from April to May
Purchased services - High quality staff and curriculum development contracts.	\$3,402.80	McMillian & McGraw Hill: Treasure Chest, a scientific research based comprehensive program for ELLs in grades K-5
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,520.00	Getting Ready for the NYSESLAT English Language Student Handbooks Empire State NYSESLAT ESL/ELL Continental Press
Educational Software (Object Code 199)	N/A	N/A
Travel		
Other		
TOTAL	\$15,000.00	

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.

Previous parent surveys have indicated that parents feel uninformed due to lack of English proficiency, thereby limiting their communication with the school community. As a result, all written communication is translated into Spanish and distributed to parents.

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 oral interpretation service provided by P.S.158K was assessed through on-going discussions with parents and guardians of students with home languages other than English. Additional parental surveys, in native languages, were conducted during PTA meetings and during school visits. These discussions and surveys indicate a greater need for more oral translation to be available for parents during visits, workshops and meetings. As a result, bilingual staff are available at all school functions to provide translation services to parents. Additionally, ESL workshops are offered to parents.

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 parental meetings, workshops and forums will provide written material in the appropriate native languages so that all parents will feel welcomed and comfortable enough to participate in the activities.

Also, all forms that are created by PS 158K, including calendars, letters, newsletters and announcements, will be printed and distributed in the native language of our parents. These materials will be translated by qualified in-school staff and when appropriate by parent volunteers.

The provision of appropriate native language material, written and distributed as an equal part of the school's informational policy will allow all parents to feel more comfortable, valued and better informed so that they can be active partners in their children's educational process.

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.

During all parental workshops, forums, conferences and meetings a translator will provide an oral translation, if necessary, as the conversation proceeds. This will allow parents to fully and freely participate in conversations within the school setting. Some events that will have an oral translator available to parents are Parent-Teachers Conferences, Open School Hours, PTA Meetings, Open House, Saturday Workshops and Forums.

These translators will consist of in-house school staff and parent volunteers. This will allow parents to feel more at ease as they will be around people that they already know and have worked closely with in the past.

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>.

P.S 158 will ensure that parents and guardians are provided with written notification of their rights in their native language at the time of their child's registration in September and as needed throughout the school year. In-school staff and parent volunteers will be available to assist parents and guardians regarding translation and interpretation services, in addition to instructions on how to obtain such services. Signs indicating this information and where assistance may be obtained are posted in a prominent location upon entrance to P.S 158.

As part of the school's safety plan, signs containing school visitor procedures will be posted in all home languages. Translated material, will be distributed as part of the home-school connection to ensure that all parents are fully informed. Additionally, if we exceed 10% of our students' home languages in other than English, we will obtain and post signage and forms from the Translation and Interpretation Units as required by this Chancellor's Regulations.

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 2009-10:	\$593,282	\$62,251	\$655,533
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,933		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$622	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,665		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,112	
6. Enter the anticipated 10% set-aside for Professional Development:	\$59,328		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,225	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 73.7
9. 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.

The District assists all schools in the placement goal of 100% certified staff. The Principal and/or designee attend Teachers' Job Fairs conducted centrally and throughout the District. The District also advertises in local papers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified teaching staff.

P. S. 158K will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classroom. We are encouraging teachers to complete certification in designated areas of teaching by taking accredited courses to be in full compliance by the end of the school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I School **Parental Involvement Policy** **P.S. 158K Warwick**

P.S. 158K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S 158 agrees to implement the following statutory requirements:

- P.S. 158K will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 158K will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- P.S. 158K will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- P.S. 158K will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 158K will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in NYC.
- P.S. 158K will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, meaningful communication, involving student academic learning and other school activities, including:
 - Ensuring that parents play an integral role in assisting their children’s learning;
 - Encouraging parents to be actively involved in their children’s education at school;
 - Ensuring that parents are full partners in their children’s education, that they are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

1. P.S. 158K will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. P.S. 158K will take action to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

 - P.S. 158K will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
 - P.S. 158K will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - P.S. 158K will work to assist parents in having meaningful roles in the school decision-making process. P.S. 158K will provide parents with training and information so they can make the most of this opportunity. This will include phone calls, report cards, parent conferences, home visits, and learning environment surveys, as well as updated information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - P.S. 158K will incorporate this parental involvement policy into its school improvement plan.

- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 158K will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework, regular visits to the library, and other school related activities. Our school will encourage parents to join in learning activities (library visits, home reading corner, book sales, book fairs, reading recipes, etc.)
 - P.S. 158K will help parents gain access to supportive services at other agencies, such as medical care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- P.S. 158K will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the NYS academic content standards
 - the NYS student academic achievement standards
 - the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - The Common Core State Standards
 - The NYS Scale Scores
- Parents will be encouraged to attend at least two PTA meetings a year. These meetings will be held in both the morning and evening hours to accommodate more parents. Translators will be available, and additional accommodations will be made for parents with disabilities.
 - Through the efforts of the Parent Coordinator, and the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's achievements.
- Student of the Month celebrations will be held in conjunction with PTA meetings and Honors Assemblies will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.

- English as a Second Language (ESL) and computer workshops will be held for parents. As an added incentive, childcare services will be provided to alleviate childcare issues.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or freestanding ELL programs.

All parent workshops will focus on basic educational concerns, health care/medical issues, financial planning, while addressing various behavioral and mental health issues for children.

Professional Development:

Monthly Professional Development for parents provided by the Related Service Providers. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessments, internet safety issues, summer planning resources and other matters pertaining to family social and educational issues.

Professional development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly district ELL/bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ELL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: Monthly district professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS Common Core State Standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team minutes. This policy was adopted by P.S. 158K on 06/05/06 and will be in effect for the school year. The school will distribute this policy to all parents of participating Title I, Part A children.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of P.S. 158's parents. This evaluation will be coordinated with the executives of the PTA, the school's parent coordinator and administrators.

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

P.S. 158K 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 will be in effect during the current school year.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 158K will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

P.S. 158K continues to hire and retain highly qualified staff to provide high-quality education to the children via targeted and differentiated instruction. The staff also participates in enhanced professional development to upgrade their skills. Data days have been incorporated into grades K through 5 to enable early childhood teachers to update their DIBLES and ECLAS-2 data and grades 3 through 5 staff to familiarize themselves with and update ACUITY Data. Item analysis is also conducted for the purpose of differentiated instruction and flexible grouping.

Educators review data on an ongoing basis to ensure that students are meeting their learning potential and goals. The school continues to utilize scientifically based learning programs, which include the Wilson Reading System, Kaplan, McGraw-Hill Everyday Math, Math Steps, Harcourt School Publishers, Storytown and Trophies.

⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during November and March.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards will be distributed to parents during the two parent teacher conferences in the fall and again in the spring.
- Parents will receive a username and password to enable them to access their child's ACUITY Interim Assessments test scores
- Parents will receive a password to enable them to access all of their child's data from ARIS, which includes attendance, state test scores, predictive assessments, etc.
- Kindergarten to third grade Home Connect - DIBLES Reading Progress Report
- Individual student goals and home support letters
- Phone consultations and written correspondence
- First marking period progress reports will be provided for kindergarten students followed by report cards in the second marking period.
- Promotion in Doubt letters will be generated to parents

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff will be available to meet with parents during the Open House and during the parent teacher conferences that are held twice per year. They will also be available to meet with parents face to face or via telephone consultation at a mutually convenient time before school hours, after school hours or during the teacher's prep period.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents can participate in the Learning Leaders Training Program which enables them to volunteer in various classrooms. Classroom observations can also be conducted when scheduled in advance. Parents may also volunteer to accompany the students on various class trips to ensure appropriate supervision for the children.

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.

⇒ involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely manner.

⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many

parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- ⇒ provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the NYS assessments in Math and English Language Arts.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - ensuring that homework is completed;
 - monitoring the amount of television and electronic video games that my children watch;
 - logging onto ARIS to monitor my child's progress;
- ⇒ volunteering in my child's school via the Learning Leader's Training Program;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;

- ⇒ ensuring that my child visits the library on a regular basis and obtains level and age appropriate books/material;
- ⇒ encouraging my child to utilize online reading and math programs at home or at the public library;
- ⇒ participating in training sessions and workshops that are sponsored by the school;
- ⇒ participating in the ten session ESL workshop to improve English Proficiency (for non-English speaking parents);
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectations and offering praise and encouragement for achievement;
- ⇒ purchasing books at P.S. 158's Scholastic Book Club Fair twice a year;
- ⇒ participating in the Reading is Fundamental (RIF) Citywide Book Program.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Limit television viewing and the use of electronic games.
- Visit the library on a regular basis to obtain books at my reading level.

Name	Signature	Date
School: P.S. 158 Teacher's Name:		
Parent(s) – Print Name		
Student - Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

P.S. 158K, will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging state and city content and performance standards.

P.S. 158K, will use disaggregated student data from the following assessments: state and city grades 3 - 5 exams, District benchmark assessments, The ARIS/Acuity Interim Predictive Assessments, The Early Childhood Language Arts System-2 (ECLAS-2), The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), The Terra Nova Grades 1-3 Outcome Assessments, and multiple classroom-level measures. We will assess the achievement of students in relation to the state standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet state standards. A progress report and NYCDOE Parent/Teacher Survey will also be reviewed to identify other factors that may affect students' performance, i.e., health, attendance, school climate, professional development, parent involvement and student satisfaction. This data will help our school evaluate which educational programs need to be implemented or refined.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of academically delayed students and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- As a schoolwide plan, P.S. 158K's CEP describes effective methods and instructional strategies that are founded on scientifically based research, which will be incorporated to strengthen the core academic program of the school.

- Emphasis on “quality first teaching” to ensure that all students, including students with disabilities and English language learners, receive instruction using grade-appropriate standards-based curriculum, using sound instructional strategies and proven methods and have sufficient opportunities to master state content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on integrating literacy and math instruction in all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3 - 5, the ARIS/Acuity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet state standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the state standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and students with disabilities.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in *P.S. 158K*, are designed to implement the District Comprehensive Educational Plan (DCEP) and District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired at *P.S. 158K* will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Experienced teachers that are new to *P.S. 158K* are highly qualified. They have met NYS certification requirements either by: possessing a Bachelor's Degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 158K and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, on site and at the district level.

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.

P.S. 158K will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and School Based Support Team (SBST). Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinator.

Professional development for staff will be coordinated at *P.S. 158K* by a Professional Development (PD) Team, which includes the District Superintendent, Network Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches, Reading First Coach, Lead Teachers, Data Specialist and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Our professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, is in place at *P.S. 158K*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities and will also be supported by the District Superintendent and the Children First Network Instructional Specialist to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, Microsoft Excel, etc.
- Data analysis and using data

- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, ESL classes, computer classes, ARIS training etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, Comprehensive Educational Plan (CEP) development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction and increased participation in instructional initiatives by parents, leading to improved student results.

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

The District assists all schools in the placement goal of 100% certified staff. In the spring and summer, the Principal and/or designee attend Teacher's Job Fairs conducted centrally and throughout the District. The District advertises in local newspapers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

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

P.S. 158K will describe in our CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 158K will arrange for workshops focused on parent strategies and techniques that help their children improve academically.

Additional support for P.S. 158K will be provided by the District and the Central Office, through the Office for Family Engagement and Advocacy, which will promote engagement, provide parent support and develop special projects to enhance parent involvement. In addition, the District Family Advocate for District 19 and her team will work closely with the Office for Family Engagement and Advocacy to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Transitions from Pre-Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents of Pre-K students as follows:

Ongoing Communication for Staff

- Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all pre-kindergarten programs in the District
- Invite staff of the preschool and kindergarten programs to participate in exchange visits
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Share Department of Education curriculum and standards for kindergarten with community based organizations and pre-kindergarten staff.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Transition Day for parents and children who will be attending kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer questions. Bilingual staff will be available to translate
- Organize and implement a Kindergarten Fair

- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group
- Discuss kindergarten curriculum and expectations during Pre-Kindergarten Parent Advisory Meetings.

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.

Teachers will be engaged in ongoing discussions and decision-making processes with P.S. 158K and district administrators regarding the use of academic assessments to inform instructional decisions, to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

P.S. 158K will use disaggregated State and City assessments grades 3 – 5, the ARIS/Acuity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and multiple classroom-level measures to regularly assess the progress of student and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet state standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the state standards in ELA, mathematics, science and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 on state assessments, or deemed to be at risk for not meeting state standards, will receive appropriately targeted services.

Ongoing professional development and parent involvement activities are provided to support at risk students.

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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.

NCLB/SED Status: School in Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.

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.

Part B: For Title I Schools Identified for Improvement

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.

The Professional Development Team will provide training, support and opportunities for teachers to expand their knowledge in the areas of reading, math, and content area subjects so they can develop, refine, and implement their best practices, knowledge and experience required to accelerate student learning and improve academic scores.

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

The Department of Education has a mentoring program, which embodies the following goals:
Goal 1: teacher retention, improved support for new teachers, and academic achievement

School Under Registration Review (SURR)

Goal 2: build local capacity/leadership base

P.S. 158K's extensive teacher mentoring program is a critical component of the support and high-quality professional development available for all new teachers, including new Teaching Fellows and Alternate Certification Teachers. It incorporates the state mandates which requires all teachers without prior experience to receive mentoring and also provides training in Teacher's Professional Standards.

Our new teachers' mentoring needs will be met using the Santa Cruz Model: experienced classroom teachers will support peer teachers. All mentors will be under the Supervision of the Children First Network's Lead Instructional Mentor under the auspices of the Department of Education. School mentors will focus on new teacher issues including pedagogy and methodology.

Mentor professional development will be conducted by the Children First Network's Lead Instructional Mentor, which will include:

- 12 days of mentoring to introduce new skills/coaching
- Bi-weekly mentor forums-smaller groups tailored to individual needs

Mentors will provide 2 hours of monthly professional development for mentees after school. The teachers being mentored will receive new teacher credits spread throughout the year.

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.

P. S. 158K will notify parents about the school's identification as a school in good standing during the Open House in September, monthly PTA Meetings, School Leadership Team Meetings, monthly newsletters, school reports and parent announcements which are sent home with the students. The various announcements are translated into Spanish for our bilingual population.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently 27 students in temporary housing who attend P.S 158.

2. Please describe the services you are planning to provide to the STH population.
The following services will be provided to the students who reside in temporary housing and their families:
 - Initial assessment of parents to determine their service needs
 - Coordination of services with the shelter workers
 - Counseling services for children
 - Counseling for parents as needed
 - Referrals to community resources
 - Academic intervention services
 - Provision of Metro-cards
 - Purchase of clothing/uniforms
 - Purchase of school supplies/materials
 - Purchase of eyeglasses
 - Purchase of food
 - Assess student for transportation via pupil transportation services
 - Coordination of services/conferencing with community based resources, i.e. ACS, etc.

- Follow-up regarding attendance issues

Part B: FOR NON-TITLE I SCHOOLS

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 158 Warwick					
District:	19	DBN:	19K158	School		331900010158

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	18	18	19		91.5	91.9	90.5
Kindergarten	67	98	94				
Grade 1	106	91	99	Student Stability - % of Enrollment:			
Grade 2	113	100	98	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	81	99	104		87.3	88.3	86.3
Grade 4	100	82	101				
Grade 5	117	98	84	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.8	90.9	88.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	113	46
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	602	586	601	(As of October 31)	2007-08	2008-09	2009-10
					4	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	42	78	Principal Suspensions	14	16	13
# in Collaborative Team Teaching (CTT) Classes	12	18	10	Superintendent Suspensions	17	5	2
Number all others	17	21	24				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	14	10	TBD	Number of Teachers	54	55	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	7
# receiving ESL services only	21	21	TBD				
# ELLs with IEPs	3	14	TBD	Number of Educational Paraprofessionals	1	2	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	85.2	80.0	85.7
				% more than 5 years teaching anywhere	57.4	63.6	76.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	93.0	94.6
American Indian or Alaska Native	0.3	0.2	0.2	% core classes taught by "highly qualified" teachers	78.7	73.6	98.3
Black or African American	56.3	57.3	60.1				
Hispanic or Latino	41.7	40.6	37.8				
Asian or Native Hawaiian/Other Pacific	0.2	0.7	1.2				
White	1.0	0.7	0.5				
Male	51.8	51.7	49.9				
Female	48.2	48.3	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	38.3	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:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form III – A (1)(a)

Grade Level(s) K – 5 Number of Students to be Served: 37 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) ESL Provider

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

P.S. 158K consists of one (1) transitional bilingual (Spanish) K/1 bridge class; one 4/5 bilingual Spanish special needs and 23 LEP students serviced in a freestanding ELL program. There are 37 English language learners. The ESL teacher services students in monolingual regular education classes as well as special needs.

At P.S. 158K, Transitional Bilingual Education (TBE) programs include language arts and content area instruction in students' native language and English as well as intensive ESL instruction. Freestanding ESL provides all language arts and content area in English through the use of specific instructional strategies such as TPR (Total Physical Response) and CALLA (Cognitive Academic Language Learning Approach). These are instructional models developed to meet the academic needs of the ESL student.

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Students in the bilingual program receive two periods daily of ESL instruction and also native language arts. ESL opted out students receive two periods daily of ESL instruction. One of the two periods is in the content area using ESL strategies. Included in this period are social studies, science and English language arts through the literacy program. Students at risk are also serviced daily by the Special Education Teacher Support Services (SETSS) using ESL strategies in reading and mathematics. Cluster teachers servicing bilingual classes and classes containing LEP/ELL students utilize ESL strategies in teaching their subject areas.

P.S. 158K has successfully implemented the Harcourt Trophies Program in grades K – 3. This comprehensive reading program provides a dedicated block of research-based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension). We are implementing the Harcourt Schools Publisher Storytown Program as our core ELA program for grades 4 – 5. The Storytown Program is focused on meeting the needs of all students including those with limited English proficiency. Teachers are receiving ongoing professional development to support the implementation of Storytown. This program provides teachers with materials, lessons and strategies to support ELL students in standard-based learning. Teachers provide direct and explicit systematic instruction, which is differentiated, based on on-going data and observation of mastery. Small flexible groups are created based on data, instructional time and instructional content that varies based on the student's needs and reading action plans.

Harcourt Storytown has multiple components that help teachers reach struggling students including a K – 3 ELL Reading Kit and a Grade 4 – 5 English Language Learners Extra-Support Kit that pre-teaches and re-teaches core skills daily. The Moving into English Program is an additional component of the Harcourt Program. It is used to develop vocabulary and comprehension skills with ELL Students. All these components include ELL leveled guided reading materials. The Wilson Reading System is a supplementary program that offers further assistance to our targeted English language learners in grades 3 – 5 who are struggling with decoding, encoding and fluency.

Our Math Core curriculum is McGraw-Hill's Everyday Mathematics which incorporates warm-ups, math messages, direct instruction, math journal writing and sharing, extra practice and enrichment, math games, skills practice and test preparation, formal and informal assessments and accountable talk.

Our English language learners benefit from a rich variety of concrete experiences and cooperative learning activities across the mathematical content strands. Language, communication, social interaction, tools and manipulatives all play important roles in helping our ELL students acquire skills. Topics, concepts and skills are periodically reviewed, practiced and applied using a variety of mathematical experiences in flexible, small, differentiated groups.

Math games are an integral part of the Everyday Mathematics Curriculum and are a highly motivating way for ELLs to not only practice and master basic skills, but to also think critically and solve problems. The math games also encourage increased social and language skills through frequent shared practices. ELLs also benefit from the incorporation of the Houghton Mifflin Math Steps Program, which adds increased depth and supplements the Core Program. Math Steps is a mathematics program that explicitly teaches all the essential content covered by grades K – 5. The program is designed to focus specifically on the development of skills and sub-skills, so that all students can be successful. The Math Steps Program has a highly systematic, step by step instructional plan that follows the New York State Math Standards and supports the instruction of both the content and process strands.

At P.S. 158K, we have reviewed NYSESLAT data and student performance and have noted the following needs:

- o Increase student performance on the NYSESLAT
- o Increase student academic achievement in mathematics, science and social studies
- o Increase instructional time for students through ESL instruction during extended day

Literacy, mathematics and other content area programs provided to the LEP students:

- o The Seamless Day Program will provide additional support from January through mid May. An enrichment program will commence from March – June. The Seamless Day Program is offered two days per week for one and a half hours per day. Additionally, the 37 ½ minute period provides additional small group differentiated instruction for all at-risk ELL students.

Title III ELL Extended Day Program

Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

We will offer an after school program to prepare students for the NYSESLAT and to enhance academic performance. The program will serve our LEP students. The students will be divided into three classes based on their level of proficiency as determined by the NYSESLAT results. It is expected that the program will be conducted from January to May for eighteen weeks. This program will be offered to students from kindergarten through fifth grade that can remain after school for one hour and 30 minutes on Tuesdays and Wednesday from 3:00-4:30 pm. Two licensed bilingual teachers and one ESL teacher will be hired to service this population. Treasures from McMillian/McGraw-Hill, is a research based program which has an ELL component called Treasure Chest. This is a comprehensive program for ELL students in grades K-5 that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. Treasure Chest targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition.

Treasure Chest was selected because it uses authentic literature, graphic organizers and scaffolds support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a supportive environment. Small groups are used to practice and reinforce skills at the student's level of proficiency. The ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with the student's English proficiency and using visuals and gestures. Therefore, Treasure Chest provides opportunities to make adequate academic progress and meet high academic standards.

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.

To ensure a strong emphasis on the state learning standards and high impact differentiated academic language development strategies, the ESL specialist will meet once a month with the staff that provides instruction to ELLs. The appropriate staff will analyze individual student's progress in order to provide additional support. Our goal is to maximize each student's growth and individual success by meeting each ELL student where he or she is in the learning process. Staff will review factors such as reading comprehension, phonemic awareness, fluency, vocabulary and prior knowledge.

September:	NYSESLAT Data Analysis
October:	Differentiated Instruction for ELLs
November:	Periodic Assessments Analysis (Acuity)
December:	ELA Test Taking Strategies for ELLs
January:	Comprehension for the Struggling ELLs
February:	Math Strategies for the ELL Student
March:	NYSESLAT-Understanding the Components of Assessment
June:	Planning Curriculum Mapping for ELL Students

ELL Parent Involvement Program

The school conducts a parent orientation for the newly enrolled ELLs. The purpose of the Parent Orientation is to explain the different ESL programs available and to complete the Parent Survey and Program Selection Forms. The Principal, ESL Coordinator, Parent Coordinator and Translator are also present at this orientation to address any concerns, which the parents may have. ELLs are then placed accordingly, as per the parent's choice. Students must be placed within ten days of enrollment.

- P.S. 158K's Parent Coordinator will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - o the NYS academic content standards
 - o the NYS student academic achievement standards
 - o the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - o The Common Core State Standards

- o The NYS Scale Scores
- Parents will be encouraged to attend at least two PTA meetings a year. These meetings will be held in both the morning and evening hours to accommodate more parents. Translators will be available, and additional accommodations will be made for parents with disabilities.
 - o Through the efforts of the Parent Coordinator, and the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's achievements.
- Student of the Month celebrations will be held in conjunction with PTA meetings and Honors Assemblies will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.
- English as a Second Language (ESL) and computer workshops will be held for parents. As an added incentive, childcare services will be provided to alleviate childcare issues.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or freestanding ELL programs.

Parent workshops will focus on basic educational concerns, health care/medical issues, financial planning, while addressing various behavioral and mental health issues for children.

Form TIII – A (1)(b)

School: P. S. 158K

 BEDS Code: 331900010158

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15,000.00		
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	\$9,077.20	<ul style="list-style-type: none"> • Afterschool Instructional Program for ELL students from January to May • Parent Workshop from April to May
Purchased services - High quality staff and curriculum development contracts.	\$3,402.80	McMillian & McGraw Hill: Treasure Chest, a scientific research based comprehensive program for ELLs in grades K-5
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,520.00	Getting Ready for the NYSESLAT English Language Student Handbooks Empire State NYSESLAT ESL/ELL Continental Press
Educational Software (Object Code 199)	N/A	N/A
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19K158

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$593,282	\$62,251	\$655,533
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,933	\$622	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,664	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$59,328	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
__73.7%__

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

The District assists all schools in the placement goal of 100% certified staff. The Principal and/or designee attend Teachers' Job Fairs conducted centrally and throughout the District. The District also advertises in local papers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified teaching staff.

P. S. 158K will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classroom. We are encouraging teachers to complete certification in designated areas of teaching by taking accredited courses to be in full compliance by the end of the school year.

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

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

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

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

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

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

Title I School

Parental Involvement Policy

P.S. 158K Warwick

P.S. 158K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S 158 agrees to implement the following statutory requirements:

- P.S. 158K will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 158K will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- P.S. 158K will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S. 158K will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 158K will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in NYC.
- P.S. 158K will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, meaningful communication, involving student academic learning and other school activities, including:
 - Ensuring that parents play an integral role in assisting their children’s learning;
 - Encouraging parents to be actively involved in their children’s education at school;
 - Ensuring that parents are full partners in their children’s education, that they are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

1. P.S. 158K will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA

2. P.S. 158K will take action to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- P.S. 158K will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- P.S. 158K will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - P.S. 158K will work to assist parents in having meaningful roles in the school decision-making process. P.S. 158K will provide parents with training and information so they can make the most of this opportunity. This will include phone calls, report cards, parent conferences, home visits, and learning environment surveys, as well as updated information on topics like school choice. Communication will be in a form that families find understandable and useful.
- P.S. 158K will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. P.S. 158K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 158K will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework, regular visits to the library, and other school related activities. Our school will encourage parents to join in learning activities (library visits, home reading corner, book sales, book fairs, reading recipes, etc.)
 - P.S. 158K will help parents gain access to supportive services at other agencies, such as medical care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- P.S. 158K will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the NYS academic content standards
 - the NYS student academic achievement standards

- the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- The Common Core State Standards
- The NYS Scale Scores
- Parents will be encouraged to attend at least two PTA meetings a year. These meetings will be held in both the morning and evening hours to accommodate more parents. Translators will be available, and additional accommodations will be made for parents with disabilities.
 - Through the efforts of the Parent Coordinator, and the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.
- Parents will be invited to attend culminating celebrations marking their children's achievements.
- Student of the Month celebrations will be held in conjunction with PTA meetings and Honors Assemblies will be held at the end of each marking period.
- School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated to parents via the students at the beginning of each month.
- English as a Second Language (ESL) and computer workshops will be held for parents. As an added incentive, childcare services will be provided to alleviate childcare issues.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment programs, school expectations and general program requirements for bilingual education and/or freestanding ELL programs.

Parent workshops will focus on basic educational concerns, health care/medical issues, financial planning, while addressing various behavioral and mental health issues for children.

Professional Development:

Monthly Professional Development for parents provided by the Related Service Providers. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessments, internet safety issues, summer planning resources and other matters pertaining to family social and educational issues.

Professional development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Monthly district ELL/bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ELL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: Monthly district professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS Common Core State Standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team minutes. This policy was adopted by P.S. 158K on 06/05/06 and will be in effect for the school year. The school will distribute this policy to all parents of participating Title I, Part A children.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of P.S. 158's parents. This evaluation will be coordinated with the executives of the PTA, the school's parent coordinator and administrators.

1. 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

P.S. 158K 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 will be in effect during the current school year.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 158K will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

P.S. 158K continues to hire and retain highly qualified staff to provide high-quality education to the children via targeted and differentiated instruction. The staff also participates in enhanced professional development to upgrade their skills. Data days have been incorporated into grades K through 5 to enable early childhood teachers to update their DIBLES and ECLAS-2 data and grades 3 through 5 staff to familiarize themselves with and update ACUITY Data. Item analysis is also conducted for the purpose of differentiated instruction and flexible grouping.

Educators review data on an ongoing basis to ensure that students are meeting their learning potential and goals. The school continues to utilize scientifically based learning programs, which include the Wilson Reading System, Kaplan, McGraw-Hill Everyday Math, Math Steps, Harcourt School Publishers, Storytown and Trophies.

⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during November and March.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards will be distributed to parents during the two parent teacher conferences in the fall and again in the spring.
- Parents will receive a username and password to enable them to access their child's ACUITY Interim Assessments test scores
- Parents will receive a password to enable them to access all of their child's data from ARIS, which includes attendance, state test scores, predictive assessments, etc.
- Kindergarten to third grade Home Connect - DIBLES Reading Progress Report
- Individual student goals and home support letters
- Phone consultations and written correspondence
- First marking period progress reports will be provided for kindergarten students followed by report cards in the second marking period.
- Promotion in Doubt letters will be generated to parents

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff will be available to meet with parents during the Open House and during the parent teacher conferences that are held twice per year. They will also be available to meet with parents face to face or via telephone consultation at a mutually convenient time before school hours, after school hours or during the teacher's prep period.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents can participate in the Learning Leaders Training Program which enables them to volunteer in various classrooms. Classrooms observations can also be conducted when scheduled in advance. Parents may also volunteer to accompany the students on various class trips to ensure appropriate supervision for the children.

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
- ⇒ involve parents in the joint development of any Schoolwide Program Plan (for SWP schools), in an organized, ongoing, and timely manner.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the NYS assessments in Math and English Language Arts.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - ensuring that homework is completed;
 - monitoring the amount of television and electronic video games that my children watch;
 - logging onto ARIS to monitor my child's progress;
- ⇒ volunteering in my child's school via the Learning Leader's Training Program;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Districtwide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ ensuring that my child visits the library on a regular basis and obtains level and age appropriate books/material;
- ⇒ encouraging my child to utilize online reading and math programs at home or at the public library;
- ⇒ participating in training sessions and workshops that are sponsored by the school;
- ⇒ participating in the ten session ESL workshop to improve English Proficiency (for non-English speaking parents);
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectations and offering praise and encouragement for achievement;
- ⇒ purchasing books at P.S. 158's Scholastic Book Club Fair twice a year;
- ⇒ participating in the Reading is Fundamental (RIF) Citywide Book Program.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Limit television viewing and the use of electronic games.
- Visit the library on a regular basis to obtain books at my reading level.

Name	Signature	Date
School: P.S. 158 Teacher’s Name:		
Parent(s) – Print Name		
Student - Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.
P.S. 158K, will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging state and city content and performance standards.

P.S. 158K, will use disaggregated student data from the following assessments: state and city grades 3 - 5 exams, District benchmark assessments, The ARIS/Acuity Interim Predictive Assessments, The Early Childhood Language Arts System-2 (ECLAS-2), The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), The Terra Nova Grades 1-3 Outcome Assessments, and multiple classroom-level measures. We will assess the achievement of students in relation to the state standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet state standards. A progress report and NYCDOE Parent/Teacher Survey will also be reviewed to identify other factors that may affect students' performance, i.e., health, attendance, school climate, professional development,

parent involvement and student satisfaction. This data will help our implemented or refined.

school evaluate which educational programs need to be

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- As a schoolwide plan, P.S. 158K's CEP describes effective methods and instructional strategies that are founded on scientifically based research, which will be incorporated to strengthen the core academic program of the school.
- Emphasis on "quality first teaching" to ensure that all students, including students with disabilities and English language learners, receive instruction using grade-appropriate standards-based curriculum, using sound instructional strategies and proven methods and have sufficient opportunities to master state content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on integrating literacy and math instruction in all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3 - 5, the ARIS/Acuity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills

(DIBELS) and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet state standards.

- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the state standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and students with disabilities.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in *P.S. 158K*, are designed to implement the District Comprehensive Educational Plan (DCEP) and District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired at *P.S. 158K* will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Experienced teachers that are new to *P.S. 158K* are highly qualified. They have met NYS certification requirements either by: possessing a Bachelor’s Degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 158K and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, on site and at the district level

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.

P.S. 158K will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and School Based Support Team (SBST). Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinator.

Professional development for staff will be coordinated at *P.S. 158K* by a Professional Development (PD) Team, which includes the District Superintendent, Network Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches, Reading First Coach, Lead Teachers, Data Specialist and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff

to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Our professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, is in place at P.S. 158K. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities and will also be supported by the District Superintendent and the Children First Network Instructional Specialist to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, Microsoft Excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (basic education, ESL classes, computer classes, ARIS training etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees

- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement, problem solving, Comprehensive Educational Plan (CEP) development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction and increased participation in instructional initiatives by parents, leading to improved student results.

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

The District assists all schools in the placement goal of 100% certified staff. In the spring and summer, the Principal and/or designee attend Teacher's Job Fairs conducted centrally and throughout the District. The District advertises in local newspapers, recruits through universities and works closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

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

P.S. 158K will describe in our CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, P.S. 158K will arrange for workshops focused on parent strategies and techniques that help their children improve academically.

Additional support for P.S. 158K will be provided by the District and the Central Office, through the Office for Family Engagement and Advocacy, which will promote engagement, provide parent support and develop special projects to enhance parent involvement. In addition, the District Family Advocate for District 19 and her team will work closely with the Office for Family Engagement and Advocacy to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

Transitions From Pre-Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents of Pre-K students as follows:

Ongoing Communication for Staff

- Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all pre-kindergarten programs in the District
- Invite staff of the preschool and kindergarten programs to participate in exchange visits
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Share Department of Education curriculum and standards for kindergarten with community based organizations and pre-kindergarten staff.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Transition Day for parents and children who will be attending kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer questions. Bilingual staff will be available to translate
- Organize and implement a Kindergarten Fair
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group
- Discuss kindergarten curriculum and expectations during Pre-Kindergarten Parent Advisory Meetings.

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.

Teachers will be engaged in ongoing discussions and decision-making processes with P.S. 158K and district administrators regarding the use of academic assessments to inform instructional decisions, to improve the achievement of individual students

and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

P.S. 158K will use disaggregated State and City assessments grades 3 – 5, the ARIS/Acuity Interim Predictive Assessments, the Early Childhood Language Arts System (ECLAS-2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and multiple classroom-level measures to regularly assess the progress of student and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet state standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the state standards in ELA, mathematics, science and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 on state assessments, or deemed to be at risk for not meeting state standards, will receive appropriately targeted services.

Ongoing professional development and parent involvement activities are provided to support at risk students.

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are "Conceptually" ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$98,357.00	X	19-26
Title I, Part A (ARRA)	Federal	X			\$61,629.00	X	19-26
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$109,234	X	19-26
Tax Levy	Local	X			\$2,651,852	X	19-26

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- **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.

