



St. Clair McKelway School

P.S. /I.S. 178

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 23K178

ADDRESS: 2163 DEAN STREET BROOKLYN, N.Y. 11233

TELEPHONE: (718)495-7768/69

FAX: (718) 495-2304

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K **SCHOOL NAME:** ST. CLAIR MCKELWAY SCHOOL

SCHOOL ADDRESS: 2163 Dean Street, Brooklyn, N.Y. 11233

SCHOOL TELEPHONE: (718) 495-7768/69 **FAX:** (718) 495-2304

SCHOOL CONTACT PERSON: Dr. Joseph Henry **EMAIL ADDRESS:** JHenry1@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Monica Sylvester</u>
PRINCIPAL:	<u>Dr. Joseph Henry</u>
UFT CHAPTER LEADER:	<u>Yvette Collins-Allman</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>L. Ervin Charles Sr.</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23K **CHILDREN FIRST NETWORK (CFN):** 408

NETWORK LEADER: Mr. Lucious Young

SUPERINTENDENT: Mr. A. Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dr. Joseph Henry	*Principal	
Sandra Matos	*UFT Chapter Chairperson Designee	
Ervin Charles	*PTA President	
Diane Dowding	Title I Co-chair	
Brenda Epps	DC 37 Representative	
Lorenzo Soleyn	Assistant Principal	
Monica Sylvester	Chairperson/Grades 3-5	
Dolores Cocco	Support Services	
Kenya Bowman	Member/Grades 6-8	
Ophelia Nelson	Member/Grades Pre K-2	
Theresa Davis	Member/Title 1 Co-chair	
Elizabeth Cruz	Member/PTA Treasurer	
Ava Henton	Member/PTA	
Annette James	Member/PTA	
Yulanda Kennedy	Member/PTA	
Angelica Barriere	Member/PTA	

* 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.

School Vision Statement : Our vision is to create a school environment where students are eager to learn, teachers and parents exhibit a strong desire to be part of the learning process, and the school community is looked upon as a resource for learning.

School Mission Statement: P.S./I.S. 178K will provide a community oriented educational environment dedicated to achieving high standards of academic excellence through a performance and standards driven curriculum, rich in collective historical consciousness, resulting in individual freedom for all. Our mission has been capsulated into the following statement "To be the best there is, the best there was; and the best there ever will be". Our school's motto is "**If you Believe it**", "**You can Achieve it**".

PS /IS 178 was constructed in 1914. It is a six-story brick building with 45 classrooms, a gymnasium on the sixth floor, and a playroom, cafeteria, science lab, auditorium and lobby on the ground floor. The main office is housed on the second floor. There are no elevators and an inoperable dumb waiter. Since the building does not have elevators, handicap accessibility is limited to the ground floor only.

The PS/IS 178K Annex, constructed in 1968 is located at 1784 Park Place, approximately four blocks from the main building. It is a one-floor building with 7 classrooms, a parent room, a kitchen, teacher's lounge, and 4 administrative offices. There are two full-day Pre-K classes and 3 full-day kindergarten classes. Classrooms are open and all-inclusive.

During the 2009-2010 school year, major renovation projects were launched on-site. They include a Science laboratory for our middle school students, work on the building's facade, and two playground areas on either side of the school.

PS/IS 178K is serviced by a principal, an assistant principal, two guidance counselors, and a teacher –in-charge at the Annex. There are 47 teachers, 8 paraprofessionals, a Parent Coordinator, 2 secretaries, 2 safety officers, 7 school aides, and 7 additional support personnel. Of the 45 teachers on staff 100% are fully licensed and permanently assigned. 46.8% of the teachers on staff have more than 5 years teaching experience and 81% have a Masters degree. 2.7% of our teachers have less than 2 years teaching experience.

To meet the needs of "at risk" students in all grades Academic Intervention Services such as extended day, and small group academic intervention/prevention tutorial services (37 1/2 minute tutorial) have been established. Wherever possible, class sizes have been reduced.

Students receive at least two hours of intensive instruction in literacy. Our literacy prototype consists of a read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop, and vocabulary development. To further support literacy instruction a staff developer works directly with teachers, identified “at risk” students, as well as those who need enrichment.

In the area of mathematics, all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes. Currently we are using the “Everyday Math” program in grades K-5 and The Prentice Hall Math Program in Grades 6-8. A pacing/curriculum calendar is used to ensure proper pacing of instruction in math.

Our science program is staffed by a middle school teacher and assistant in our recently renovated Science laboratory. Grades 7 and 8 conduct experiments and research projects in the lab. Students in grades 1-6 work in their classroom to learn scientific concepts using a hands-on approach. This approach is inquiry based and incorporates scientific thinking and writing. We have aligned our program with state and city standards.

For the social studies curriculum, we use the NYS Social Studies scope and sequence. In grades 2-5 the Houghton Mifflin textbook series approved for New York City/State is used to address state standards. The Internet is also an integral part of our program. Students use the Internet to do research on a variety of topics.

Technology has been integrated into the entire curriculum through the use of in-classroom computers, and mobile laptop units. Students use technology on a daily basis to research information on the Internet, create documents using desktop publishing programs, and to learn computer keyboarding skills. Computer-based programs such as: Destination Success-Math /ELA, Rosetta Stone and Renzulli Learning support and enrich study in all subject areas.

Physical education is provided during the day and after school. Students participate in calisthenics, sports and games. A fitness club and team sports have been organized during after school hours open to all children.

Our music program is extended to all students. It is both instrumental and vocal. Students develop a knowledge and appreciation for music. Additionally, students are given an opportunity to join our school group “The 178 All-Star Band”. Several band members have been accepted to the Lincoln Center “Middle School Jazz Academy”, and other performing arts programs for advanced study. We also offer instruction in recorder, and have choral groups organized on several grade levels.

Professional development is coordinated by a team consisting of the Principal, Asst. Principal, and grade leaders. In addition to the school team, Children First Network personnel also provide additional staff development workshops and training. Professional development is conducted on an ongoing basis. Common preps are used to facilitate staff development as well as grade meetings. This time is used to introduce best teaching practices, new instructional strategies, and to exchange information. The Principal and Assistant Principal also conduct monthly study groups, grade PD meetings on common preps, and provide classroom modeling regularly. Staff members are also encouraged to take available courses and seminars offered by the Bureau of Educational Research, and other online providers.

PS /IS 178K receives allocations from the following Federal, State and local programs: Tax Levy, Title I, Fair Student Funding, and NYSTL.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	St. Clair McKelway				
District:	23	DBN #:	23K178	School BEDS Code:	332300010178

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	36	37		88.6	91.0	TBD		
Kindergarten	77	52	64						
Grade 1	89	87	80	Student Stability: % of Enrollment					
Grade 2	66	74	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	67	69	61		89.7	87.7	TBD		
Grade 4	68	69	70						
Grade 5	58	71	60	Poverty Rate: % of Enrollment					
Grade 6	70	54	65	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	67	62	56		85.4	76.3	93.4		
Grade 8	50	66	60						
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		26	40	34		

DEMOGRAPHICS							
Grade 12	0	0	0				
Ungraded	8	6	5	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	653	639	643		0	3	2
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	33	37	35				
No. in Collaborative Team Teaching (CTT) Classes	26	27	24	Principal Suspensions	0	1	TBD
Number all others	24	23	29	Superintendent Suspensions	3	27	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	21	24	30	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	4	(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	47	47	47
				Number of Administrators and Other Professionals	11	10	TBD
Overage Students: # entering students overage for grade							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	TBD
	1	0	TBD				

DEMOGRAPHICS							
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.1	0.6	0.5	Percent more than two years teaching in this school	55.3	53.2	TBD
Black or African American	85.9	85.8	83.2	Percent more than five years teaching anywhere	46.8	51.1	TBD
Hispanic or Latino	11.2	12.2	14.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.3	0.3	Percent Masters Degree or higher	81.0	87.0	TBD
White	1.1	0.6	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	83.3	83.3
Multi-racial	-	-	TBD				
Male	52.1	53.5	54.7				
Female	47.9	46.5	45.3				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓	✓	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	90.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	22.8	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	53.9	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	✓
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Over the last few years our greatest accomplishments have been:

- **Math Performance Middle School:**

GRADE	2007-2008 % Level 3 & 4	2008-2009 % Level 3 & 4	% Increase
6	78%	100%	22%
7	69%	86.2%	17.2%
8	56%	56.7%	.7%

- The acquisition of a common reading program in grades Pre-K -6th (Scott Foresman) and Grades 7-8 (EMC Literature Program).
- The creation and on-going improvement of our School Band has provided an opportunity for our students to develop and exhibit their talents in the performing arts. Students have been accepted to Lincoln Center Academy and other performing arts programs for advanced study.
- Differentiated Instruction – Professional development is provided internally and through outside vendors during the course of the entire year. Grade level meetings and planning sessions include differentiated instruction. The school-wide Literacy Programs includes a differentiated instruction component

- Smart Goals_- Interim goals that are measurable are established for both teachers and students. Administration, and grade leaders meet with teachers and grades to establish goals. Students meet with teachers to review, discuss, and revamp goals according to academic need.
- Accelerated Classes_- As a result of the School Report Card and School Progress Report of 2007, accelerated classes were established to move students from level 3 to level 4. The accelerated classes use the same curriculum, however, the students work at an accelerated pace and use more challenging material.
- Assessment Summaries - Acuity data and internal tests are administered and analyzed. Results are compiled and summarized by class and by grade. Teachers use results to drive instruction and identify student needs.
- Significant growth in students achieving a level 3 or 4 on State Math and ELA exams 2007-2009.
- Infusion of technology into the curriculum- Most teachers in PS/IS 178 use some form of technology in their classes. With the recent incorporation of mobile laptop units in the school, students have more opportunities to use the internet, and teachers are able to deliver instruction more efficiently, and analyze/ gather student data to make informed decisions regarding student achievement.

The most significant aids to the school’s continuous improvement have been:

- The continuity/spiraling of instruction across the grades as a result of our literacy programs.
- Schoolwide technology programs such as “Destination Math/ELA” and “Accelerated Reader” are accessible to *all* students and staff.
- Male Role Models are found in the Principal, Assistant Principal, Guidance Counselor, Middle School Social Studies Teacher, the Dean, several School Aides, and a Family Worker.
- Veteran Staff which consists of 49 teachers out of which, 92% are fully licensed and permanently assigned. 62% of teachers have more than 5 years teaching experience, and have a Master’s degree.
- The Middle School Component_has specialized teachers so students are not self-contained. Although the Middle School students are housed in an elementary school, they receive instruction and programming based on a Middle School environment.
- On-Site computer technician
- Signs of improvement in parental participation as evidenced by PTA meeting and parent Open House attendance numbers.

Area’s which need improvement were identified in the School Report Card, Progress Report, and Quality Review. Barriers to our improvement are as follow:

- Systems for data collection in all subject areas and on all grade levels to better analyze student performance trends need to be implemented.
- Student activities and programs, such as a student council, need to be in place to improve relationships among students and between students and faculty.
- Individualized teacher professional development plans must be implemented to enhanced teacher capacity.

- Based on the results of the NYS ELA and Math tests, the School Report Card and School Progress Report revealed that students were not making progress from Level 3 to Level 4.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1:

By June 2011, 60% of our teachers will be able to demonstrate differentiation techniques as part of their instructional practices in one or more subject areas. They will use summative and formative data to drive instruction.

Goal 2:

P.S./I.S. 178 will continue to maintain an average daily student attendance rate of 91% or higher during the 2010-2011 school year.

Goal 3:

By June 2011, 65% of our teachers will be able to use technology in their classrooms as an integral part of their instructional strategies on a daily/weekly basis to enhance student outcomes.

Goal 4:

By June 2011, 95% of our teachers will be able to access and analyze summative and formative data to improve student outcomes.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 60% of our teachers will be able to demonstrate differentiated techniques as part of their instructional in one or more subject areas. They will use summative and formative data to drive instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Continue to provide ongoing professional development in the area of differentiated instruction across the content areas. • Continue identification of subgroups through regular assessment; and strategies to meet their needs (ie. AIS, ELL, Enrichment) using summative and formative data ACUITY and ARIS. • Continue to fund workshops using outside vendors, and in-house sessions developed by lead teachers, coaches and administrators • Continue to schedule grade-wide teacher study groups to share/turnkey best practices and drive instruction. • Continue joint collaboration with Brooklyn Collegiate staff.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Use of Conceptual Consolidated Funds ie. Title I Part A Basic, Title I ARRA, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff. • Use of Conceptual Consolidated Funds ie. Title I Part A Basic, Title I ARRA, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building. • Continue to share funding and resources with Brooklyn Collegiate to provide training for differentiated instruction workshops.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas of workshops and sign-in sheets of professional development sessions. • Review of lesson plans, unit plans, portfolios, classroom displays, snapshots, teacher observations. • By June 2011, 95% of teachers will have participated in at least one workshop on differentiation strategies. • On-going analysis of student performance and progress on ITT performance, bi-monthly

	<p>classroom assessments, etc.</p> <ul style="list-style-type: none">• By January 2011 40% of teachers will be able to demonstrate differentiation techniques and strategies in their instructional practices using summative and formative data.• By January 2011 50% of all teachers will have participated in differentiation professional development sessions at least once.• By December 2010 grade-wide study groups will be established and functioning in grades PreK-8.
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Subject/Area (where relevant): Student Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PS/IS 178 will continue to maintain an average daily student attendance rate of 91% or higher during the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue data collection and analysis from ATS and 407 reports. • Continue use of home visits and phone calls to parents by family workers. • Support of Parent Coordinator to reach out to parents to through workshops, individual sessions, etc. • Continue use of quarterly contests coordinated by the School Leadership Team • Continue individual recognition of excellent student attendance by guidance department • Continue to provide information workshops sponsored by PTA and PAC • Use of rewards-trips, shows ,ice cream/pizza parties, etc. • Continued monitoring and feedback from school administration
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use of Consolidated Conceptual Funds ie. Title I Basic Part A, Title I ARRA • Use of Consolidated Conceptual Funds ie. Title I, fund raising conducted by the PTA/PAC
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and sign-in sheets of workshops conducted by PTA/PAC/PC • By January 2011, at least two incentive activities will be held by the School Leadership Team • By January 2011, at least one workshop will be held by PTA/PAC/PC

Subject/Area (where relevant): Use of Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 65% of our teachers will use technology in their classrooms as an integral part of their instructional practices on a daily/ weekly basis to enhance student outcomes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue to make available desktop and laptop computers; SMART Boards, current media and software to all classroom teachers. • Provide training on use of SMART Boards to classroom teachers. • Continue to provide staff with workshops on differentiation, ARIS and ACUITY • Have operational computer lab with licensed teacher to consult and/or assist teachers • Continue to support teachers with an in-house technician • Continue to provide staff with coaching and modeling by staff developer, peers identified as data specialists and administrators. • Continue collaboration with Brooklyn Collegiate staff for further training on data retrieval, analysis and site navigation at beginner ,intermediate and advanced levels • Creation of a webpage which teachers will manage from their computers (echalk). • Use of technology to monitor student progress, provide teachers with feedback and suggestions; and promote use of available professional development opportunities (Protraxx) by school administrators.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use of Consolidated Conceptual Funds ie. Title I Basic Part A, Title I ARRA and Tax Levy funds to hire educational consultants and non-contracted vendors to provide professional development activities inside and outside of the school • Use of Consolidated Conceptual Funds ie. Title I Basic Part A, Title I ARRA and Tax Levy to fund per session and per diem activities inside and outside of the school • Hiring a computer lab teacher if staffing restrictions permit
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • By January 2011, 50% of all teachers will be able to access, sort and analyze summative and formative data from various sites on available computers in order to drive instruction. This will be evidenced in teacher reports, student projects/assignments. etc. • By October 2010, 25% of student project displays, teacher reports, lesson plans, and observations will evidence the use of currently available technology.

Data Retrieval and Analysis

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of teachers will access and analyze summative and formative data as a means to improve student outcomes. Teachers will attend training on the use and implementation of the ARIS and ACUITY systems.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 70% of teachers will attend at least two trainings on the ACUITY and ARIS systems by June 2011 to grow personal skill sets addressed during 2009-10 professional development. • To increase the use of technology by content area teachers from 25% to 40%. • Continue to provide laptops for teachers to access the ARIS and ACUITY programs • Continue to analyze data via the ITT assessment, teacher-made tests, NYS standardized tests, NYSESLAT and ECLAS to drive instruction. • Continue to integrate the collection and analysis of data as part of the ongoing school wide teaching strategy. • Continue to use inside and outside presenters including staff and professional development workshops and support. • Continue joint collaboration with Brooklyn Collegiate staff.. • Continue to schedule staff for DOE Webinars and Protraxx training sessions. • Continue to organize study groups to address grade specific data issues, drive instruction and show best practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Use of Conceptual Consolidation Funds ie Title I Part A Basic, Title I ARRA ,NYSTL, Tax Levy and IDEA funds to purchase technology equipment, and to provide training opportunities. • Use of Conceptual Consolidation Funds ie Title I Part A Basic, Title I ARRA ,NYSTL, Tax Levy to fund per session and per diem professional development activities inside and outside of the school.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas of workshops and sign – in sheets of workshops of professional development opportunities and teacher registration confirmations. • 50% of teacher reports will reflect use of summative and formative data by December 2010. • By January 2011 at least 50% of all new teachers will attend at least, one training. • By January 2011, at least 65% of all teachers will be able to access, navigate and retrieve data from ACUITY and ARIS to assist in driving instruction. • By October 2010, grade-wide study groups will be established in grades PreK-8.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	3		N/A	N/A				
2	2/1 speech		N/A	N/A				
3	7	7	N/A	N/A				
4	11	11			2			
5	10	10						
6	2	2						
7	0	0	2	2				
8	2	2	4	2				
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>SETTS/AIS provider utilizes the following program and/or strategy: small group 8:1 maximum, Achieve It-ELA program grade 4, 37 1/2 minute sessions; 1:1 Wilson Reading. IEP Teacher/AIS provider-Achieve It-ELA, other sources. Students (2nd, 4th, 6th) serviced. Speech- Child receives speech and language to help with articulation and language skills.</p>
<p>Mathematics:</p>	<p>SETTS/AIS provider utilizes the following program and/or strategy: small group 8:1 maximum, Achieve It-Math program grade 4, 37 1/2 minute sessions; 1:1. IEP Teacher/AIS provider-Achieve It-Math, other sources. Students (2nd, 4th, 6th) serviced during the regular school day. 5th graders are serviced during the regular and extended day sessions.</p>
<p>Science:</p>	<p>Small group instruction 14 students) is provided during the regular school day. At-risk students are serviced during the extended day-2:50-3:50pm Tuesdays and Wednesdays.</p>
<p>Social Studies:</p>	<p>Students work in small ability-based groups. At-risk students are paired with higher performing students during the regular school day. At-risk students are serviced during the extended day-2:50-3:50pm Tuesdays and Wednesdays.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counselor addresses behavior issues that interfere with classroom conduct/learning. Temporary services designed to help student deal with short term problems.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served : LEP 36 Non-LEP 10

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

PS/IS 178K uses an ESL pull-out model of instruction for the ELL's. PS/IS 178K, does not have enough students on each grade level to form an official bilingual class. Thus, program selection is limited to an ESL pull-out model. After students are identified through the home language survey, parents are informed that the student will receive pull-out ESL services at PS/IS 178. They are given the option to go to another school that provides bilingual services in their home language.

The school follows the LEP identification process mandated by NYS:

- **Screening the student's enrollment with the Home Language Survey Questionnaire. In addition conducting an informal interview using their Native Language and English.**
- **The initial assessment begins with the administering of the Language Assessment Battery-Revised (LAB-R)**
- **The student's scores will determine the program placement appropriate for the LEP Student (bilingual education or ESL Program) at the beginning, intermediate or advanced level.**
- **In the spring there is an annual assessment administering the NYSESLAT. The student scores at the beginning, intermediate or advanced level which determine the LEP continue services eligibility. If the student scores the proficiency level, the student is no longer considered LEP and stops receiving the ESL services.**
- **To incorporate technology, ELL students use a computer and laptop.**

English is the language of instruction. Instructional strategies include English language acquisition with an emphasis on small group instruction. Extensive use of scaffolding, modeling, and graphic organizers is used to assist students in language acquisition and writing. Instruction is taught within the content areas using the language experience approach, when necessary. Twenty eight students are serviced in grades K-8. Two classes are held 5 days per week. Currently we use a pull-out model in which the beginning level

students are receiving 300 minutes periods of instruction per week. The intermediate and advance level students are receiving 150 minutes of ESL instruction per week. To meet the needs of ELL students in grades Pre-k – 6, we use the Scott Foresman reading program that has an ELL component. In addition the ELL teacher uses the following instructional materials are used to support the learning of ELLs in our school:

- **Recorded Books** with an accompanying tape used to model reading fluency and expression and to reinforce writing skills.
- **Graphic organizers** are used to help students organize their writing.
- **Students work independently with recorded books for extra practice.**
- **Scott Foresman ESL textbooks levels 1-3** contain content area subject matter to supplement lessons in math(problem solving ,charts, and graphs),social studies (history and geography), science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction).
- **Learning centers.**
- **The Carolyn Graham Jazz Chants tapes** are used to help students learn the English language by using rhythm and rhyme
- **Computer-based software, ACUITY** as part of differentiated instruction.

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.

Section III. Title III Budget

School: 23K178 BEDS Code: 332300010178

Budget Allocation

Total expenditure: \$15,000.00

Category	Cost	Explanation
Professional Salaries	\$11,115	<p><u>Saturday Academy</u></p> <p>One ESL and a Content area/CB teacher will provide instruction to ELLs and former ELLs for 20 sessions of three hours each session. 2 teachers x 20 sessions x 3 hours x \$49.89 = \$5,987</p> <p>One supervisor will oversee the program and will be paid at supervisor per-session rate for the duration of the program.</p>

		<p>1 supervisor x 20 sessions x 3 hours x \$52.21 = \$3,133</p> <p><u>Professional Development</u></p> <p>The two Title III teachers will meet in a study group to develop the Title III curriculum and plan for the program for 20 sessions of one hour each session, once a week, after-school. 2 teachers x 20 sessions x 1 hour x \$49.89 = \$1,996</p>
Purchased Services	\$250	<p><u>Parent Involvement Activity</u></p> <p>Consultant fee for Parent Workshop-Immigrant issues</p>
Educational Equipments/Software		
Supplies and Materials	\$3,135	<p><u>Supplies and Materials</u></p> <p>Supplies and materials as well as educational software will be purchased to support the Title III program in the cost of \$3,135</p>
Travel	\$400	<p><u>Cultural Activity</u></p> <p>Admission fees and Metro cards cost to Ellis Island field trip for parents and students as supported in the instructional program</p>
Other	\$100	Refreshments for parents during the parent activities
Total	\$15,000	

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

- 3 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.
First, an assessment of written translations was conducted by reviewing the CR Part 154 report. Then a needs survey was conducted.
- 4 Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
Our survey indicated that 35 at PS/IS 178K are receiving ELL services in a pull-out program. The majority of our ELL students (80%) are Hispanic with Spanish being the spoken language. The following languages were identified in the survey:

<i>Language</i>	<i>Number speaking language</i>	<i>Percent of School Demographic</i>
<i>Spanish</i>	<i>31</i>	<i>4.82%</i>

<i>Language</i>	<i>Number speaking language</i>	<i>Percent of School Demographic</i>
<i>Yoruba</i>	<i>3</i>	<i>4.6%</i>
<i>German</i>	<i>1</i>	<i>1.56%</i>
<i>Arabic</i>	<i>1</i>	<i>1.56%</i>
<i>Other African Languages</i>	<i>2</i>	<i>3.12%</i>

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.

ELL students at PS/IS 178 receive 3 hours of ESL instruction on a daily basis in a pull-out program. The majority of our ELL students, who are in grades K-8, are Hispanic; three speak Yoruba, two speak other African languages, and one speaks German.

All documents, letters and communication with parents are translated into the required languages on a daily basis. Three paraprofessionals, two school aides, and the ELL teacher provide Spanish translation services for parent notices and meetings. Our German, Arabic and Yoruba speaking families receive translation from DOE online services. The Parent Bill of Rights and other forms are available and provided to parents in all languages as the need arises.

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

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, school aides and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.

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>.

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, school aides and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$709,521.00	\$64,844.00	\$774,365.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,095.21	\$648.44	\$7,743.65
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,476.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,952.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 83.3%
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.
Teachers not highly qualified have registered for classes through Touro College and Brooklyn College. These teachers that need to take certification exams will continue to take the test until they pass. Title I - 5% set aside will be used to assist teachers in obtaining necessary courses/certification to become highly certified.

* 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.

A. Discretionary School Parental Involvement Policy Components

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

- Involving Parents in the development of training for Teachers, Principals, and other educators.
- Providing necessary literacy training for Parents from Title 1 Part A funds, if the school District has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with Parental involvement activities, including transportation and child care costs, to enable Parents to participate in School-related meetings and training sessions
- In order to maximize Parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in- home conferences between Teachers or other educators, who work directly with participating children, with Parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving Parental involvement
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Parental involvement activities, and
- Providing other reasonable support for Parental involvement activities under Section 1118 as Parents may request.
Training for Parents and Community Members will include:
(a) Support for Parents’ understanding of, and participation in instructional initiatives

- (b) Parent Literacy Development
- © Support for increased Parent participation on the School Leadership Team and sub-committees
- (d) Family support resources in the community in the areas of Career development, Health, Social Services, etc.

2. **PS/IS 178K will take the following actions to involve Parents in the process of School review and Improvement under Section 1116 of the ESEA:**

- Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and Parent and Community engagement.

3. PS/IS 178K and the Parents will conjunctively work together to attain high student performance by the following:

- Extended School Days
- After school programs
- Professional Development for Teachers
- Review School Data (School report card, ARIS, CEP, Quality Review)
- Students punctuality and preparedness
- Volunteering (Learning Leaders, PTA)
- Attending PTA/PAC Meetings and Parent Conferences
- Requesting School-based Services
- Predictive and Periodic Assembly
- Make sure Homework is done every night.

Written Parent concerns regarding Title 1 Funds shall be forwarded to the PAC Chairperson at PS/IS 178K - 2163 Dean Street, Brooklyn, New York, 11233.

B. School-Parent Compact
School Responsibilities

PS/IS 178K 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:
- Hire staff that are highly qualified and fully certified in their subject area.

- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff
- Assess school-wide academic needs and establish tutoring sessions to meet the majority of those needs.
- Hold parent-teacher conferences at least twice annually during which this Compact will be discussed as it relates to the individual child's achievement.
- Specifically, those conferences will be held:
 - Parent Teacher conferences will be held in November and March per citywide calendar.
 - Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a) Teachers will prepare Monthly Progress reports that will be sent home to inform parents of their child's progress.
 - b) Attendance reports will be generated and sent home for all students at the end of each month as part of the Monthly Progress Report ,and upon request.
 - c) Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - d) Staff will be available for consultation at parent-teacher conferences and by appointment.
- Parent Coordinator will be available for consultation during school hours.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents have an opportunity to become Learning Leaders to volunteer in the classroom.
- Parents are encouraged to join/participate in decision making committees ie. School Leadership Team, Parent Advisory Council and PTA.

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 my child's attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- becoming involved in developing, implementing evaluating and revising the school's Parent Involvement Policy;

- ❖ Participating in workshops that the school offers on child rearing practices and learning strategies;
- ❖ Sharing the responsibility for improved student achievement;
- ❖ Communicating with his/her child's/children's teachers about their education needs;
- ❖ Asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in
- ❖ Assisting their child/children in the education process;
- ❖ Providing written documentation of a child's absence from school;
- ❖ Returning and signing all papers requiring a parent signature;
- ❖ Respecting the cultural differences of others;
- ❖ Helping my child accept consequences for negative behavior;
- ❖ Being aware of and following the rules and regulations of the school and district;
- ❖ Supporting the school's discipline policy;
- ❖ Expressing high expectation and offering praise and encouragement for achievement.
- ❖ By joining/participating in decision making committees ie. School Leadership Team, Parent Advisory Council and PTA.

Student Responsibilities

We as students will share the responsibilities to improve our academic achievement and meet the State's High Standards.

Specifically, we will:

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents/guardians all notices and information received from our school every day.

Signatures :

Principal
May 27, 2010

Parent
May 27, 2010

Student
May 27, 2010

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.
Please refer to Section IV -Needs Assessment pg 14.

2. Schoolwide reform strategies that:

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

Teachers provide small group instruction and use differentiated strategies where needed, 37 1/2 minute tutorial program. Students meet with teachers to set goals and review progress.

- 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.

Students are required to participate in the extended day program every Tuesday and Wednesday from 2:50-3:50pm. Students will be required to participate in Afterschool Programs commencing January 2011, Tuesdays-Thursdays From 3:27-5:00pm.

- o Help provide an enriched and accelerated curriculum.

An analysis of the New York State English Language Arts results for school year 2007-2008 revealed that only eight students scored on Level 4. As a result, accelerated classes were first established to move students from Level 3 to Level 4. The accelerated classes use the same curriculum, however, students work at an accelerated rate and are given more challenging assignments. Another component includes opportunities to take special trips, read books related to their excursions and produce follow-up reports thereafter. Teachers participate in collaborative planning sessions weekly, where curriculum mapping is designed during common preps built into their programs.

- o Meet the educational needs of historically underserved populations.

Differentiation is a major strategy that we use to help students meet their learning goals. During classroom lessons is provided to students based on specific needs. After assessments are administered, the data are analyzed to form flexible groups. The data are then used for lesson planning and re-teaching of specific skills. Teachers and support staff attend professional development workshops on differentiated instruction throughout the course of the school year. Staff members who have been trained provide workshops to turnkey strategies to their colleagues.

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

- o 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.
Same as above.

3. Instruction by highly qualified staff.

83.3% of core classes at our school are taught by "highly qualified" teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Teachers observations conducted by administrators are used as a professional development tool. The observation is used to identify strengths, weaknesses, and best practices. Staff developers and coaches provide ongoing support to improve teacher performance in the content areas based on teacher observations and data analysis. Teachers are encouraged to adapt strategies identified by our Inquiry Team, whose work is described in detail later in this document. Inquiry Team findings and strategies are discussed during monthly staff conferences and grade level meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Principals in collaboration with District and DOE Personnel Officers will follow policies set forth by the Department of Education to ensure that highly qualified teacher selection follows the guidelines set by the New York State Education Department.

6. Strategies to increase parental involvement through means such as family literacy services.
In order to foster open communication among administrators, teachers, parents, and students, a monthly progress report and daily reading log for each student are sent home. To strengthen the school-home link, grade level parent- teacher conferences are held to inform parents about student progress, academic goals, and special events (this is in addition to the city wide open school meetings). Other means of communication include parent and student handbooks, notes, phone calls, home visits, meetings and conferences. Student notebooks are a primary source of communication with the home as most comments and feedback a written there. In addition, parents receive a monthly calendar of schoolwide events.

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.
 - a) ***Invite staff of preschool and kindergarten programs to participate in exchange programs.***
 - b) ***Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.***
 - c) ***PreKindergarten teachers will develop a list of competencies/skills that their students will come away with when they complete the year and begin Kindergarten. This list of competencies/skills will be passed on to Kindergarten teachers for use in making academic decisions.***

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.
Once data are collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups. Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results,

highlight individual student strengths, weaknesses and progress, and identify group trends. Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction.

Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and inter data, i.e. Acuity. In-house training, workshops, and professional development are provided by school staff and outside vendors.

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.

Same as Above

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.

Please refer to Section VI-Action Plans in the boxes labeled "Aligning resources; Implications for Budget, Staffing and Schedule To see how our Title 1, ARRA, IDEA, NYSTL, etc. funds will be utilized.

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

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

Explanation/Background:

needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (R) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓				✓ P33,20-24
Title I, Part A (ARRA)	Federal	✓				✓ P20-24
Title II, Part A	Federal			✓		
Title III, Part A	Federal			✓		
Title IV	Federal			✓		
IDEA	Federal	✓				✓ P21,24
Tax Levy	Local	✓				✓ P21,24

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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.)

Students in Temporary Housing

<i>General Education K-8</i>	<i>29</i>
<i>ELL Students K-8</i>	<i>5</i>
<i>Total</i>	<i>34</i>

2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing are eligible to participate in all programs offered to those in permanent housing. There are five students who are ELL's. They will be assessed and offered the same services from our ELL provider (See LAP program Appendix 4). We are creating a recreational program on Saturdays from 9am- 12noon (commencing November, 2010) that will be available to all students. They will be able to participate in programs such as; Step Team, Drama, Sport teams, etc. To better meet the specific needs of STH children and families, our Parent Coordinator has an ongoing liaison with the social workers at Dean Street Shelter- Ms. Williams and St. John's Place Shelter- Ms. Farmer. Our PTA conducts a clothing drive (including the school uniform) annually. These items are made available upon request to STH families. We have a relationship with the CBO-"What About the Children"(Zora Hardiman, CEO), that sets up workshops for families in the area addressing key issues and concerns. Our Parent Coordinator promotes their programs in the school to encourage participation of STH parents.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 178 Saint Clair Mckelway					
District:	23	DBN:	23K178	School		332300010178

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	37	36		91.0	91.0	91.8
Kindergarten	52	64	54				
Grade 1	87	80	56	Student Stability - % of Enrollment:			
Grade 2	74	85	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	61	80		89.5	87.7	87.7
Grade 4	69	70	65				
Grade 5	71	60	60	Poverty Rate - % of Enrollment:			
Grade 6	54	65	63	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	62	56	69		85.4	93.4	98.2
Grade 8	66	60	66				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		26	40	60
Grade 12	0	0	0				
Ungraded	6	5	5	Recent Immigrants - Total Number:			
Total	639	643	621	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	35	33	Principal Suspensions	0	1	21
# in Collaborative Team Teaching (CTT) Classes	27	24	15	Superintendent Suspensions	5	27	15
Number all others	23	29	26				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	47	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	7
# receiving ESL services only	24	30	TBD				
# ELLs with IEPs	0	4	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	8

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
	1	4	11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.3	53.2	74.0
				% more than 5 years teaching anywhere	46.8	51.1	68.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	87.0	90.0
American Indian or Alaska Native	0.6	0.5	0.2	% core classes taught by "highly qualified" teachers	97.6	83.3	89.8
Black or African American	85.8	83.2	80.8				
Hispanic or Latino	12.2	14.2	15.3				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.3				
White	0.6	1.1	1.6				
Male	53.5	54.7	52.7				
Female	46.5	45.3	47.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	v	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:	B	Overall Evaluation:				NR	
Overall Score:	46	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 23	School Number 178	School Name ST. CLAIR MCKELWAY
Principal DR. JOSEPH F. HENRY		Assistant Principal LORENZO SOLEYN	
Coach ELA: YVETTE COLLINS		Coach MATH: MILLICENT SHARP	
Teacher/Subject Area ESL: DOLORES COCCO		Guidance Counselor LAKISHA DAVID	
Teacher/Subject Area DALIA JONES		Parent DIANNE DOWDING	
Teacher/Subject Area MONICA SYLVESTER		Parent Coordinator PRISCILLA DAVIS	
Related Service Provider H. BRUMMEL/E. TURNER		Other PARAPROFESSIONAL: SANDRA MATOS	
Network Leader LUCIOUS YOUNG		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	601	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	5.99%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

- returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1- These are the steps followed for the initial identification of those students who may possible be ELLs:
 * The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to PS178. The Pupil Personnel Secretary, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Secretary, notifies the ESL teacher. The ESL teacher conducts an informal interview with the parent in their native language and or English.
 * The formal initial assessment is conduct by the ESL teacher who administers the LAB-R within 10 days of enrollment. The ESL teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ESL, Transitional Bilingual Education or Dual Language.
 * Using the NYSESLAT, the ESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines.
 * The ESL teacher has a ESL License and a Masters in Bilingual Education.

2- Various structures implemented at PS178, to ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where the are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices i.e. Transitional Bilingual Education, Dual Language or Freestanding ESL programs. They are advised that St. Clair McKelway only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Also, parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.

3- The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed and returned.

4- The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:
 * The Home Language Identification Survey (HLIS)
 * Students test results from the LAB-R
 * Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.
 * For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance councilor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.
 * Students are placed in the ESL instructional program at PS178K.

5- After reviewing the Parent Survey and Program Selection forms, the trend over the past few years, most of the parents have chosen the Freestanding ESL program offered at PS178K.

6- The program model offer at PS178K is in alignment with parental requests, which is the Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	4	8	3	1	4	3	3	2					36
Total	8	4	8	3	1	4	3	3	2	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	8
SIFE	5	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/> 16	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 21	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 38
Total	<input type="checkbox"/> 16	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 21	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 38

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	6	3	1	3	2	2	1					26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian	1		1											2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3		1			1	1	1						7
TOTAL	8	4	8	3	1	4	3	3	2	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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

- 1- The instruction organizational model at PS178K is delivered using:
- a) Our students are serviced using the Freestanding ESL Pull-Out model.
 - b) The ESL Pull-Out program model is instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 10 students.
- 2- The ESL mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154.
- a) The CR Part 154 mandates are addressed in the instructional plan for language development. In our Freestanding ESL Pull-Out model uses Beginner and Intermediate students receive two fifty minutes periods of ESL instruction daily. Advance students receive one fifty minute period of ESL instruction daily in addition to 90 minutes of ELA received in their general education classes.
- 3- The English language acquisition is emphasized in the content areas. All classes are delivered in English using ESL strategies such as Total Physical Responses. The ELL students participate fully in the Literacy, Math and other content areas programs with the General Education population. Teachers make use of resources in each of these core programs to target the specific needs of ELLs. Much of this work includes vocabulary development, conversation with peers, and use of ancillary resources to support understanding (e.g. picture

dictionary).

4- To provide differentiated instruction for ELLs subgroups the results of the NYSESLAT test is used by the ESL teacher to identify each student's modality. Classroom teachers differentiate instruction and use specific ELL material and resources to meet the ELL needs. In addition, students receive ELS services during the school day. Selected students receive tutorial services during the 37 1/2 minutes. In addition, we also provide the Saturday Academy for ELL student. There is also on-going collaboration between the ESL teacher and the content area teachers.

a) Currently we have 6 SIFE students. Identified SIFE students receive additional services after we determine their prior knowledge. We meet with the parents, content area teachers, guidance, school based support team and the AIS provider to develop an instructional plan for each SIFE student. The AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research the availability of bilingual computer tutorials for these students as a supplement to their education.

b) Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the Certified ESL teacher through our Freestanding Pull-Out program and differentiated instruction in the content areas of instruction.

c) Students who have been receiving services for 4 to 6 years continue to receive services until they become proficient in all 4 modalities (speaking, listening, reading, and writing) of the English language.

d) Long-term ELL students are recertified every year if they are not proficient on the NYSESLAT. After becoming proficient students are monitored for an additional two years for progress. These students will be encouraged to attend our after school program and Saturday Academy, where they can receive additional assistance.

e) If identified an ELL student with special needs, they are serviced by our Special Education teacher, the AIS team in addition to the services of the ESL teacher.

5- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

6- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and Saturday Academy. These students will also receive their mandated test accommodations for 2 years if needed.

7- All programs will remain the same in our school.

8- As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

9- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's after school activities and Saturday Academy.

10- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line components of ACUITY (grades 3-8); Renzulli Learning and the Rosetta Stone enrichment programs, helps to prepare students for the standardized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

11- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

12- All required services support, and resources correspond to ELLs age and grade levels.

13- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive an additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

14- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

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

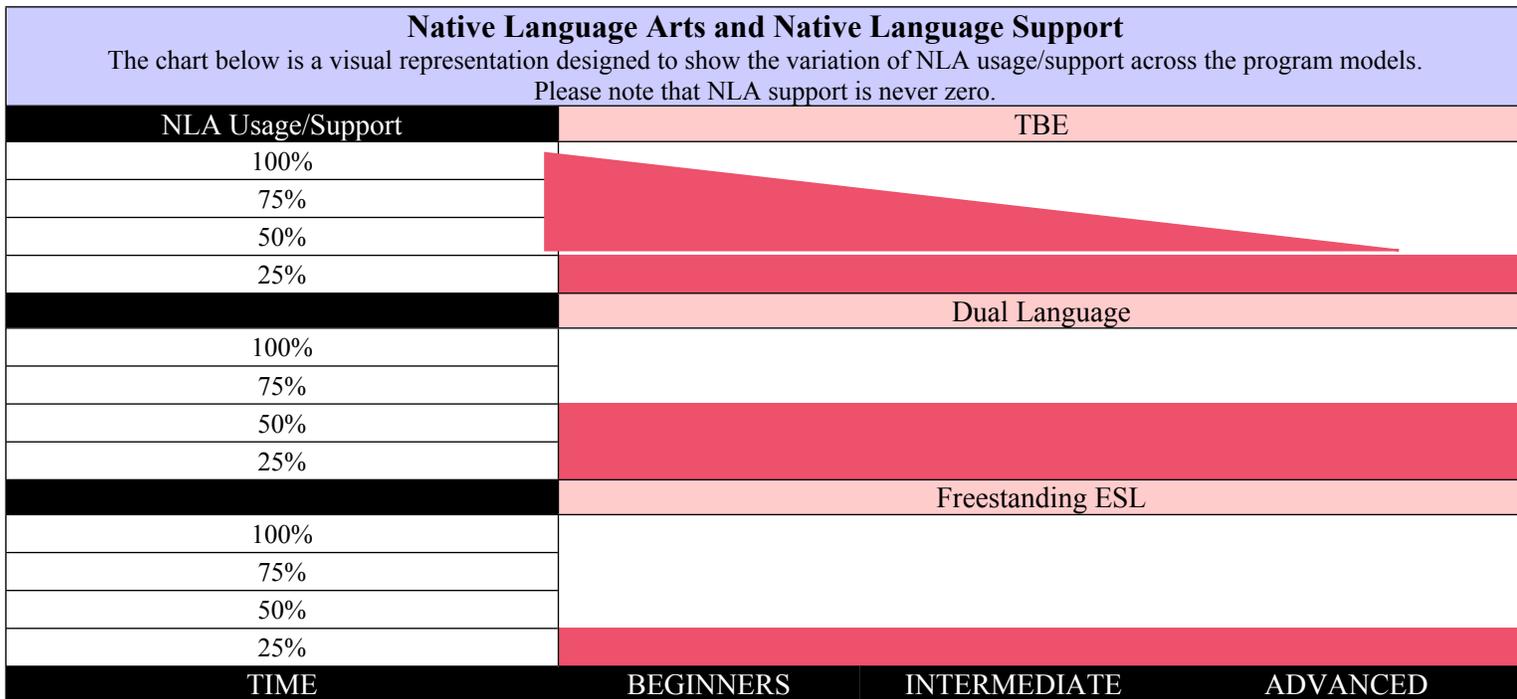
Beginning

Intermediate

Advanced

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

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



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

5- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

6- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and Saturday Academy. These students will also receive their mandated test accommodations for 2 years if needed.

7- All programs will remain the same in our school.

8- As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

9- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's after school activities and Saturday Academy.

10- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line component of ACUITY (grades 3-8) helps to prepare students for the standarized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

11- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

12- All required services support, and resources correspond to ELLs age and grade levels.

13- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive and additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

14- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1- On-going professional development is provided by the CFN3 Network Team, Workshops on PROTRAXX, M?SI BETAC and DOE Office of ELL.

2- The ESL teacher provides support to content area teachers.

3- ELS training is done throughout the year for all the staff in excess of the required 7.5 hours per year during common preps, study groups and montly professional development conferences. The main focus is on how to address the needs of our ELL students in the content area of instruction.

E. Parental Involvement

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

1- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for parental participation of parents with limited English Proficiency, parents with disabuilities, 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 can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent- Teachers Association and the Learning Leaders program. These groups are open to all parents, and meet regularly to discuss and support programs that enhance the school environment.

PS/IS 178 has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

2-Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELL's with immigration issues, school issues, and obtaining job and health information. Our PC will make arrangements for the representatives to come to the school to present to parents.

PS/IS 178K supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by PS/IS 178K:

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- Public Library Programs

- School-based Support services
 - Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches) in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.
 - Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
 - Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 302.)
 - Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.
- 3- The needs of parents are evaluated via in-house parent survey, in addition to DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies can be created or altered to address a specific issue that arises.
- 4- Programs at PS/IS 178 allow parents to be informed of programs that can benefit their children, and allow them to assist in their education. Our Saturday Academy program strives to make the parents of our ELLs feel welcome not only in the school, but to the United States and local New York City culture. They were able to come in and work with their children and learn with them. These activities strengthened the bonds between the home and school, giving parents an opportunity to share their culture with others in a comfortable space.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	3					1	1					8
Intermediate(I)		4	1		1									6
Advanced (A)				1	2	3	2							8
Total	1	6	4	1	3	3	2	1	1	0	0	0	0	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	2		3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4		2			2
5		2	2		4
6	1		1		2
7		1	1		2
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					2		3		5
4			1		1		1		3
5					2				2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		4				6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

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

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

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

remediation.

2- The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.

3- Spring 2009 NYSESLAT Test results reveal that in reading and writing 3 ELL students scored in the intermediate range i.e. 1% or three out of thirty one students. Additional instruction in reading and writing will be provided for these students. 29% or nine out of thirty one students scored in the advanced level. 23% or nine out of thirty one students scored in the proficient level. 23 % of all ESL students scored in the proficient level in listening and speaking. Students will be grouped according to their modalities. Teachers will focus in reading and writing. Lessons will be differentiated based on students' academic needs.

4- a) The majority of ELL students are either advance or proficient level students.

b) Administration chart the progress and teachers provide lessons with differentiated instruction or remediation based on students' academic needs during school and the after school programs.

c) The school is learning the level of students within the four modalities.

5- N/A

6- The ELL teacher can evaluate the success of program for ELLs using the ELL periodic assessments and mainly from the 2009 NYSESLAT test results. Each year a greater number of students transition out of ESL.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		