

PUBLIC SCHOOL 190

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

CONF. I-PLAN- 72943

SCHOOL: 19K190
ADDRESS: 590 SHEFFIELD AVENUE
BROOKLYN, NY 11207
TELEPHONE: 718-346-8780
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 190j **SCHOOL NAME:** Sheffield School

SCHOOL ADDRESS: 590 Sheffield Avenue, Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-346-8780 **FAX:** 718-345-8765

SCHOOL CONTACT PERSON: Stephaun Hill **EMAIL ADDRESS:** Shill3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Stephaun Hill

UFT CHAPTER LEADER: Carmen Rivera

PARENTS' ASSOCIATION PRESIDENT: Ketisha Little-Coffield

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** CFN408

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Dr. Nicole Williams

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Stephaun Hill	*Principal or Designee	
Carmen Rivera	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/Teacher	
	Member/Para	
	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SCHOOL VISION AND MISSION

Vision

The PS 190 school community of administration, teachers, parents, and students work collaboratively to actively engage each community member with regard to the educational process. Our vision is to consistently challenge the school community to realize a focus on academic, physical, social and emotional excellence. We make every effort at putting "Children First", as we create a balanced and rigorous learning environment. Our vision is to educate students to become productive citizens who will become shared decision makers thus reaching their full potential as active members in society. Our diverse community will interact and promise to respect themselves, respect others, learn daily and make each day a great one!

Mission

Our mission is to plant the belief that strong minds only "Ascend Higher"

Our main focus is education, including the performing arts (Music, Dance and Art). Through the leadership of the principal and assistant principal who believe that the ultimate goal is to have every child reading at/or above grade level by the end of the third grade, academic excellence will be achieved.

The CEP model for our school will focus on three key components: alignment of curriculum and instruction with State and City standards, on-going professional development, and parental involvement.

The following instructional programs have been established in order to meet the State and City standards:

- **Open Court**
- **Everyday Mathematics (Approved by the Department of Education)**
- **Core Knowledge**
- **Reading A-Z: Online supplemental support**
- **Urban Education Exchange: Online supplemental support**
- **Literature to Life: Literacy and Drama Program**
- **Write source Program to support the Writing Process**

General Education and Special Needs teachers will continue to receive and obtain professional development that will result in an increase in the establishment of the Collaborative Team Teaching Model across the grades. General and Special Education teachers work together to teach students with or without disabilities in a shared classroom with support services. Both teachers are responsible for instructional planning, assessment and discipline. Professional Development is provided to Grades K-5 teachers in literacy and math. Professional Development is provided during the school day and after school.

P.S. 190 has a Parent Coordinator, which is the link to the community and the school. The principal meets with the parent coordinator and the PA regularly to discuss their goals and objectives for the school year. It is our goal to build community through books. Thus study groups will be formed to include all constituencies, including the PA and Parent Coordinator.

Currently all grades (K-5) are using Everyday Mathematics as the main instrument for math instruction in the school. It will be implemented during a 75-minute math block for grades K-5. The Literacy Coach and Teacher Center will team up to provide professional development in the area of mathematics instruction. Open Court is the reading program that is implemented during a 90 minute block for grades K-5.

Students will continue to receive instruction on grade level Social Studies through Core knowledge, which is geared to support the N. Y. State Standards We will be providing needs appropriate Social Studies/Science professional development for all grade levels and workshops for fifth grade assessment preparation.

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:				
District:		DBN #:		School BEDS Code:

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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		88.9	89%	89%		
Kindergarten	32	36	40						
Grade 1	39	49	45						
Grade 2	50	55	28	Student Stability: % of Enrollment					
Grade 3	44	49	47	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	37	59	66						
Grade 5	45	56	42	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					93%	93%	94%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	18	15		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	265	322	286		1	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	25	25	20						
No. in Collaborative Team Teaching (CTT) Classes	32	32	25	Principal Suspensions	9	17	26		
Number all others	25	25	25	Superintendent Suspensions	10	11	4		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	7	6	7	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	2	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	42	34	32
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	9	9	Number of Educational Paraprofessionals	9	9	9
				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	97.6	100	100%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	50	98%	100%
Black or African American	79.1	79.1	79.0	Percent more than five years teaching anywhere	52.4	97%	97%
Hispanic or Latino	19.5	19.5	14.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	.5	Percent Masters Degree or higher	60	98%	100%
White	.8	.8	5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	97%	100%
Multi-racial	0	0	1				
Male	54.5	54.5	54.5				
Female	45.5	45.5	45.5				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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	4	4	4				
Ethnicity							
American Indian or Alaska Native							
Black or African American	4	4					
Hispanic or Latino	—	—					
Asian or Native Hawaiian/Other Pacific Islander							
White	—	—					
Multiracial							
Other Groups							
Students with Disabilities	4 ^{SH}	4					
Limited English Proficient	—	—					
Economically Disadvantaged	4	4					
Student groups making AYP in each subject	4	4	4				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	PROFICIENT
Overall Score	83.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	PROFICIENT
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	PROFICIENT
School Performance (Comprises 25% of the Overall Score)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	PROFICIENT
Student Progress (Comprises 60% of the Overall Score)	54.1	Quality Statement 4: Align Capacity Building to Goals	PROFICIENT
Additional Credit	6	Quality Statement 5: Monitor and Revise	PROFICIENT
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

State Exam Trends

ELA

- 4th grade has increased the number of level 3's & 4's (**50% to 64.4%**) from 2009 to 2010
- Overall the number of level 1's decreased (**31% to 13%**) from 2009 to 2010
- 4th grade scale score has increased from 633.8 to 658.1 from 2009 to 2010

Math

- 3rd grade has increased the number of level 3's and 4's (**74.5% to 87.3%**) from 2009 to 2010
- Overall the number of level 4's has increased (**13.9% to 7.3%**) from 2009 to 2010
- The school has increased the number of level 3's and 4's (**66.3% to 85.1%**) from 2009 to 2010
- Overall the average scale score has increased in grade 4 (**657 to 687**) from 2009 to 2010

SS

- The number of level 1's has decreased (**35% to 20%**) from 2009 to 2010
- The number of level 3's has increased (**27% to 57%**) from 2009 to 2010

Science

- The number of level 1's has decreased (**14% to 6%**) from 2009 to 2010
- The number of level 4's has increased (**4% to 17%**) from 2009 to 2010

Progress Report

ELA

Student Performance

Decreased from **48.1% to 47.9%** (2009-2010)

Student Progress

Increased from **50.8% to 71.5%** (2009-2010)

Math

Student Performance

Increased from **65.6% to 82.9%** (2009-2010)

Student Progress

Increased from **40.5% to 71.8%** (2009-2010)

Greatest Accomplishments

- Our ELA student progress has increased from (**50% to 71.5%**)
From 2009 to 2010
- 4th grade ELA level 3's & 4's has increased (**50% to 64.4%**)
from 2009 to 2010
- Overall our Math level 3's & 4's has increased from 665th (**66.3% to 85.1%**) from 2009 to 2010

Significant Aids

- Our "D.A.N." initiative (**D**ata, **A**nalysis, **N**ext Steps)
- Our push in schedule (out of classroom teachers pushing in with regular classroom teachers)
- Data tracking
- Curriculum and Assessment binders

Barriers

- Students transfer to the school in the testing grades with academic deficiencies and behavior problems
- TFA (Teach For America) teacher turnover (10 over the last two years)
- New teachers in the testing grades (grades 3,4, and 5)
- Lack of parent involvement

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.

<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"> • Formal/Informal Observations. • Teacher made tests. • Quarterly Assessments • Practice State Exams
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Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, PS 190 will achieve the noted NYS Annual Measurable Objective (AMO) for Grade 4 students in the 2010-2011 academic year.</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"> • Use a combination of text based and hands on science experiments to provide ample and varied exposure to grade level science content and skills. • Use Foss and Delta science modules in order to support inquiry based scientific investigations. • Utilize science notebooks to record data from investigations and hands on activities. • Integrate reading and writing opportunities in the content areas. • Enhance student ability to navigate non fiction text through integrated reading strategy/skills instruction. • Utilize various literature connections such as: FOSS Science Stories, Delta Science Readers, Scholastic Core Knowledge Library, Scott Foresman and Harcourt Science textbooks. • Align instruction with NYS Science Core Curriculum & the revised Science Scope & Sequence.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Purchase test sophistication materials for Grade 4 – Measuring Up Allocate funds for field trips which support grade level content. Science Lab scheduled to be built 2010</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Out of classroom teachers' schedules will be adjusted to allow them to push in to regular classrooms - Professional development will be provided for data analysis and best practices - Everyday Math program will meet 5 times per week in a 75 minute block - Afterschool will meet 2 times a week from 3pm to 4 pm - Saturday Academy will meet from 9am to 12 pm - Title 1 PCEN, school wide - Teacher Center will provide professional development for teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Formal and informal observations - Math Journals - Unit assessments - Teacher made exams - Acuity assessments - Practice State Exams (2) - State Exams

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, PS 190 will achieve or surpass the noted NYS annual Measurable Objective for year 2010 - 2011 of 39 for Grade 4</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continue full implementation of Open Court Phonics, Open Court Reading Comprehension, Six Traits of Writing and Core Knowledge, including providing the supporting interim assessments, literacy pacing calendars, classroom libraries, appropriate professional development for all staff (based on scientifically based research). This approach offers substantial promise of improving educational achievement for low achieving students and enabling our school to attain its AMO. The above programs will allow each student to experience and develop the literacy skills necessary to raise his/her literacy achievement level. Intensive professional development will support Open Court Phonics, Open Court Reading Comprehension, Writing across the content area and Core Knowledge data interpretation and the differentiating of instruction. Every student will further receive three practice standardized assessment in literacy under testing conditions. This testing data will</p>

	<p>assist teachers in planning and teaching in order to meet students' needs.</p> <p>Students in grades K – 5 will have a 90 minute literacy block for Open Court Reading Program. The block consist of: read aloud, share reading, independent reading, guided reading, modeled writing, shared writing, interactive writing and independent writing. In addition, students K - 3 will continue to be assessed using ECLAS 2 twice a year on additional strands.</p> <p>Students in grades 4 and 5 have a 90 minute literacy block for Open Court Reading Comprehension which includes time for word work each day. The block consist of read aloud, shared reading, independent reading, differentiated instruction, molded writing or shared writing and independent writing. Students will also participate in Literature Circles/Project Groups where they will focus on a particular book or topic.</p> <p>Urban Education Exchange and Reading A to Z, which promotes guided reading, differentiated instruction and books on students' reading level. These on line resources provide students with additional support who do not reach the ascribed benchmark. Literature to Like will also promote additional support in reading comprehension and language development through drama.</p> <p>Four Square Writing organizational methodologies and Six Traits of Writing will be implemented and integrated within the Writers' Workshop and writing across the content areas. These programs will support student growth in their writing skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>To reduce student to teacher ratio, a teacher push in model in literacy will be implemented. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs. To reduce student to teacher ratio 17-20, a small class size model will be employed. With fewer children, the teacher can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language learning needs.</p> <p>After school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in Literacy. A Saturday Literacy Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills. Literacy teachers will work to provide students with Literacy skills and test prep on planned Saturdays. Data.Com Kids (Level 1 students): Additional support will be provided by the Inquiry Team for our lowest performing students in Grade 5. Team members will provide individual tutoring twice a week.</p>

The Literacy Coach will provide professional development (via class demonstrations, workshops, text based discussions) for all teachers, including teachers of ELL, special education self contained classes, as well as Resource Room in all areas of ELA instruction.

Improved literacy instruction for Special Needs students will be achieved through the implementation of best educational practices, Open Court, UEE and A to Z Reading.

A Special Education ISS will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology data analysis, comprehensive needs assessment and program design.

The NYSESLAT (New York State English as a Second Language Achievement Test) in grades K-5 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

Professional Development:

Monthly Principals' and Assistant Principals' conferences: Monthly conferences will be conducted in order to provide high quality professional development in all of the NYCDOE and District initiatives in Literacy.

Monthly Principals Cohort Meeting: These meetings will be to provide on-going curriculum instructional planning sessions for 2010-2011 to identify needs of the schools' staff and to provide professional development in all of the necessary areas of instruction.

Targeted Differentiated Professional Development: This is delivered on a regular basis and will be utilized to significantly increase the capacity of the teaching cadre to support the curriculum and student learning. Professional Development will be targeted to staff by the Teacher Center Staff, administrators, coaches and UFT field liaison to meet the identified needs of the staff, Professional development will take place through but not be limited to weekly scheduled articulated professional development; district professional development; Coaches performing the previously described roles; teacher scheduled intervisitation, administrative snap shots and observations, LSO Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, Study Groups etc.

Teachers will learn from all of the fore-mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be

addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will consistently increase their ability to differentiate instruction, providing instruction target to the deficit skills of each child.

Teacher Resource Center: The school has been provided with a Teacher Resource Center to function as the hub of professional development activity, supported by the building coaches and stocked with appropriate instructional and interventional materials and equipment. At the center, teachers will engage in workshops, study groups, individual research and development. Coaches will meet with individual and groups of teachers to engage in professional development activities based on the differentiated teacher needs.

UFT Teachers Center: A UFT Teachers Center to serve as the hub of professional development activity, supported by a UFT trained Teacher center Professional Development Specialist and stocked with appropriate instructional and interventional materials and equipment. At the center, teachers will engage in workshops, study groups, individual research and development. Teacher Center Specialists will meet with individual and groups of teachers to engage in professional development activities based on the differentiated teacher needs. Workshops, study groups and courses will be offered to all staff based on an extensive needs assessment conducted by the school's professional development team.

Study Groups: Through the implementation of principal / assistant principal developed Study Groups, designed to assist teachers with the new curriculum and develop their pedagogy and methodology in literacy, math and all other applicable subjects, classroom instruction will improve. These sessions will serve to be a venue for learning and sharing for all staff

Summer (August) Professional Development: Presentation of comprehensive literacy program and Open Court work sessions for school staff during July and August professional development sessions. Principal will attend Professional Development during summer session.

Pre-K Teachers' Professional Development: We will provide a comprehensive professional development program for Pre Kindergarten which embeds the five (5) essential inter-related components of reading instruction into all elements of instruction. These include:

- Phonemic Awareness
- Phonics
- Vocabulary Development
- Reading Fluency, Including Oral Reading Skills
- Reading Comprehension Strategies

	<p>Literacy Support using Technology: Technology support for programs such as writing, Reading A to Z that target assessment (running records), provided students with independent reading books and reading comprehension skills, Urban Education Exchange-reading comprehension</p> <p>New teacher mentoring: Newly hired teachers will receive mentoring bi-weekly professional development from highly trained and qualified teacher mentors and coaches within the school. Professional development for new teachers also will take place in July and August 2010.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Open Court Assessments: Pre Assessment, Post Assessments and Unit Assessments which include: Multiple Choice questions, Short Responses and Extended Responses • Literacy Pacing Calendars: Reading Comprehension Skill • Monthly Writing Genre Calendar: Published Writing Sample for each genre • Six Traits Writing Rubric and Assessment • Running Records: 4 times a year

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	5	2		
1			N/A	N/A	10	4		
2			N/A	N/A	10	8		
3			N/A	N/A	10	8		
4					10	10		
5					15	9		
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ◆ Students in Grade K-3 are in class sizes to reduce the teacher to student ratio 17-20. ◆ Small group instruction
Mathematics:	<ul style="list-style-type: none"> ◆ Students in Grade K-3 are in class sizes to reduce the teacher to student ratio 17-20. ◆ Small group instruction
Science:	<p>K-5 Cross Curricular Connections – Literacy & Mathematics Scotts Foreman Y Edition</p>
Social Studies:	<p>K-5 Cross Curricular Connections – Literacy & Mathematics Open Court – Trade Books</p>
At-risk Services Provided by the Guidance Counselor:	We have a full time Guidance Counselor for regular and special ed students
At-risk Services Provided by the School Psychologist:	Grade 1-5
At-risk Services Provided by the Social Worker:	Grade 1-5
At-risk Health-related Services:	Grades K-5

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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.
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.
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>.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

15

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

Students receive the support of the school counselor and other adults in the building as needed. School counselor meets with representatives from shelters. School supplies and uniforms are provided as needed.

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. 190 Sheffield					
District:	19	DBN:	19K190	School		331900010190

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		88.9	89.2	89.4
Kindergarten	36	40	33				
Grade 1	40	45	33				
Grade 2	58	28	39				
Grade 3	63	46	37				
Grade 4	51	66	44				
Grade 5	56	42	62				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0				
Total	322	286	266				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.7	88.8	91.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.0	93.8	94.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	15	17

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

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	25	20	24	Principal Suspensions	5	17	26
# in Collaborative Team Teaching (CTT) Classes	33	25	16	Superintendent Suspensions	10	11	4
Number all others	8	8	5				

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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	4	7	TBD	Number of Teachers	42	35	34
# ELLs with IEPs	1	4	TBD	Number of Administrators and Other Professionals	10	10	6

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	4	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
	0	0	0	% fully licensed & permanently assigned to this school	97.6	100.0	100.0
				% more than 2 years teaching in this school	50.0	62.9	88.2
				% more than 5 years teaching anywhere	52.4	65.7	79.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	80.0	91.2
American Indian or Alaska Native	0.0	1.4	1.5	% core classes taught by "highly qualified" teachers	90.9	93.3	100.0
Black or African American	80.4	77.3	77.4				
Hispanic or Latino	18.0	18.5	19.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.3	0.4				
White	1.6	2.1	1.5				
Male	55.6	53.8	50.8				
Female	44.4	46.2	49.2				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Statement of Parent Policy

P.S. 190

Our mission is to plant the belief that strong minds only “Ascend Higher”

P.S. 190 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 190 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will support CSD19 District Title I Parent Involvement Policy
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **P.S. 190** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.
2. **P.S. 190** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **P.S. 190** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops may be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc...

School Visitations

Parents with children attending **P.S. 190** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA meetings,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

P.S. 190 and CSD 19 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents at District 19 annual events and activities.

ELL Professional Development: City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Project Funding

P.S. 190 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

P.S. 190 will set-aside \$ 540.00 to be used at the district level to support district-wide parent involvement events and activities.

P.S. 190 will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of **P.S. 190** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,

- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title I Parent Advisory Council must be a parent of a child attending **P.S. 190** and elected by parent membership.

Election/Voting Procedures

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of **insert #** parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **P.S. 190** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

Duties of PAC Officers

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **P.S. 190** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

The Co-Chair will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

The Secretary will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

The Designee is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Felicia Johnson. This policy was adopted by the **P.S. 190 on September 1, 2006** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2006.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS 190
590 Sheffield Avenue
Brooklyn, NY 11207
718-346-8780
Fax: 718-345-8765

2010-11
Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. 190 will:	The Parent/Guardian will
<p>(P.S. 190), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.</p> <p>(P.S. 190) will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> <i>Describe how the school will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.</i> • Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: 	<p>Describe the ways in which parents will support their children's learning, such as: (include and/or modify the below)</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. <ul style="list-style-type: none"> • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school

Describe when the parent-teacher conferences will be held.

- Provide parents with frequent reports on their children's progress.

Describe when and how the school will provide reports to parents.

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

Describe when, where, and how staff will be available for consultation with parents.

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

Describe when and how parents may volunteer, participate, and observe classroom activities.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A

advisory or policy groups.

[Describe the ways in which students will support their academic achievement, such as: (include and/or modify the below)]

Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

<p>programs (participating students), and will encourage them to attend.</p> <ul style="list-style-type: none"> • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. • Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. • Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 	
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SIGNATURES:

SCHOOL

PAC CHAIR OR PTA PRESIDENT

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 19	School Number 190	School Name PS190
Principal Stephaun Hill		Assistant Principal Nigel Harris	
Coach Adrian Moore		Coach Deborah Perry	
Teacher/Subject Area type here		Guidance Counselor Christine Piotrowski	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Akelah Pemberton	
Related Service Provider Rosalind Segura, ESL Teacher		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	266	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	3.76%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). If the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Every few days in October, and weekly thereafter, ATS is used to ensure all potential students are identified, in addition to the HLIS form. The ESL teacher, Ms. Segura conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. The NYSESLAT is the assessment utilized by the ESL teacher to measure the growth and assess the individual needs ESL students in the 4 categories of testing, speaking, listening, reading and writing. During the first few weeks of the year the ESL teacher sends out an entitlement letter and plans with the Parent Coordinator an ELL Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. PS190 offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly. Parents have elected for their children to remain in the Freestanding English as a Second Language program at PS190 100% of the time for the past few years therefore, alignment between parents choice and program offering is consistent.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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										0
Dual Language										0
ESL	10		2	3		2				13
Total	10	0	2	3	0	2	0	0	0	13

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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

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																
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	3		2	1	1	3								10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	1									3

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	3	0	3	2	2	3	0	0	0	0	0	0	0	13

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Ells are receiving a general education instruction in a heterogeneous class with other non-Ells, however all are in the same grade per class. In addition, the Ells are pulled out by their ESL teacher to receive instruction based on their level of proficiency.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

ELL's with less than three years in U.S. schools are supported by the ESL pull out program, small group classroom differentiated instruction in language arts and academic instructional services support.

There are no six-year or more ELL's at this time. If there were, besides ESL instruction, these services would be provided to them

- Academic Intervention Services (AIS)
- 37.5 minutes extended day tutorial assistance
- Small group tutoring

Once special needs students are identified instruction begins with articulation between the ESL teacher and the classroom teacher. Student IEP's are referenced throughout this process. Once strengths and weakness of these students are assessed and identified, a systematic research-based program for language acquisition is utilized by the ESL teacher with supportive activities used by the classroom teacher and other assigned staff.

Continued transitional support for students reaching proficiency on the NYSESLAT is provided by subject area teachers in the form of differentiated instruction, dynamic student grouping and student mainstreaming.

Mandated instructional minutes are provided to students according to proficiency levels in each program. Service is provided to students by an ESL teacher as mandated. Beginners and intermediate students receive 360 minutes of ESL instruction weekly. Advanced students receive 180 minutes. These mandated instructional minutes are supported by the ESL teacher's weekly schedule.

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

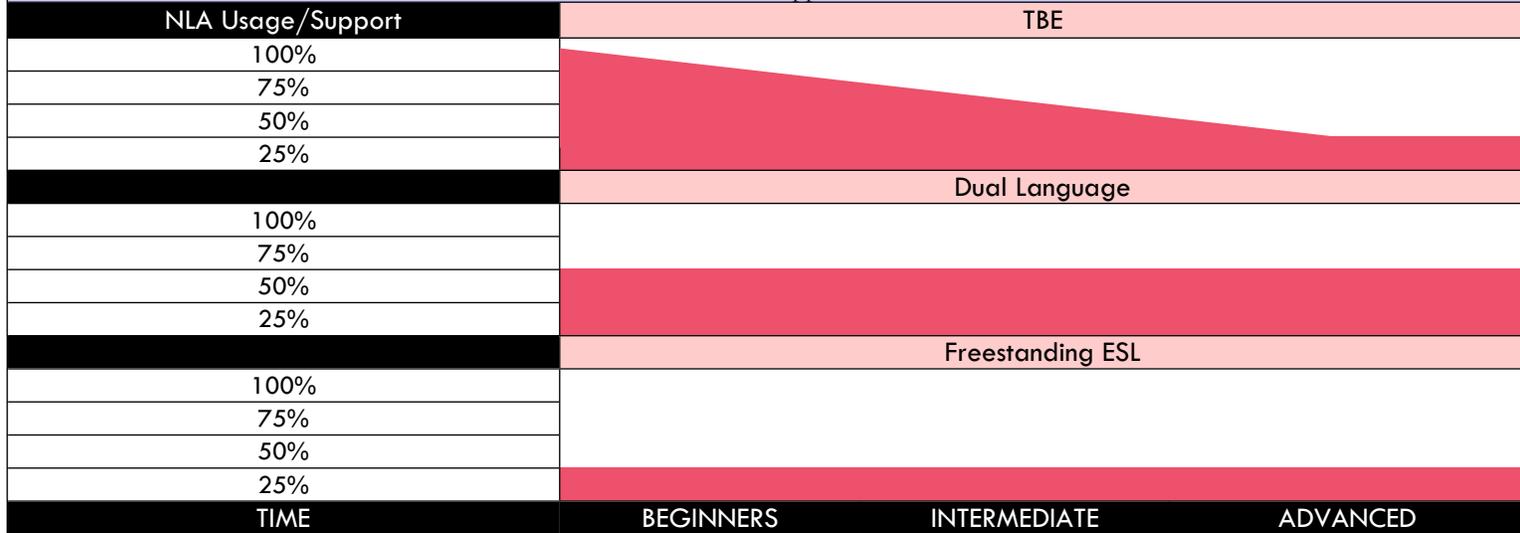
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Explicit ESL services are provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition.

Students in the ESL program at Public School 190 are serviced by a pull out program according to their mandated instructional time.

The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.

Professional development is provided to all staff by the ESL teacher during grade and extended day professional development meetings.

New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year.

Continued transitional support for the students reaching proficiency on the NYSESLAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The ESL program is staffed by a full time certified ESL teacher. The goal of the ESL program is to transition the students to a mainstream instruction model. The program is designed as a pull-out model based on their level for the mandated time. Beginners and intermediate ELL's receive 360 minutes a week of literacy instruction by the ESL teacher while advanced students receive 180 minutes of weekly instruction. Instruction is given in English with occasional directions in the student's native language for the purpose of scaffolding their instruction. On-site staff include bilingual teachers who can, if necessary, assist students with Spanish and French translation. Potential English language learners are identified first by the language survey completed by the parent upon initial admission to the school. Students who have been identified as potential ELL's are then administered a LAB-R and deemed eligible for the services based on the LAB scores. Students are taught literacy skills using both literacy (reading and writing) and oral instruction in every session. Various materials and strategies are employed including kinesthetic, audible and oral driven instructional approaches. A parent orientation is held at the beginning of the year to discuss program choices.

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Explicit English as second language (ESL) services is provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach model includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

The English as a second language program is staffed by one certified and licensed ESL teacher. This teacher utilizes systematic research based programs for improving language acquisition. The programs utilized include Phonics and Friends, Open Court decodable and thematic language arts units. In addition, all ELL students in grades 3-5 are enrolled in the after school and extended day programs. These

supplemental programs utilize the curricular resources outlined in the Section VI of the school's CEP.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 213 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

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

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.

Paste response to questions 1-3 here

To ensure that all staff is informed of ESL mandates and have access to ESL instructional strategies the LAP team will provide professional development to all staff during the 2020-2011 school year. Professional Developments offered for educators of Ells is attended by our ESL teacher and any other appropriate trainings offered through the OELL as well.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

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?

Paste response to questions 1-4 here

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late

registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 190 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

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)	3		1	1		1								6
Intermediate(I)			1		1	2								4
Advanced (A)			1	1	1									3
Total	3	0	3	2	2	3	0	0	0	0	0	0	0	13

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

There are only 13 Ells at this time, three in kindergarten, none in the first grade, three in second grade, two in the third grade, two in the fourth grade and three in fifth grade. The Ell's I service typically enroll at a lower level such as Beginner, and advance as they are serviced. Middle grade students in grades 2nd – 4th advance to intermediate and the 5th grade General Education student is more advanced. All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing. Kindergarten students are assess with Eclass by their classroom teacher. This year the kindergarteners are entering at a lower level of proficiency as is normal. In grade 5 students are proficient at decoding but have difficulty with comprehensive and written expression.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

ELL's with less than three years in U.S. schools are supported by the ESL pull out program, small group classroom differentiated instruction in language arts and academic instructional services support.

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		