



P.S. 243K- THE WEEKSVILLE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 243K- THE WEEKSVILLE SCHOOL
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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
Karen Hambright-Glover	Principal	Comments: Agrees but does not have access.
Veronica Drafts	UFT Member	Comments: agrees but does not have access
Margaret Padaya	UFT Member	Comments: agrees but does not have access
Tamieka Johnson	PA/PTA President or Designated Co-President	Comments: agrees but does not have access
Wilfredo Martinez	Title 1 Parent Rep	Comments: agrees but does not have access
Nakia Harper	Parent	Comments: agrees but does not have access
Maria Ramos	Parent	Comments: agrees but does not have access
GLORIA GEORGE	UFT Member	Comments: agrees but does not have access
Ivonne Espinal	UFT Member	Comments: agrees but does not have access
Antionette Shakespeare	Parent	Comments: agrees but does not have access

* 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.

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The Weeksville School P.S. 243 is a School wide Programs/Title 1 school. We are located on the border of Crown Heights and Bedford Stuyvesant in the historic Weeksville community of Brooklyn, New York. Weeksville was the first African American community in Brooklyn, founded in 1863 by James Weeks. Our school services a total of 362 students in grades Pre-Kindergarten through Fifth grade.

Of our 362 students 76% are eligible for free breakfast and lunch. The breakdown of the ethnic population in our school is 78% African American, 17% Hispanic, 2% Native American, 2% Asian and 1% White.

Our self contained special education classes consist of 12 students or less. For the year, 2009 – 2010, P.S. 243 met the Average Yearly Progress (AYP) and was noted as a school in good standing. Our 2009 -2010 ELA scores showed 31% of our students scored levels 3 and 4 which is a loss of 45% from last year. In Mathematics 40% of our students scored levels 3 and 4 which is a loss of 55% from last year. The State Education Department decided to raise the scale scores for the 09-10 school year and as a result level 3's are considered level 2's.

I-Zone program is being funded by a competitive grant through the DOE. The 2010-2011 NYC ILS pilot will consist of 30 elementary schools serving over 7,000 students across all five boroughs in grades three through five for the next 2 years.

Our goals are to increase students' decoding skills and sight word recognition for grades K and 1. For grades 2 and 3 our goal is to increase student's oral reading fluency and accuracy.

To promote student achievement in both literacy and mathematics, we now have all cluster teachers as enrichment teachers, who provide daily intervention services during the school day. Additionally students are utilizing Department of Education computer programs (Acuity and Scantron) in reading and mathematics in the classroom and at home. Consultants from outside agencies, two from Fordham University, one from Teaching Matters and one from New York University have been hired to provide professional development in reading and mathematics. Five teachers have been trained and are implementing the Wilson program in grades 2 – 5. Wilson Foundations, a phonics program is also used to support early literacy skills for grades K – 1. We are also using Kaplan Online for intervention in grades K and 1.

After school, students are involved in refining their test sophistication skills for standardized tests. Clubs were formed based on the interest of students and teachers in drama, cooking, chess, Caribbean dance, geography, science and math as recommended in Renzulli's School Enrichment Model. In the areas of physical education, we now have a basketball team the Weeksville Warriors and a cheerleaders' squad. We are also using Fan-4-Kids as a nutritional and physical education

program for grades K-3. On Saturdays, our 1, 2 and 3rd graders receive tutoring in Math and ELA from Pace University students.

This year at P.S. 243K we have daily 100% collaborative planning and reflections on every grade. We also have a partnership with the Madison Square Boys and girls Clubs. The club meets on Monday-Friday from 3pm-6pm. The club services grades 1-5 and feeds hot meals to the students. The club offers homework help, sports, recreation and character education to our students. Parents are also encouraged to stay and join in workshops.

We have implemented teacher inquiry team(s) that will focus on instructional planning and the integration of the Common Core State Standards(Reading/Writing and Math) as a way to increase rigor for particular groups of students (for example, students performing in lowest third, and students who struggled to meet the new standards on State tests).

Teachers continue to participate in outside professional development in all subject areas, and turn key information to the staff. On site professional development is provided weekly during common preps by the literacy and math coach as well as outside consultants. Promising teaching practices are shared among the staff and administrators through books, articles and media.

Our parent coordinator and our Pre-Kindergarten family worker help to improve parent involvement through informational workshops. These have included student curriculum, assessments, health and nutrition, parenting skills, career information and arts and crafts. In addition, our school has increased the number of parent volunteers who assist in the lunchroom, classroom and library through the Learning Leaders program.

Our plans for the upcoming 2010 – 2011 school year include:

- collaborative grade planning,
- cooperative groups,
- professional staff development (outside and on site)
- small group instruction using the workshop model,
- Incorporate the use of various methodologies in differentiated instruction.
- hands – on – activities in all content areas.
- Intervention programs for grades kindergarten – five
- Use of enrichment teachers and Paraprofessionals to help enhance intervention
- Integrate more technology into the classroom utilizing Department of Education computer programs.
- Voyager Passport Intervention program
- Wilson program has been extended to all special education and English language learners
- Moving Into English – English Language Learners
- Wilson Foundations phonics program for grades kindergarten – two

- Grade 4 and 5 teachers are using Compass Learning and Time-to-Know
- Harcourt Trophies for Prekindergarten students
- Reading First – Story town for grades kindergarten – third
- Teacher’s College Reading and Writing Project – Writing component only
- Great Leaps Mathematics program
- Continue the use of theme related trips and projects
- A school library with a library media specialist to support instruction and theme based projects and access to the library for the school community.
- Increase our parent involvement through school wide activities.
- Implementation of the Foss Science Program for grades kindergarten – fifth
- Implementation of the McGraw-Hill Social Studies program from grades K-5

Our school will participate in the Community CFN Network 3.10. Our network leader is Dr. Yvonne Young.

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SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 243K- The Weeksville School								
District:		16	DBN #:		16K243	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		31	29	36			91.9	92	TBD	
Kindergarten		60	57	46						
Grade 1		67	58	62	Student Stability - % of Enrollment:					
Grade 2		61	64	62	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		57	55	53			88.1	88.32	TBD	
Grade 4		59	51	54						
Grade 5		84	46	50	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			87.4	95.9	92.1	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			28	55	TBD	
Grade 12		0	0	0						
Ungraded		1	0	0	Recent Immigrants - Total Number:					
Total		420	360	363	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	3	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		45	24	19	Principal Suspensions		48	19	TBD	
# in Collaborative Team Teaching (CTT) Classes		3	18	26	Superintendent Suspensions		1	0	TBD	
Number all others		32	25	26						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	10	12	13	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	0	2	Number of Teachers	37	38	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	11	TBD
				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	73	73.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	75.7	81.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	73	82	TBD
American Indian or Alaska Native	2.4	1.7	1.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	88.5	TBD
Black or African American	81	80.8	78.5				
Hispanic or Latino	16	15.6	16.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.7	1.7				
White	0	0	0.3				
Multi-racial							
Male	51	50	49.3				
Female	49	50	50.7				
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:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	89.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

We are a school in "good standing" according to our current NCLB/SED accountability. We need address the following in order to see continued improvement:

Align the school's curriculum with State standards to ensure that all students make progress in their learning.

Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize learning.

Extend data gathering and analysis practices to all core subjects at team and classroom levels to inform instructional decisions and provide a complete picture of academic progress.

Use observation protocols to assess and improve teaching practices that lead to student progress and achievement.

Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.

An analysis of the State and City test results in English Language Arts for Grades 3, 4 and 5 over the past 3 years indicate the following:

Results for all tested students in 2009 indicate that the Level 1 students decreased 7% from 2008.

· **Results for all tested students in 2009 indicate that the Levels 3 and 4 students increased 22% from 2008.**

· **Results of all tested students in 2008 indicate that the Level 1 students decreased 12% from 2007.**

· **Results of all tested students in 2008 indicate that the Levels 3 and 4 students increased 7.9% from 2007.**

- **Results of all tested students in 2007 indicate that the Level 1 students decreased 11% from 2006.**
- **Results of all tested students in 2007 indicate that the Levels 3 and 4 students increased 13.9% from 2006.**

Our students were having difficulty in producing high quality student writing. Students were also having difficulty organizing their thoughts and ideas. We realized our lessons were not rigorous enough and our students were not being challenged. We needed to increase the academic rigor in our writing program. We need to differentiate our instruction in terms of providing our students with the support they need to produce a better quality and quantity of student work.

The State and City test results were accessed electronically through the school's ATS system and printed and disseminated to the staff and later individual reports were sent home to the parents. Prior to this dissemination, the principal and assistant principal analyzed the scores. Students were then classified into two categories:

Those who met promotional criterion.
Those who did not meet promotional criterion.

Another needs assessment was done to evaluate the effectiveness of our academic intervention services using the Great Leaps and Voyager Passport programs. The reports were accessed by the Academic Intervention Services Lead Teacher who disseminates the information to administration, teachers and individual reports to parents.

Continuation of the Reading First program and Teacher's College Writing Project to further increase the progress our students are making in reading and writing.

Continuation of the phonics based Wilson's Foundations for our early childhood students and special education students.

Implementation of the I-Zone program in Grades 4 and 5

Continuation of Academic Intervention Services for students at risk using the Voyager Passport program for Grades K- 5

Kaplan Online grades K-2, Great Leaps for Grades 3 – 5.

Continuation of the Kaplan ELA test preparation materials to prepare students for the ELA exams.

Continuation of the use of Acuity, Scantron, NY-Ready, Kaplan Online to form small groups for strategy based instruction and to give parents home instructional activities for level 1 and 2 students.

A school library with a library cluster who will provide the school community access to books, the internet and other media to use in school and at home.

Focus on decoding, fluency and strategies for vocabulary and comprehension to strengthen student reading skills.

Have our students write more proficiently in volume and quality so that they can be more effective in expressing their ideas and responding to reading prompts on exam

Through professional development on Balanced Literacy, differentiated instruction and 4-Square Writing teachers will be able to monitor and target each individual student to ensure academic success.

Through formal and informal assessments student progress will be closely monitored and all AIS (Academic Intervention Services) will be provided for these students.

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SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> #1 TECHNOLOGY: To increase the number of staff members, from 50% to 80% , who are successfully integrating Smart Boards, projectors, document cameras, laptops and educational software, which features spiraled curricula that provide additional tools to help teach, guide, and clarify concepts for those who need it, into their daily instruction in order to increase student achievement.	<input type="checkbox"/> Utilize technology to build literacy and numeracy skills during individualized and whole group instruction. aligned to state standards Reflects the very latest confirmed research about how students engage, think and learn Includes powerful summative and formative assessment tools that measure progress and prescribe individualized learning paths Offers a powerful solution for schools implementing Response to Intervention programs Allows teachers to effectively differentiate learning and improve classroom management Promotes exploration, cooperative learning, problem solving, reflection, and real-world connections — all while engaging students’ imaginations
<input type="checkbox"/> #2-Teacher Inquiry Teams: 100% of teachers, up from 95% last school, as evidenced in ARIS, will participate on grade level inquiry teams throughout the school year to collaborate in the development and achievement of student goals	<input type="checkbox"/> Implement 100% participation of teacher inquiry team(s) during the 2010-11 school year on every grade, up from 95% participation during the 2009-10 school year, that will focus on instructional planning and the integration of the Common Core State Standards(Reading/Writing and Math) as a way to increase academic rigor for particular groups of students .
<input type="checkbox"/> #3: ELA: To increase/maintain the percent of students in grades 3, 4 and 5 from 30% to 40% scoring proficient on the NYS ELA exam in order to meet/exceed the state requirements	<input type="checkbox"/> To use best practices, formative and summative assessments, and teacher inquiry teams to increase/maintain the percentage of all students in grades 3-5,

	including all subgroups, achieving proficiency on the state ELA assessment.
<input type="checkbox"/> #4: ATTENDANCE: We will increase whole school attendance by 0.2% from 90.8% to 91% by focusing on the 35 students who had between 9-12 absences in 2009-10.	<input type="checkbox"/> Weeksville School students will demonstrate 90% or higher average yearly attendance for the 2010-2011 school year.
<input type="checkbox"/> #5:Mathematics: To increase/maintain the percent of students in grades 3, 4 and 5 from 40% to 50% scoring proficient on the NYS MATH exam in order to meet/exceed the state requirements	<input type="checkbox"/> To use best practices, formative and summative assessments, and teacher inquiry teams to increase/maintain the percentage of all students in grades 3-5, including all subgroups, achieving proficiency on the state Mathematics assessment.

SECTION VI: ACTION PLAN

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

Subject Area

TECHNOLOGY

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> #1 TECHNOLOGY: To increase the number of staff members, from 50% to 80% , who are successfully integrating Smart Boards, projectors, document cameras, laptops and educational software, which features spiraled curricula that provide additional tools to help teach, guide, and clarify concepts for those who need it, into their daily instruction in order to increase student achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>I-Zone program is being funded by a competitive grant through the DOE. Two grades (4 and 5) will be selected to participate in one of the three programs and one grade will be selected as a control group. (Grade 3)</p> <p>The programs participating in this pilot are: Odyssey by Compass Learning, and Time to Know. These programs will be integrated into literacy and mathematics for a minimum of 30 minutes daily or 2.5 hours weekly in each subject.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Schools will receive a series of professional development to prepare them for successful integration of the programs as well as in school support by vendors and DOE personnel. In addition to professional development, schools will also receive equipment such as laptops, net books and laptop carts and infrastructure upgrades for electricity and bandwidth.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Time To Know/Compass Learning provide robust summative and formative assessment and reporting. In addition, a unique adaptive technology analyzes math and language arts knowledge and skills, and based on this assessment, provides instruction according to each student's needs. Reports assess student and class progress according to the required standards and overall progress across the curriculum. The Assessment Review Center allows for easy comprehensive assessment of student tests and the option to provide students with specific or general feedback. Teachers can crosscheck answers vertically and horizontally (comparing answers to the same question across students), provide formative assessment feedback using rubrics and scoring guides, and automatically calculate summative assessment of performance. We will refine goal setting to include interim goals and benchmarks within specific action plans so that the school community understands the goals, thereby allowing progress to be measured accurately, adjustments made more frequently and success evaluated consistently. Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful grouping, students are challenged, and tasks accommodate different learning styles.</p>
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Subject Area
 (where relevant) :

TEACHER INQUIRY TEAMS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> #2-Teacher Inquiry Teams: 100% of teachers, up from 95% last school, as evidenced in ARIS, will participate on grade level inquiry teams throughout the school year to collaborate in the development and achievement of student goals</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teacher teams will meet daily during the common planning meeting. • Teacher teams will meet after school once a week from 4:15pm-5:15pm for per session rate using our Title 1 Staff development monies. • Staff developers from Time-to-Know/Compass Learning will meet with the teachers on Thursdays and Fridays to ensure compliance of the program and to provide support to

	<p>staff.</p> <ul style="list-style-type: none"> • CFN 3.10 will provide support with professional development both on site and off site Students will be reassessed every three weeks to monitor the impact of our practices, plans and time frames and revise them accordingly to accelerate student progress. • Teachers will use sign-in sheets and agendas to document active member participation. • Teacher teams will keep a student assessment binder per grade to assess and monitor the results of their highest, middle and lowest 1/3 to differentiate instruction for each group. • Teacher teams will create, update and modify their assessment plans on the Inquiry website. • Teachers will work collaboratively and effectively to develop a relevant, broad and engaging curriculum built on the needs of students that will incorporate technology, arts and sports.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> INQUIRY TEAM BUDGET ALLOCATED APPROXIMATELY \$7500 TO ACCOMPLISH THIS GOAL.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>ARIS Connect Acuity/ITA, Scantron and Predictive Results Common Core Standards in Writing, Reading and Mathematics as evidenced in the student work. Ongoing assessments from Time To Know, Compass Learning, MClass/Dibels/EClass-2/ Everyday Math and Story Town assessments Review, update and modify teacher team student assessment binders</p>

Subject Area
(where relevant) :

ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>#3: ELA: To increase/maintain the percent of students in grades 3, 4 and 5 from 30% to 40% scoring proficient on the NYS ELA exam in order to meet/exceed the state requirements <input type="checkbox"/></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Apply new curriculums: Time-to-Know, Compass Learning, Kaplan Research and apply best practices. Staff development. Increased communication. Data Analysis Monitor and adjust curriculum Saturday School: One-to-one tutoring and Journalism Club for Gifted Writers Supplemental monies for DOE for struggling students Accountability for teachers, students, parents The ONLY National Conference on Common Core State Standards and School Improvement</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>FAIR STUDENT FUNDING</p> <p>TITLE 1 FUNDING</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Observations, Walkthroughs One-to-One Conversations Acuity/ITA, Scantron and Predictive Results Common Core Standards in Writing, Reading as evidenced in the student work. Ongoing assessments from Time To Know, Compass Learning, MClass/Dibels/EClass-2/ Kaplan and Story Town assessments Review, update and modify teacher team student assessment binders</p>

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**Subject Area
(where relevant) :**

ATTENDANCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>#4: ATTENDANCE: We will increase whole school attendance by 0.2% from 90.8% to 91% by focusing on the 35 students who had between 9-12 absences in 2009-10.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>We will create a breakfast club so students get a chance to come in and eat with the principal.</p> <p>We will create a monthly attendance newsletter for parents.</p> <p>We will mail out postcards for good attendance.</p> <p>We will look at the attendance data on ARIS to determine which subgroups are absent the most and use strategies to correct the pattern. We will hold parent meetings/workshops to train parents how to use ARIS Parent Link so that parents can monitor their child's attendance and make improvements if necessary.</p> <p>We will reward individuals, classes, and the school for increased attendance.</p> <p>We will use school messenger to alert parents to an absence and also have teachers call homes personally when a child is out one day.</p> <p>We will e-mail parents via our school website to update them on their child's attendance. We will give parents their child's teacher's e-mail via www.theweeksvilleschool.org</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> FAIR STUDENT FUNDING</p> <p>TITLE 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> An increase in our attendance percentage daily. Comparing our weekly attendance percentages to the district.</p> <p>Improved academic results on our formal and informal assessments stemming from an increase in our attendance percentages.</p>

**Subject Area
(where relevant) :**

MATHEMATICS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>#5:Mathematics: To increase/maintain the percent of students in grades 3, 4 and 5 from 40% to 50% scoring proficient on the NYS MATH exam in order to meet/exceed the state requirements</p>
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<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>□ Describe your plan for meeting your goal, including staffing, scheduling, and funding. Apply new curriculums: Time-to-Know, Compass Learning, Kaplan Research and apply best practices. Staff development. Increased communication. Data Analysis Monitor and adjust curriculum Saturday School: One-to-one tutoring Supplemental monies for DOE for struggling students Accountability for teachers, students, parents Professional development in using Acuity/Scantron and ARIS for teachers to learn how to target identified weaknesses and strategies to address them Focused professional development that will teach teachers to access analyze and interpret data-Acuity, ARIS and Scantron in-house sessions. Focused math instruction differentiated during extended day, Tier II morning intervention, at-risk after school for the lowest 1/3 in math. Common planning periods every day on every grade Hire additional substitute teachers for special education students for individualized instruction all day Teachers will meet as grade planning teams (Inquiry Team) to set measurable goals for grades, classes and targeted students</p> <p>The ONLY National Conference on Common Core State Standards and School Improvement Chicago, IL</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ FAIR STUDENT FUNDING</p> <p>TITLE 1 SWP</p>

Indicators of Interim Progress and/or Accomplishment

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

- Observations, Walkthroughs
- Improved Acuity/ITA, Scantron and Predictive Results
- Common Core Standards in Mathematics as evidenced in the student work.
- Ongoing assessments from Time To Know, Compass Learning, MClass/Dibels/EClass-2/ Everyday Math and Kaplan assessments
- Review, update and modify teacher team student assessment binders

- Monitor teachers and small group instruction
- Demonstrate mini lessons when appropriate and necessary

- Provide collegial feedback with next steps/ One-to-One Conversations

- Develop effective math differentiated strategies that will improve overall academic performance
- Grade Level planning agendas and sign-in sheets
- High participation in our After school and Saturday programs by students

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	50	N/A	N/A	3	3	3	10
1	40	35	N/A	N/A	4	3	3	10
2	50	50	N/A	N/A	5	5	5	25
3	60	60	N/A	N/A	10	5	5	35
4	20	20	50	50	10	5	10	5
5	25	25		25	15	5	5	10
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p> Voyager Passport - small group during the school day Wilson - small group during the school day Kaplan Advantage - small group during extended day Kaplan Keys: small group extended day Kaplan Test Sopsitication: small group Kaplan Online intervention: Grades K-2 Compass Learning: Grade 4 Time-to-Know: Grade 5 Pace University Tutors:Grades 1-2 Words Their Way - small group during the school day Acuity – individual computer instruction before, during and after school Scantron – individual computer instruction before, during and after school </p>
Mathematics:	<input type="checkbox"/> <p> Great Leaps – one to one during the school day Everyday Math- small group during the school day Acuity – individual computer instruction before, during and after school Scantron – individual computer instruction before, during and after school Kaplan Advantage - small group during extended day STAMS - small group after school Kaplan Keys: small group extended day Kaplan Test Sopsitication: small group Kaplan Online Intervention: Grades K-2 Compass Learning: Grade 4 Time-to-Know: Grade 5 Pace University Tutors:Grades 1-2 </p>

Science:	<input type="checkbox"/> <p> Measuring Up Science - small group during the school day Kaplan Science – small group during the school day Extended Day small group during the school day After school AIS targeted students Kaplan Online Intervention: Grades K-2 Compass Learning: Grade 4 Time-to-Know: Grade 5 Pace University Tutors:Grades 1-2 </p>
Social Studies:	<input type="checkbox"/> <p> Kaplan Online Intervention: Grades K-2 Compass Learning: Grade 4 Time-to-Know: Grade 5 Pace University Tutors:Grades 1-2 </p> <ul style="list-style-type: none"> • <input type="checkbox"/> <p> Measuring Up Social Studies –small group during the school day Extended Day small groups during the school day After school AIS targeted students </p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p> Small group counseling-during school day Individual counseling-during the school day </p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p> Small group counseling-during the school day Individual counseling-during the school day </p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p> Small group counseling-during the school day Individual counseling-during the school day Empowering Yourself Club-after school </p>
At-risk Health-related Services:	<input type="checkbox"/> Fan-4-Kids: Grades K-3

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K - 5

Number of Students to be Served:

LEP 9

Non-LEP 350

Number of Teachers 1

Other Staff (Specify) 40

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.

□

Of our 362 students 76% are eligible for free breakfast and lunch. The breakdown of the ethnic population in our school is 78% African American, 17% Hispanic, 2% Native American, 2% Asian and 1% White.

Our self contained special education classes consist of 12 students or less. For the year, 2009 – 2010, P.S. 243 met the Average Yearly Progress (AYP) and was noted as a school in good standing. Our 2009 -2010 ELA scores showed 31% of our students scored levels 3 and 4 which is a loss of 45% from last year. In Mathematics 40% of our students scored levels 3 and 4 which is a loss of 55% from last year. The State Education Department decided to raise the scale scores for the 09-10 school year and as a result level 3's are considered level 2's.

Total Number of Students in School: 350

Total Number of ELLs: 9

ELLs as Share of Total Student Population (%): 2%

Number of Certified ESL Teachers: 1

Number of Certified Bilingual Teachers: 0

Number of Certified Foreign Language Teachers who are teaching Native Language Arts: 0

Number of Content Area Teachers with Bilingual Extensions: 0

Number of Special Ed. Teachers with Bilingual Extensions:0

Number of Teachers of ELLs without ESL/Bilingual Certification: 0

The steps we take to initially identify students who may be ELLs. These steps include administering the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language, and the Language Assessment Battery-Revised (LAB-R).

Ms. Fariello, a certified ESL teacher is responsible for conducting the initial screening, and administering the HLIS and the LAB-R .

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.

Throughout the school year, there will be ongoing collaboration and articulation meetings with the classroom teacher to discuss instructional and linguistic needs of the ELLs.

General Education teachers, who have ELLs in their classrooms, will participate in continuous professional development on research-based instructional strategies for English language acquisition and on tools that help scaffold learning for ELLs. Staff development workshops will be given to staff members in the beginning of the school year. In addition, there has been a proposal to set aside time for additional common preps to be used for articulation between classroom teachers and ELL service providers.

Section III. Title III Budget

—

School: P.S. 243 Weeksville School

BEDS Code: 331600010243

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	\$79, 000 avg teacher salary	<input type="checkbox"/> \$79,000 covers the salary for our ELL teacher to provide services 5 days a week.
Purchased services - High quality staff and curriculum development contracts	\$850.00	<input type="checkbox"/> Teaching Matters charge \$850.00 a session to provide professional development for our ELL teacher
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	\$5000	<input type="checkbox"/> Supplies and curriculum for our ELL students.

- Must be clearly listed.		
Educational Software (Object Code 199)	\$500	<input type="checkbox"/> Software for our ELL students.
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents. A staff member that lives in the community has knowledge of its workings, too.

After all the data has been collected, at the end of the first month of the year, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home.

Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Haitian, Creole, Urdu and Arabic. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even a relative can assist because he has been living in America longer than the rest of his family.

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.

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school.

A way will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$367,246	\$44,094	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3672		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
90%

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

There were errors made in the BEDS report for 2008 - 2009. They will be corrected this year.

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

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

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

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

P.S. 243 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* 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, activities and procedures in accordance with this definition of parental involvement by May 2011-the date of the required annual review.

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-Parental Involvement of the ESEA.

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

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

□

PS243 SCHOOL-PARENT COMPACT

The P.S. 243 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 2007-08.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 243 will

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

All pedagogical staff will be State Certified and highly qualified.

Academic intervention services will be provided for all children struggling in the areas of ELA, Math, Science and Social Studies.

After school, morning school and Saturday programs will be provided to present additional instructional time.

All staff will engage in Teachers College writing workshop so as to enhance the creativity and writing skills of all students.

All staff will engage in Envision mathematics program.

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it**

relates to the individual child's achievement. Specifically, those conferences will be held:

November Open School Week 11/10

Open School Night is November 10

Open School Afternoon is 11/09/2010

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

Standard Department of Education Report Cards will be given to parents three times a year, just prior to the Fall and Spring Open School Weeks, and a final report on the last day of school in June.

Parents will be notified by all AIS service providers as to the progress of their children.

Parents will be notified by all after school, morning school and Saturday programs as to the progress of their children.

Parents will be notified on an as-needed basis.

Staff contact parents for positive reasons as well as when there are issues.

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

All staff will be available to parents on an as-needed basis beyond the above-mentioned formal conference times by appointment and on a mutually agreeable time and date. In case of emergencies, members of the School Based Support Team are available to meet with parents.

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

P.S. 243 has a wonderful Learning Leaders program whereby parents can receive training and assist not only in classrooms but can take part in a fluency program called, "Great Leaps".

Class Parents gives parents an opportunity to help out throughout the school year on projects and as chaperones on class trips.

Parents As Reading Partners invites parents once a month to come read aloud to children in classrooms.

Parents will be given questionnaires so that they may list the ways in which they can contribute to their child's class and the school in general.

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

Supporting my child's learning by making education a priority in our home by:

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;

participating in school activities on a regular basis;

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;

reading together with my child every day;

providing my child with a library card;

communicating positive values and character traits, such as respect, hard work and responsibility;

respecting the cultural differences of others;

helping my child accept consequences for negative behavior;

- being aware of and following the rules and regulations of the school and district;*
- supporting the school's discipline policy;*
- leading by example;*
- making education a priority in the home;*
- monitoring attendance and punctuality and stressing the importance of both;*
- having a specific time of day when you create private with your child;*
- asking the child questions to show you are truly interested;*
- insuring his/her homework space is quiet, clean and private;*
- participating and volunteering in school-wide activities; don't wait to be asked;*
- working with the classroom teachers by suggesting extra curricular activities;*
- communicating core values: respect, trust, team-work, tolerance (culture), etc.;*
- understanding consequences of negative behavior: following rules;*
- setting high expectations;*
- express high expectations and offer praise and encouragement for achievement.*

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Needs Assessment-Section IV

2. Schoolwide reform strategies that:

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

See Action Plan-Section VI

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.

Extended day is in the afternoon; 50 minutes Tuesdays through Thursdays.

Summer school is in session from July 1, 2011-August 6, 2012.

o Help provide an enriched and accelerated curriculum.

See School Profile-Section III

o Meet the educational needs of historically underserved populations.

See Needs Assessment and Annual School Goals-Sections IV and V

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.

Continued intervention/AIS program-Morning Pull-out

Extended Day: Afternoon push-in

Child Study Team/PPC Team

Wilson and Foundations used for at risk students

Achieve 3000/Kidbiz 3000

Study Island

Fordham University Literacy Coach

I-Zone: Compass Learning/Time-to-Know

Math Coach

Reading First Coach

Pace University Tutors

Full time guidance counselor

Full time School social worker

2-full time School psychologists

Peer mediation program in third year

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

Yes. We are working on implementing the Common Core Standards.

3. Instruction by highly qualified staff.

90% of staff are highly qualified

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.

PD provided by UFT Teacher Center

PD provided by Fordham University

PD provided by Teaching Matters

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

□

Participation in the city-Wide Hiring Halls

Open to hiring Teaching Fellows and Teach For America candidates

Networking with student teaching college programs

Showcase school on new school web site www.theweeksvilleschool.org

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

□

In order to foster open communication among administrators, teachers, students, and parents, a monthly progress report and daily reading log for each student are sent home. To foster a school-to-home link, grade level parent-teacher conferences are held to inform parents about student progress, academic goals, and special events. Other means of communication with parents include parent student handbook, reading logs, notes, phone calls, home visits, meeting, and conferences. The student notebooks are a main source of communication and contain comments and feedback. Each parent also receives a copy of the school's monthly calendar and access to our school's web site.

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.

□

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they

complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

Once data are collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups.

Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results, highlight individual student strengths, weaknesses and progress, and identify group trends.

Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction. Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and interpret data, i.e. Acuity. In-house training, workshops, and professional development are provided by school staff and outside vendors.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

In order to foster open communication among administrators, teachers, students, and parents, a monthly progress report and daily reading log for each student are sent home. To foster a school-to-home link, grade level parent-teacher conferences are held to inform parents about student progress, academic goals, and special events. Other means of communication with parents include parent student handbook, reading logs, notes, phone calls, home visits, meeting, and conferences. The student notebooks are a main source of communication and contain comments and feedback. Each parent also receives a copy of the school's monthly calendar and access to the new school web site.

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.

□

Career Day

Resolving Conflict Creatively Program including peer mediation.

Student Monitors.

Basketball team and cheerleading squad

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

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;

yes

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

School leadership team.

PD Team.

Acuity, nyStart.

Grade meetings

Fordham University

UFT Teacher Center

7. Provide strategies to increase parental involvement; and

□

Working with the parent coordinator and the PTA president we will conduct a series of workshops based on the needs of our parent community.

We will post meeting announcements through a school calendar, posters, flyers and school website letting parents know the times and dates of these meetings.

Increase parent involvement through ongoing workshops and activities geared for morning and night. The parent coordinator will organize workshops based on the needs of our parent community (student achievement, health related issues and GED and resumes).

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

□

Leadership Program

Career Day

Resolving Conflict Creatively Program including peer mediation.

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:

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.)

12

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

Identifies and interviews all STH families and students, which includes but is not limited to, conducting intake and move-out interviews, distributing and collecting questionnaires, and maintaining intake and move out logs.

- Informs all STH families, students and unaccompanied youth of their educational rights by distributing the McKinney-Vento guides and posters.
- Assists STH families and unaccompanied youth with school enrollment and transfers, which includes but is not limited to, contacting school officials and Office of School Enrollment Placement Office, and by assisting the STH family and unaccompanied youth obtain all necessary documents needed for enrollment.

- Coordinates with schools and the Office of Pupil Transportation (OPT) in arranging transportation for students. This includes overseeing school bus pick up and drop off in shelters. In addition, distribute, manage, and track all metro cards given to parents used to accompany their children to school.
- Liaises between schools and parents in order to meet educational needs of STH children and youth.
- In collaboration with the STH Content Expert(s), monitors and improves the attendance of STH students; assist in recruiting STH parents for activities intended for them, and facilitate extended day activities for STH children and youth.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_16K243_030211-130515.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3.10	District 16	School Number 243	School Name Weeksville School
Principal Karen Hambright-Glover		Assistant Principal Dolores Pauline	
Coach		Coach type here	
Teacher/Subject Area R. Fariello, ESL		Guidance Counselor type h	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	331	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	3.93%
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Part II: ELL Identification Process

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

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

1. The Home Language Survey (HLIS) is administered to all entrants. Interviews are conducted by the ESL Teacher, fully certified in ESL. The school secretary, a native Spanish speaker assists with translations. The ESL Teacher reviews the HLIS, makes the formal initial assessment and administers the Language Assessment Battery-R (LAB-R), where necessary. ELLs are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents/guardians are notified in advance of test dates. Students are grouped according to testing accommodations needed in reading, writing, speaking and listening.

2. Letters are sent out and phone calls made by the ESL Teacher inviting parents/guardians to a Parent Orientation Meeting early in the year. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language, and a Spanish speaking translator is available to answer questions. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.

3. The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. A log is kept of contacts made with Parents/guardians.

4. Students are placed into programs based on Parent's choice. ESL is available at the school. Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed. Transfers are offered to parents who request this program. All information is available in the native language and English. Spanish language translators are available to explain choices to parents.

5. In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

6. Program models align with parent requests. The ESL Program is available at the school. We don't have the 15 students necessary in adjoining grades for the TBE Program. Transfers are offered to those parents who choose TBE or Dual Language. If we have enough students in adjoining grades, a TBE class or Dual Language class will be formed.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1				1								2
Total	0	1	0	0	0	1	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	5	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 13
Total	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 13

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0													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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	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									

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:
Native American:	White (Non-Hispanic/Latino):	Other:

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

1. A In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, PS 243 provides a combination of push in and pull out English as a Second Language services.

B. The ESL Program serves 13 students from grades K – 5. Eight students are Spanish Speakers, one speaks Arabic, one speaks Haitian and 3 speak Bengali. The ESL instruction is provided through push – in and pull – out programs. Students are grouped according to their grade and level of language proficiency. Proficiency levels are divided into two ungraded pull out groups, one with Beginning and Intermediate students, and one with Advanced and Transitional students. Push-In groups are grouped in heterogeneous proficiency levels. 2. The ESL teacher provides services to all eligible students in two homogeneous proficiency level pull-out groups. Weekly 360 minutes of ESL are provided to all students in the Beginning and Intermediate Levels of ESL and 180 minutes of ESL and 180 minutes of ELA for Advanced Levels. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts (NLA). An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, ESL teachers plan carefully with general education teachers to ensure curricular alignment. Transitional students get 90 minutes per week for two years after they pass the NYSESLAT.

3. We only have ESL at this school. The content areas are taught in the regular classroom and supported in the ESL Program. The ESL Program serves as a focal point of reinforcement of ELL students’ concepts of cross-cultural understanding. Providing the opportunity to the ELL student to acquire English proficiency and academic cognitive and cultural knowledge through ESL methodologies to make instruction more comprehensible to the ELL student. 100% of instruction is in English. Occasionally Spanish words are used to aid comprehension and encourage multicultural pride. The ESL teacher uses various techniques and approaches incorporating them into a balanced literacy approach using the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics).

The ESL teacher keeps a strong articulation with the classroom teacher to ensure the academic progress of the ELL participants. The ESL teacher meets weekly with classroom teachers and Articulation Forms are filled out monthly indicating curriculum, topics and skills being covered that month. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners.

4. a-e Our Plan for to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency is to provide them all with a double ESL period everyday, small group instruction. Our targeted intervention programs for SIFE Students, Newcomers, Long-Term ELLs and ELLs receiving service 4-6 years are Extended Day, After School Programs, Balanced Literacy Program for grades K to five, I-Zone Digital Learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in addition to the above, we also have two periods of ESL a week.

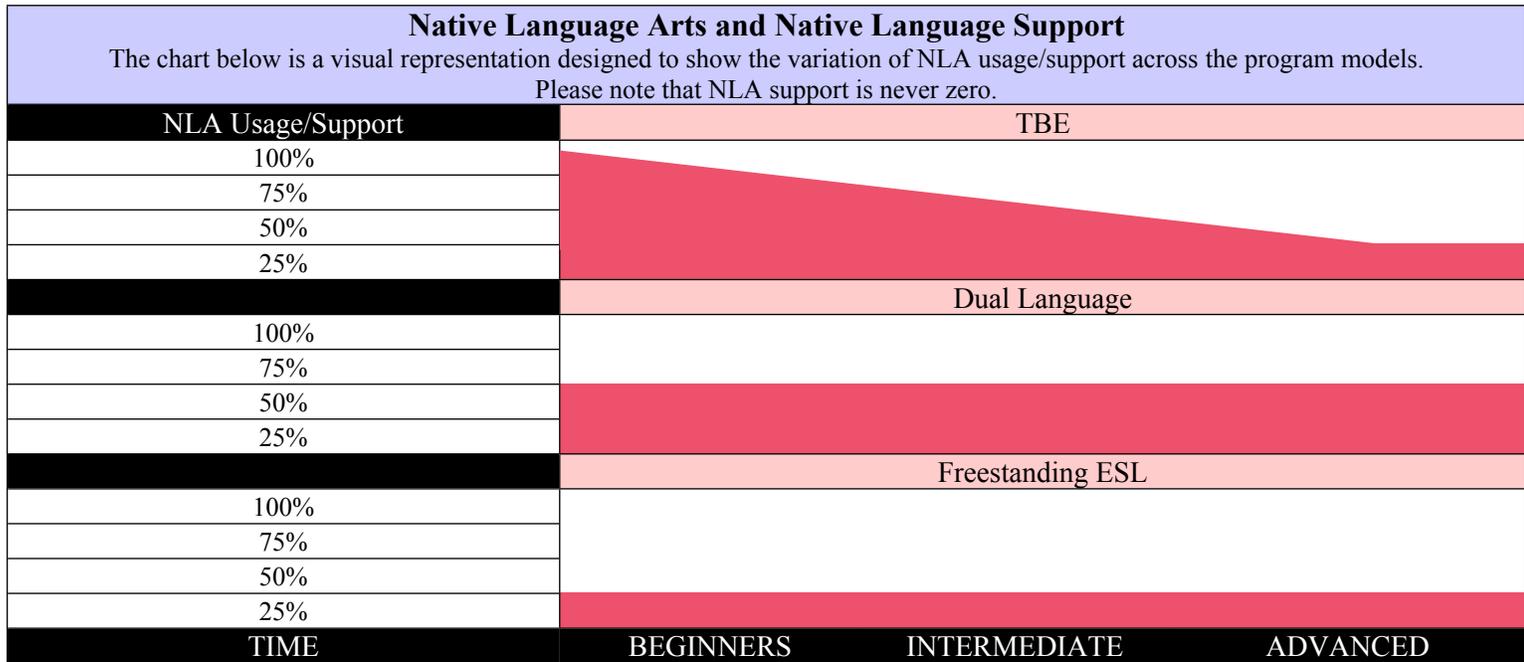
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



B. Programming and Scheduling Information--Continued

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

5. . We have intervention programs to help ELLs, SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to three, Time To Know for grades four and five, Voyager Reading Program, Great Leaps Reading Program, Wilson Foundations Reading Program, Resource Room, Kaplan ELA, Kaplan Math, 4 R s Program, extended day and after school programs. For students reaching proficiency in addition to the above, we also have two periods of ESL a week available. All services are available in English. All programs are in English, we have no Transitional Bilingual (TBE) or Dual Language Programs.

6. Our plan for students reaching proficiency in addition to the above, is to have two periods of ESL a week available for them for two years after they reach proficiency.

7. Some new programs planned for upcoming year are new ESL Computer Programs and new libraries for ESL.

8.No programs or services are planned to be discontinued for the upcoming year.

9. ELLs have equal access to all available programs. Thirty percent (30%) of the ELL student population are in Special Education settings, i.e. self- contained or integrated co-teaching classes. Seventy percent (70%) are in General Education. We have intervention programs to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency on the NYSESLAT. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to 5. I- Zone digital learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in the NYSESLAT in addition to the above, we also have two periods of ESL a week available. We also have testing accomations for students reaching proficiency in the NYSESLAT for two years after they pass the NYSESLAT.

10. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners. Instructional Materials used are leveled libraries, Moving Into English Program, Into English Program, Everyday Math, A Chorus of Cultures - I Love the World, Santillana Program and Leap Frog School House - Language First Program. We also use the following computer programs, Simple Sentence Structure, Reader Rabbit, My School: Language Activities of daily Living, Leap Into Language 2 and 3 and Into English - Community Exploration.

11. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Libraries in the different native languages are available to support instruction as well as for students to take home.

12. All the above named services, support and resources correspond to ELLs age and grade level.

13. There are no programs to assist newly enrolled ELLs before the school year because we don't have the numbers to justify this. This year we had 1 new student, in the past few years we have gotten 1 or 2 new students a year at the beginning of the year.

14. All instruction is 100% in English. We do not have a Transitional Bilingual Program (TBE) or a Dual Language Program at this school because the numbers do not permit this.

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)?

We do not have a Dual Language Program because the numbers do not permit this.

D. Professional Development and Support for School Staff

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

1. We have ongoing Professional Development monthly. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers.

2. Guidance Counselors are available to assist ELLs transitioning from elementary to middle school.

3. The following workshops were taken by teachers on ESL Staff: Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas. The ESL Teacher meets with teachers and coaches for collaborative planning.

E. Parental Involvement

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

1. Overall Parent involvement is minimal. Parent Orientation sessions are provided to inform ELL parents of the general requirements of the program for Bilingual Education, and or Freestanding ESL, and the various language programs available, State Standards, assessments and school expectations. In addition, parents were informed about the procedures for the placement of their children. A Parent Orientation Meeting is scheduled annually for the beginning of October. Meetings are rescheduled for all that cannot attend to ensure that every parent can attend.

2. The school does not partner with other agencies.

3 & 4. We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns.

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	3	1											7
Intermediate(I)				1		1								2
Advanced (A)			1	1	1	1								4

Total	3	3	2	2	1	2	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		1									
	P	2	2	1	1	1	2							
READING/ WRITING	B	2		1	1									
	I	1	2											
	A		1	1	1	1	1							
	P						1							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0

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

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

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

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

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

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

1. NYSESLAT, LAB-R, ECLASS-2, DIBELS are used to assess early literacy skills. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.

2. The data patterns for Kindergarten reveal that 2/3 (66 2/3%) student score Proficient in Speaking and Listening and 1/3 (33 1/3%) scored on a Beginner Level. In Reading and Writing 2/3 (66 2/3%) of Kindergarten scored on a Beginner Level and 1/3 (33 1/3%) scored on an Intermediate Level. In the First Grade 100 % scored on a Proficient Level in Listening and Speaking. In Reading and Writing, First Grade Level, 1/3 (33 1/3)% scored on an Intermediate Level, 1/3 (33 1/3 %) scored on an Advanced Level, and 1/3 (33 1/3%) scored on a Proficient Level. In the Second Grade in Listening and Speaking 1/2 (50%) scored on a n Advanced Level and 1/2 (50%) scored on a Proficient Level. In the Second Grade in Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) scored on an Advanced Level. In the Third Grade in Listening and Speaking 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on the Proficient Level. In the Third Grade in Reading and Writing 1/2 (50%) scored on the Beginner Level and 1/2 (50%) scored on the Advanced Level. In the Fourth Grade 100% scored Proficient in Listening, Speaking, Reading and Writing. In the Fifth Grade in Listening and Speaking 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Proficient Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening.

3. Data Patterns across NYSESLAT modalities are used to plan instruction, emphasis is put on the weakest modalities: Reading and Writing.

4. Student results show that 2/3 (66 2/3%) of Kindergarten are weaker in Reading and Writing. Therefore more emphasis is put on Reading and Writing in Instructional Planning. In the First Grade 2/3 (66 2/2%) Score higher in Listening and Speaking. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 100% scored Proficient in all modalities. Therefore an emphasis is put on Transitional Services for the Fourth Grade. In the Fifth Grade 1/2 (50%) scored evenly in all modalities and 1/2 (50%) scored Proficient in all modalities. Therefore an emphasis is put on all modalities and Transitional Services in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.

5. There are no native language arts at this school and no Bilingual Program (TBE) or Dual Language Program because the numbers do not permit it.

6. The program is evaluated by an increase in NYSESLAT scores across the modalities. For ELL students in the testing grades (grades 3-5) an increase in their scale scores on the NYS ELA and NYS Math Tests.

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 243K- The Weeksville School					
District:	16	DBN:	16K243	School		331600010243

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	29	36	33		91.9	92.0	90.8
Kindergarten	57	46	47				
Grade 1	58	62	47	Student Stability - % of Enrollment:			
Grade 2	64	62	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	53	66		88.1	88.3	84.1
Grade 4	51	54	57				
Grade 5	46	50	56	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		87.4	92.1	96.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		28	55	49
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	360	363	369	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	19	25	Principal Suspensions	48	19	25
# in Collaborative Team Teaching (CTT) Classes	18	26	36	Superintendent Suspensions	1	0	0
Number all others	25	26	19				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	38	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	11	7
# receiving ESL services only	12	13	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	4	5	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.0	73.7	88.6
				% more than 5 years teaching anywhere	75.7	81.6	91.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	73.0	82.0	88.6
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	93.3	88.5	100.0
American Indian or Alaska Native	1.7	1.7	1.1				
Black or African American	80.8	78.5	79.7				
Hispanic or Latino	15.6	16.8	16.8				
Asian or Native Hawaiian/Other Pacific	1.7	1.7	0.8				
White	0.0	0.3	1.1				
Male	50.0	49.3	49.3				
Female	50.0	50.7	50.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White						
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	3	3	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	15.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	3.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 16K243

All Title I SWP schools must complete this appendix.

Directions:

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

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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:	367,246	44,094	411,340
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,672.42	440.94	4,113.36
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,362.30	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,742.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **90%**
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.
 There were errors made in the BEDS report for 2008 - 2009. They will be corrected this 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: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See Needs Assessment-Section IV

2. School wide reform strategies that:

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

See Action Plan-Section VI

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.

Extended day is in the afternoon; 50 minutes Tuesdays through Thursdays.

Summer school is in session from July 1, 2011-August 6, 2012.

o Help provide an enriched and accelerated curriculum.

See School Profile-Section III

o Meet the educational needs of historically underserved populations.

See Needs Assessment and Annual School Goals-Sections IV and V

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

Continued intervention/AIS program-Morning Pull-out

Extended Day: Afternoon push-in

Child Study Team/PPC Team

Wilson and Foundations used for at risk students

Achieve 3000/Kidbiz 3000

Study Island

Fordham University Literacy Coach

I-Zone: Compass Learning/Time-to-Know

Math Coach
Reading First Coach
Pace University Tutors
Full time guidance counselor
Full time School social worker

2-full time School psychologists

Peer mediation program in third year

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

Yes. We are working on implementing the Common Core Standards.

3. Instruction by highly qualified staff.

90% of staff are highly qualified

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 School wide Program to meet the State's student academic standards.

➤ PD provided by UFT Teacher Center

➤ PD provided by Fordham University

PD provided by Teaching Matters

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

Participation in the city-Wide Hiring Halls

Open to hiring Teaching Fellows and Teach For America candidates

Networking with student teaching college programs

Showcase school on new school web site www.theweeksvilleschool.org

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

In order to foster open communication among administrators, teachers, students, and parents, a monthly progress report and daily reading log for each student are sent home. To foster a school-to-home link, grade level parent-teacher conferences are held to inform parents about student progress, academic goals, and special events. Other means of communication with parents include parent student handbook, reading logs, notes, phone calls, home visits, meeting, and conferences. The student notebooks are a main source of communication and contain comments and feedback. Each parent also receives a copy of the school's monthly calendar and access to our school's web site.

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.

• Invite staff of the preschool and kindergarten programs to participate in exchange visits.

- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Prekindergarten teachers will develop a list of competencies/skills that Prekindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Once data are collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups.

Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results, highlight individual student strengths, weaknesses and progress, and identify group trends.

Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction. Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and interpret data, i.e. Acuity. In-house training, workshops, and professional development are provided by school staff and outside vendors.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In order to foster open communication among administrators, teachers, students, and parents, a monthly progress report and daily reading log for each student are sent home. To foster a school-to-home link, grade level parent-teacher conferences are held to inform parents about student progress, academic goals, and special events. Other means of communication with parents include parent student handbook, reading logs, notes, phone calls, home visits, meeting, and conferences. The student notebooks are a main source of communication and contain comments and feedback. Each parent also receives a copy of the school's monthly calendar and access to the new school web site.

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.

Career Day

Resolving Conflict Creatively Program including peer mediation.

Student Monitors.

Basketball team and cheerleading squad

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			312,141.10	✓	11, 12, 14, 24, 17
Title I, Part A (ARRA)	Federal	✓			43,653.06	✓	11, 12, 14, 17, 24
Title II, Part A	Federal	✓			48,170	✓	11, 12, 14, 17, 24
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓		✓			
Tax Levy	Local			✓			

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- **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.

