



PUBLIC SCHOOL 261

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K261
ADDRESS: 314 PACIFIC STREET BROOKLYN, NY 11201
TELEPHONE: (718)-330-9275
FAX: (718)-875-9503

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 261 **SCHOOL NAME:** Philip Livingston

SCHOOL ADDRESS: 314 Pacific Street Brooklyn, New York 11201

SCHOOL TELEPHONE: 718-330-9275 **FAX:** 718-875-9503

SCHOOL CONTACT PERSON: Zipporah Mills **EMAIL ADDRESS:** zmills@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alka Khushalani

PRINCIPAL: Zipporah Mills

UFT CHAPTER LEADER: Nan O'Shea

PARENTS' ASSOCIATION PRESIDENT: Rick Knutsen

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan and Joseph Cassidy

SUPERINTENDENT: Anita Skop

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
Zipporah Mills	*Principal or Designee	
Nan O’Shea	*UFT Chapter Chairperson or Designee	
Rick Knutsen	*PA/PTA President or Designated Co-President	
Rose Beau	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Perez	DC 37 Representative, if applicable	
Sara Cookingham	<i>Assistant Principal</i>	
Jackie Allen Joseph	Assistant Principal	
Alka Khushalani	Member/Parent	
Myra Howard	Member/Parent	
Pam Jenkins	Member/Parent	
Klara Carames	Member/Parent	
Beth Winston	Member/Parent	
Jamie Fidler	Member/Teacher	
Jamie Silberstein	Member/Teacher	
Judith Salazar	Member/Teacher	
Marcy Mattera	Math Coach	
Karen Kaz	Literacy Coach	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement

An elementary school in the Boerum Hill neighborhood of Brooklyn, PS 261 is a place where children develop a lifelong love of learning in a nurturing, safe, collaborative and enriched educational environment. Committed to representing the diverse population we serve, PS 261 maintains a community of mutual respect, tolerance, acceptance and understanding, providing each and every student with an environment that fosters social and emotional development. We aim to foster independent learners who actively engage in their own learning. We believe in a standards driven curriculum that challenges our students to use the problem-solving skills they acquire to enhance and deepen our joint commitment to open-mindedness and the active pursuit of knowledge. . We believe school is central to developing students and adults that are critical thinkers, future leaders and citizens that notice, empathize with and grow from the world around them.

To that end, students unite with teachers and parents to create an educational partnership and a commitment to excellence.

We believe that by setting high standards, delivering instruction through best practices backed by research and supported with professional development, along with an intense strategic integration of a comprehensive arts curriculum, we will provide the most challenging and ultimately engaging way to learn. We employ five fulltime music, dance and visual arts teachers. As a result, ***all PS 261 students*** (including inclusion or CTT and special education classes for grades K-5) benefit from a minimum of two hours of arts instruction every week. We believe art education promotes appreciation and self-expression that gives voice to our children. Through the arts our students are exposed to diverse cultures and become more aware of the rich community that surrounds them. Energetic, highly skilled and creative teachers work collaboratively to design thought-provoking projects that incorporate the required science, math, social studies and English curricula with the arts.

Our students learn to think of themselves as lifelong readers, writers, mathematicians and researchers.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Philip Livingston			
District:	15	DBN #:	15K261	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Literacy and Math

After conducting a comprehensive review of our school's educational program with our entire school community and numerous presentations around current quantitative and qualitative data we have concluded the following needs:

According to our progress report 2009-2010, although we have over half of our students performing at or above grade level in ELA (60.8%) and in mathematics (63.1%), we had significant decrease in change in student proficiency for our level 3 & 4 students in ELA as well as a drop in students proficiency for our level 3 & 4 students in mathematics throughout grades 3 to 5. Our level 1 & 2's (primarily our Special Education students) showed a positive average change in student proficiency in both ELA and mathematics. We're aware that our grade 5 has the lowest percentage of 3's and 4's in comparison to the other grades as well as the majority of our grades 3, 4, and 5 fall within a high 2 to low level 3. These students are our target for Saturday school along with the 32 ELL Arabic students who are currently attending. Also, these students are currently attending morning jumpstart 3 days a week.

There has been a commitment to professional development in both literacy and mathematics in both content understandings and pedagogy. For example, in literacy we have studied language and it's impact on student outcomes through the work of Peter Johnston. In mathematics, as a result of our Design Your Own interim assessments we are deepening/supplementing our mathematics program.

While we all struggle for time. It has been helpful to teachers using the new 37.5-minute planning and looking at student work time on Monday mornings. This time has been used for inquiry work as well as planning time with coaches.

English Language Learners

The ESL program will serve approximately 54 ELL students through the pullout model for our new comers and through the push model for the majority of our first grade students. Based on scoring results on the New York State English as a Second Language Achievement Test (NYSESLAT),

advanced level students will receive 180 minutes of ESL instruction per week; beginning and intermediate level students will receive 360 minutes of ESL instruction per week. The majority of the ELL students at PS 261 scored at the intermediate and advanced levels on the NYSESLAT. This year 4 ELL's tested out on the New York State English Second Language Achievement Test. The instructional program will include basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) is provided through appropriate high interest content themes with the use of teaching strategies that accommodate a variety of learning styles. ESL teaching strategies include but are not limited to, extensive use of visuals, total physical response, experiential opportunities, tapping into student's prior knowledge, role-playing, and metacognitive application in creating/completing graphic organizers and conceptualizing vocabulary. English language development is also enhanced through the Balanced Literacy model at every grade level. Students are provided with a variety of teacher modeling, thus aiding them in application and development of independent strategy use in reading and writing. Grade level standards are upheld through instructional modifications and adaptations in the small group setting without diminishing curricular material. We have approximately 20 beginners, 17 intermediate and 20 advanced students.

Communication

Upon a review of the Learning Environment Surveys (from 2007 through 2010), the SLT identified three areas of need in regard to effective communication. These are the communication of educational goals, of each student's learning outcomes and progress, and the provision of feedback and expectations from administration to teachers.

Survey results suggest that our school was effective in communicating at a satisfactory frequency in ways that parents were able to understand. Given that we have a significant number of families who communicate most effectively in languages other than English, we have been effective in our efforts to translate materials and engage all parents. Going forward, we will strive to extend our focus on speakers of languages other than English by ensuring that families have adequate access to translation at special school events. However, the data suggests that parents feel slightly less informed about their children's academic progress while teachers indicate they have communicated home with greater frequency than in the past. This gap, while very minor (in 2009-2010, 36% of teachers communicated with parents about their children's progress in class one or more times per week, up from 32% in 2008-2009), indicates that parents could be made better aware of the modes of communication teachers employ to communicate home. In addition, because the data suggests that parents would welcome more information about services available to help students and parents, we must make an effort to promote available resources and engage parents in their use.

Safety and Respect

We are confident that PS 261 maintains a safe, clean, and respectful environment that is conducive to learning. From our most recent Learning Environment Survey (LES) we know that we have made steady gains over the past few years in parents' perceptions related to safety. For example, 97% of "strongly agree" or "agree" that their children are safe at school, up from 94% in 2008. 13% feel that bullying was believed to be a problem "fairly often" or "very often," down from 16% of respondents in 2008.

We are aware that an important part of maintaining a safe learning environment is to enforce discipline fairly and evenly. The 2010 LEP (is this the LES? Do you want to abbreviate? If so, see above) indicates a slightly higher percentage of parents who "disagree" or "strongly disagree" that discipline is fairly enforced (8% up from 6% in 2009). In addition, teachers have indicated that they need

additional help to address student behavior and discipline problems. 33% “disagree” that they can get the help they need, up from 15% in 2009 and 17% in 2008.

To address teachers’ concerns and to foster parent confidence, we have set a new goal to assess programs that will help children resolve conflicts in a constructive manner. We are actively reviewing a variety of programs with an eye toward whether they can be adopted school-wide and implemented in such a way that parents, teachers, and administrators will be able to share students’ resolution strategies and approaches. We believe that a holistic (overarching?) approach to safety, respect, and cleanliness, one that is integrated into every area of our school culture, will yield positive outcomes in academic achievement, discipline, and engagement.

Engagement

Family engagement is an important part of the culture of the PS 261 community. Based on the most recent school Learning Environment Survey (LES) the majority of parents surveyed strongly agree that the school provides opportunities for families to be engaged in their child’s learning.

Our school offers many opportunities to connect with children's families through the curriculum. Some examples include our annual Curriculum Day and events such as “March on Borough Hall” in honor of Martin Luther King, the Science Fair, Math Games Night, and the Art Fair. Families are welcome in classrooms on the last Friday of every month for Parents as Learning Partners, and many teachers offer additional opportunities for families to share in a child’s learning experience for special events such as writing workshops and class field trips. The establishment of the Learning Leaders volunteer program at the school has provided an opportunity for parents, who have fulfilled the training, to assist teachers in the classrooms on a daily basis.

The Parent-Teacher Association and the School Leadership Team have been successful at encouraging teacher participation at school events, including our annual Fall Festival and the annual school Talent Show. The school itself has gained visibility by participating in community-sponsored events, such as the Atlantic Antic.

Under the leadership of our Parent Coordinator, the school takes a proactive role in keeping family contact information up to date. Using this information, our Parent Coordinator has set up a database that can be used to measure engagement by collecting names from the sign-in sheets of parent-teacher conferences, classroom celebrations, field trips, and PTA meetings and events. We believe that this information has helped us to increase our communication and engagement efforts.

The School Leadership Team continues to recognize the need for multiple, repeated efforts in connecting families with other families, with teachers and with the curriculum.

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.

***Communication**

Teachers to Families

Within one year, P.S. 261 will provide families with sufficient information about yearly curriculum to allow families to be effective learning partners with their children and to help their children achieve their academic potential. P.S. 261 will offer 2 additional opportunities throughout the year for parents to join their children in the classroom.

Administration to Families

Within one year, P.S. 261 will provide all families with regular, accessible information about broad, systemic topics important to the school. Using the school messenger, our parent coordinator will send out messages along side flyers that will be backpacked home.

***Safety and Respect**

Conflict Resolution/Freedom from Bullying: Within one year, P.S. 261 will adopt and implement a school-wide program that will improve students' ability to manage conflict, will reduce parent concerns about fairness in discipline and to help teachers feel more supported in their efforts to help students comply with community standards.

***Engagement**

During the 2010-11 school year, P.S. 261 will increase parent engagement and reach out to families who have not attended school events as measured by a 5 % satisfactory increase on the parent participation portion of the School Learning Environment Survey.

***Literacy**

Kindergarten to Third grade

Goal: Within one school year, PS261 will decrease the number of level 1's and 2's by 10%.

Fourth and Fifth grade

Goal: Within one year, PS261 will increase the number of level 4's by 10%.

***Math**

Kindergarten to Grade 2

Goal: Within one year, PS261 will increase the understanding of numbers and operations by 20%.

Third to Fifth grade

Goal: Within one year, PS261 will increase the number of level 3's and 4's by 5% as evidence by the New York State Math test.

***English Language Learners**

Goal: Within one year, when presented with a structured Saturday program for our ELL students, our ELL referral rate will decrease by 5%. Progress will be measured every eight weeks using teacher observations/assessments, attendance, and overall conversational skills.

	<p>communication will serve to deliver information about school-wide curriculum changes and innovations, information about salient safety and maintenance issues, and updates about overall school achievement and challenges.</p> <p>The Principal will communicate time-sensitive information regarding the school's regular routines or any other important matters via letters sent to families in students' backpacks.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Coaches, in house professional development, CFN 102 support, outside staff development, Literacy-updating and replacing classroom libraries, technology purchases-new computers, document cameras.</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>The SLT will measure parental satisfaction with communication between teachers and parents through its yearly survey and informal conversations with parents.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Coaches, in house professional development, CFN 102 support, outside staff development, Literacy-updating and replacing classroom libraries, technology purchases-new computers, document cameras.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress in this area will be measured by production of a final comparative analysis of programs considered.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-11 school year, P.S 261 will increase parent engagement and reach out to families who have not attended school events as measured by a 5 % satisfactory increase on the parent participation portion of the School Learning Environment Survey.</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>By January 2011, an SLT parent leader and the Parent Coordinator will identify non-participant families, using a teacher survey and the Parent Coordinator database, will, in an appropriate and sensitive manner, extend explicit invitations to those families to events, which might be of interest.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>A faculty leader, the parent coordinator, the SLT and the PTA will collaborate to maximize communication and participation.</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>The parent coordinator and a faculty leader will report to the SLT on the event(s) identified for increasing engagement through the curriculum.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Kindergarten to Third grade</u> Goal: Within one school year, PS261 will decrease the number of level 1’s and 2’s by 10%.</p> <p><u>Fourth and Fifth grade</u> Goal: Within one year, PS261 will increase the number of level 4’s by 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>The focus of our staff development for teachers will be around differentiation using conferencing and small group targeted instruction. All grades will be involved with staff development around differentiation in reading. Our Professional Development throughout the year will be supporting this work. Each classroom teacher will be expected to establish small group instruction each week targeting a variety of levels within their class, more specifically the bottom 3rd of each classroom. A structure will be put in place with the school’s Literacy Coach and administration.</p> <p>In addition, morning jump start will target level 1s and 2s with small group instruction in reading, as well as Saturday Scholars providing instruction for our ELL Arabic population. 261 Arabic population will receive early morning jump-start in reading in grades 1-2 focusing on language acquisition. ESL Story Time will include listening to emergent stories to develop vocabulary and language structure, verb tense and pronouns.</p> <p>Lastly, our level 3 and low 4s on the New York State ELA Exam in grade 3 will have early morning jump start the following year to maintain and or increase the time spent reading and discussing books with New York Cares and our Literacy Coach.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Coaches, in house professional development, CFN 102 support, outside staff development, Literacy-updating and replacing classroom libraries, technology purchases-new computers, document cameras. An additional planning period has been provided once a week where grades levels meet to plan and implement curriculum. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.</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>Beginning of the year, end of the year, unit assessments, teacher observations and conference notes, Instructionally Targeted Assessment and NYS tests will be used to measure the progress of the students. TC benchmark assessments 4xs yearly. NYS predictive using a previous ELA and NYS Math Exams. It will be the goal of each teacher to make sure that each student achieves at least one year's growth by the end of the school year.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Kindergarten to Grade 2</u> Within one year, PS261 will increase the understanding of numbers and operations in by 20%. <u>Third to Fifth grade</u> Within one year, PS261 will increase the number of level 3’s and 4’s by 5% as evidence by the New York State Math test.</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>Teachers will be provided with a set of specific open-ended questions to use during conferring. Teachers will use “Habits of Mind” document as a tool to elicit specific learning behaviors from student. <u>K-2</u> <u>Strategies/Activities:</u> Incorporate the use of math games into the curriculum: skip counting and the open number line. Professional development will be provided for the staff in order to ensure that the goals are accomplished. Teachers will increase the level of Accountable Talk in mathematics and incorporate more writing in the mathematics workshop Responsible Staff Members: Math Coach and Curriculum Math Leaders 3-5 <u>Strategies/ Activities:</u> Teachers will look at the big ideas that are being taught in the Investigations and Context for Learning Curriculums to target their focus for small-group instruction. In addition, they will look at the data that they have collected for each student in order to select the students who will be in their small group. The Coach Cycle: 4 week cycles 3 a week-focus on planning, conferring and implementation of curricula. In grades 3-5, the Math Curriculum Leaders and teachers will participate in DYO implication meetings, in order to get help in forming small-groups using the data from the DYO assessments. <u>Responsible Staff Members:</u> Math Coach, Math Curriculum Leaders and Teachers</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Professional Development will be provided in a variety of ways-Coaches, in house professional development, CFN 102 support, outside staff development, Literacy-updating and replacing classroom libraries, technology purchases-new computers, document cameras. An additional planning period has been provided once a week where grades levels meet to plan and implement curriculum. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.</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>K-2 teachers will use individual interviews in November and May in order to assess individual student growth over time. Rubrics will be created in November in order to determine which students are 1, 2, 3 and 4. K-2 teachers will use this data to form small groups. 3-5 teachers will use beginning of the year, end of the year, unit assessments, teacher observations, DYO assessments and NYS tests will be used to measure the progress of the students. In addition, grades 3-5 will use investigation unit assessments.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Within one year, when presented with a structured Saturday program for our ELL students, our ELL referral rate will decrease by 5%. Progress will be measured every eight weeks using teacher observations/assessments, attendance, and overall conversational skills.</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>ESL students will attend morning jumpstart, morning reading program with NYCares, and attend Saturday school where they will increase their conversational English speaking, reading and writing skills.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Coaches, in house professional development, CFN 102 support, outside staff development, Literacy-updating and replacing classroom libraries, technology purchases-new computers, document cameras.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Their classroom teachers as well as updates from the ESL teacher will reassess these students every 6 weeks.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	11	N/A	N/A	0			
1	32	8	N/A	N/A	0			
2	24	21	N/A	N/A	1			
3	30	34	N/A	N/A	0			
4	20	18			2			
5	11	25			2			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Our at-risk students at PS261 are invited to morning jumpstart 3 days a week. The students have been assessed and are grouped throughout the grades according to need. The groups are no larger than 8 students and are serviced three times a week in 40minute sessions. Several of the program\m and strategy used are Reading Reform, Wilson, Handwriting Without Tears, and small strategy group work.</p>
<p>Mathematics:</p>	<p>AIS services are provided as follows:</p> <ul style="list-style-type: none"> • During the school day: Support development of math concepts (Everyday Math, TERC) with a focus on numeracy and computation using Context for Learning/Number Strings via push-in model/one-to-one and /or small group instruction • Extended day (before school): Context for Learning/Number Strings one-to-one and/or small group instruction <p>Targeted Saturday Test Prep (gr.4): small group instruction</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our Guidance Counselor works with students individually and in small groups. Lunch groups are conducted to allow students the chance to socialize with peers. In past years, he coordinated the Peer Mediators program designed to help students mediate disputes between classmates, If funding permits, he will continue that work.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) prek-5 Number of Students to be Served: 59 LEP Non-LEP

Number of Teachers 70 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

The ESL program will serve approximately 54 ELL students through the pullout model for our new comers and through the push model for the majority of our first grade students. Based on scoring results on the New York State English as a Second Language Achievement Test (NYSESLAT), advanced level students will receive 180 minutes of ESL instruction per week; beginning and intermediate level students will receive 360 minutes of ESL instruction per week. The majority of the ELL students at PS 261 scored at the intermediate and advanced levels on the NYSESLAT. This year 4 ELL's tested out on the New York State English Second Language Achievement Test. The instructional program will include basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) is provided through appropriate high interest content themes with the use of teaching strategies that accommodate a variety of learning styles. ESL teaching strategies include but are not limited t, extensive use of visuals, total physical response, experiential opportunities, tapping into student's prior knowledge, role-playing, and metacognitive application in creating/completing graphic organizers and conceptualizing vocabulary. English language development is also enhanced through the Balanced Literacy model at every grade level. Students are provided with a variety of teacher modeling, thus aiding them in application and development of independent strategy use in reading and writing. Grade level standards are upheld through instructional modifications and adaptations in the small group setting without diminishing curricular material. We have approximately 20 beginners, 17 intermediate and 20 advanced students.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: PS261 BEDS Code: 331500010261

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$0.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current

<ul style="list-style-type: none"> - Per session - Per diem 		teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$10,000.00	This will go towards the global language project tuition for Saturday school.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$2,500.00	The ESL teacher will purchase new materials.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use the race and ethnicity report on ATS, which was derived from the home language surveys. We also utilize data from attendance at PTA meetings. In addition, we have a parent coordinator keeping up on parent involvement of immigrant families and he continuously conducts surveys and shares the information.

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.

Translation and oral needs findings indicate that although we have over 6 languages and dialects, our major language needs are for Spanish, Arabic and English. These findings are reported at our SLT meetings, our PTA meetings and through our Parent Monthly Newsletter.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All communications to families sent by either the school or the PTA are translated in Arabic and Spanish. Our Parent Coordinator is responsible for arranging translation of all documents in coordination with a designated school aide. We have identified translators in each language from within our community and we also use the DOE translation service. Notices to be translated are ready prior to distribution to allow for translation time.

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.

We have identified translators in Arabic and Spanish. They are available at all meetings/workshops and for parent teacher conferences. Since we have staff members available who can translate orally in the above-mentioned languages, we also have the capacity to spontaneously provide oral translators when needed without prior scheduling.

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>.

We utilize our translation allocation to have all written communications to families translated and to provide translators at all workshops/meetings and parent teacher conferences. In addition, we have identified staff members on site during the school day that is able to provide interpretation when needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	n/a	\$317,320	\$317,320
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a	n/a	n/a
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

School Name: Public School 261

<u>The School Agrees</u>	<u>The Parent/Guardian Agrees</u>
-To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	-To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
-To offer a flexible number of meetings at various times with translators, and if necessary, and if funds are available to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	-To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
-To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	-To work with his/her child/children on schoolwork, read for 15 to 30 minutes per day to K – 1st grade students; and listen to grades 2-5 students read for 15-30 minutes per day.
-To provide parents with timely information about all programs.	-To monitor his/her child's/children's: <ul style="list-style-type: none"> - Attendance at school - Homework - Television watching
-To provide performances profiles and individual student assessments results for each child and other pertinent individual, regional or city wide educational information	-To share the responsibility for improved student achievement.
-To provide high quality curriculum and instruction.	-To communicate with his/her child's/children's teacher about their educational needs.
-To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> - Parent/Teacher conferences with translators at least bi-annually - Frequent reports to parents on their child's/children's progress - Reasonable access to staff - Opportunities to volunteer and participate in their child's/children's class activities - Observation of classroom activities 	-To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

<p>-To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies etc.</p>	<p>-To attend Professional Development activities and offer suggestions.</p>
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3. Instruction by highly qualified staff.
Please see appendix 4

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.
N/A

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

N/A

6. Strategies to increase parental involvement through means such as family literacy services.
We currently have parents as learning partners, learning leaders, and classroom celebrations. With the collaboration of the PTA we hold an annual Fall Fest and spring auction. We hold parent workshops around literacy, math and testing concerns. Our parent coordinator works along side the learning leaders. We currently have over 30 trained leaders to date.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
We have 2 pre-K classes both who house 20 students.

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.
See action plan

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.
See action plan and AIS pages

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.
Our school counselor, school nurse, the SLT and parent coordinator work together to bring programs into the school.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

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

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

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

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

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

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

IDEA	Federal			X		
Tax Levy	Local			X		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program; **N/A**

5. Provide instruction by highly qualified teachers; **N/A**

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

7. Provide strategies to increase parental involvement; and **N/A**

8. Coordinate and integrate Federal, State and local services and programs. **N/A**

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

N/A

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

N/A

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

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

N/A

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A **Year of Identification:** N/A **Deadline Year:** N/A

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
N/A
2. Please describe the services you are planning to provide to the STH population.
N/A

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 261 Philip Livingston					
District:	15	DBN:	15K261	School		331500010261

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	44	36	36		93.7	94.6	94.1
Kindergarten	117	111	123				
Grade 1	140	140	128	Student Stability - % of Enrollment:			
Grade 2	152	143	134	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	119	137	139		95.4	96.6	93.9
Grade 4	120	122	135				
Grade 5	131	118	121	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		38.2	48.7	35.4
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		2	2	4
Grade 12	0	0	0				
Ungraded	1	9	5	Recent Immigrants - Total Number:			
Total	824	816	821	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	7	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	46	46	49	Principal Suspensions	2	0	1
# in Collaborative Team Teaching (CTT) Classes	45	53	51	Superintendent Suspensions	0	5	0
Number all others	54	45	59				

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	9	10	TBD	Number of Teachers	60	62	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	6
# receiving ESL services only	60	54	TBD				
# ELLs with IEPs	3	36	TBD	Number of Educational Paraprofessionals	3	3	12

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	98.4
				% more than 2 years teaching in this school	60.0	61.3	82.3
				% more than 5 years teaching anywhere	40.0	43.5	56.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	90.0	91.9
American Indian or Alaska Native	0.1	0.0	0.1	% core classes taught by "highly qualified" teachers	89.7	94.0	93.1
Black or African American	35.8	32.0	30.9				
Hispanic or Latino	24.4	23.4	25.8				
Asian or Native Hawaiian/Other Pacific	5.0	4.9	4.8				
White	31.3	33.5	34.8				
Male	49.4	52.0	51.6				
Female	50.6	48.0	48.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

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

Template for Title I Parent Involvement Policy and Parent-School Compact for PS 261⁴

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 261, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 261 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 261 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[add other activities, if applicable]

PS 261 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 261 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 261 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁵dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a

Please note that only New York City Public schools that have attained a student population of two-hundred

dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- *[add other activities, if applicable]*

PS 261 will further encourage school-level parental involvement by:

(200) or more will receive funding to hire a Parent Coordinator.

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

PS 261, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 261 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district

Title I Parent Advisory Councils, School or District Leadership Teams;
and

- share responsibility for the improved academic achievement of my child;
- *[add other activities, if applicable]*

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn

[add other activities, if applicable]

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Zipporah Mills on January 2011

This Parent Involvement Policy was updated on January 2011

The final version of this document will be distributed to the school community on March 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 15	School Number 261	School Name Philip Livingston
Principal Zipporiah Mills		Assistant Principal Jackie Allen Joseph	
Coach Marcy Mattera		Coach Karen Kaz	
Teacher/Subject Area Evelyn Aleman		Guidance Counselor Christina Camaro	
Teacher/Subject Area Marisa Dechiara		Parent Nan O'Shea	
Teacher/Subject Area Judy Salazar		Parent Coordinator Gerald Piper	
Related Service Provider Lindsay Weisinger		Other Sara Cookingham AP	
Network Leader Alison Sheehan		Other Joseph Cassidy-network lead	

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

C. School Demographics

Total Number of Students in School	819	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	7.20%
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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.

P.S. 261 uses the following procedures to identify all new ELLs who are starting school in 2010-11. First, we administer the Home Language questionnaire. If the questionnaire indicates a student speaks a language other than English or a student speaks little or no English, the ESL teacher will administer the Language Assessment Battery–Revised (LAB-R). A Student who scores at a Beginning, Intermediate or Advanced Level will be placed in freestanding ESL program at P. S. 261. The ESL teacher will administer in the spring, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine if the student will continue to receive services for the following school year.

Parents of newly enrolled ELL students will be invited to an orientation session held at P. S. 261 at the beginning of the school year. Additionally, parents of newly enrolled ELLs both attend an orientation on curriculum night as well as a number of parent workshops at the school. At the initial orientation, parents will be provided with information on the Parent Survey and Program Selection forms, the State standards, assessments, school expectations and general program requirements for bilingual education, dual language and freestanding ESL programs via presentation, published literature and question and answer formats.

At the orientation, the ESL teacher will ensure that entitlement letters are distributed and parents survey and program selection forms are returned at the end of the orientation. After reviewing parents survey and program selections 5 parents have requested freestanding ESL program. The freestanding ESL program model is offered at P. S. 261.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	4	6	2											12
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In			9											9
Total	4	6	11	0	0	0	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	27
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			11							0
Dual Language										0
ESL	29		11	9		6				3
Total	29	0	22	9	0	6	0	0	0	8

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	8	2	6	3								27
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic	1	6	4	4	5	5								25
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2												2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	5	12	12	7	11	8	0	55						

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.

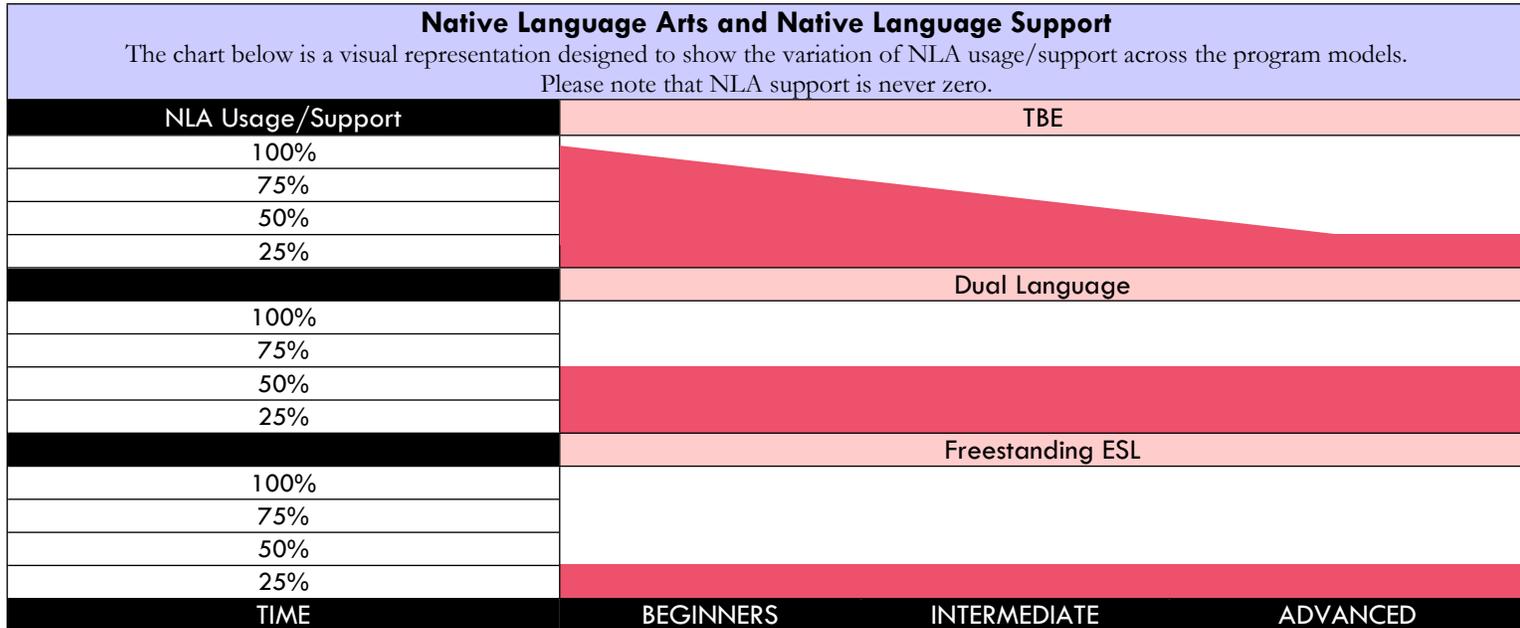
P.S. 261 have both a transitional bilingual program as well as a Freestanding ESL program. The transitional bilingual program consists of one Special Education bilingual K-2 class and one pull-out and push-in ESL program containing sixty-six students (academic year 2010-2011). The bilingual program is taught in both Spanish and English, and ESL classes are maintained exclusively in English. Bilingual instruction is such that ESL, the students' native language, and major subject areas are taught in the native language with linguistic summaries in English. Instructional strategies used in the transitional bilingual classroom include, but are not limited to deriving meaning from text, using language structures in reading and writing, problem solving to develop vocabulary and content knowledge, and applying critical thinking skills in all subject areas. Grade level standards are upheld through instructional modifications and adaptations in the small group setting without diminishing curricular material.

The Freestanding ESL program will serve approximately 55 ELL students through the push-in and pull-out model. Based on scoring results on the New York State English as a Second Language Achievement Test (NYSESLAT), advanced level students will receive 180 minutes of ESL instruction per week; beginning and intermediate level students will receive 360 minutes of ESL instruction per week. The majority of the ELL students at PS 261 scored at the beginning and intermediate levels on the NYSESLAT.

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?

ESL instruction in basic interpersonal communication skill (BICS) and cognitive academic language proficiency (CALP) is provided through age-appropriate high-interest content themes with the use of teaching strategies that accommodate a variety of learning styles. ESL teaching strategies include, but are not limited to, extensive use of realia and visuals, total physical response, experiential opportunities, tapping into students' prior knowledge, role-playing, and metacognitive application in creating/ completing graphic organizers and conceptualizing vocabulary. English language development is also enhanced through the Balanced Literacy model at every grade level. Students are provided with a variety of teacher modeling, thus aiding them in the application and development of independent strategy-use in reading and writing. Grade level standards are upheld through instructional modifications and adaptations in the small group setting without diminishing curricular material.

Additionally, for ELLs in grades K-1 will use The Literacy Center's "Link to Lessons" Program, "Earobic 1 & 2", as well as "Words their way for English Language Learner. "Words Their Way for English Language Learners" is to develop oral language, in English, build conversational and academic vocabulary. The computer based programs are used to effectively support students in the area of reading by focusing on the alphabet, phonetic awareness, high frequency words, handwriting, vocabulary building, reading skills, comprehension, listening and fluency. These programs provide instruction and practice that trains small groups of students to work independently in a short time. These 2 program also help organize independent work time in order to give students the practice they need to gain mastery of the skills and concepts taught during full size classes.

The Link to lessons and the Earobics programs also:

- . generate reports
- . track student progress as a group, as well as individually
- . develop testing and assessment tools specific to ELLs
- . develop and maintain data for school use

For grades 2-5 , will use "Leap Track" and Words their Way for English Language Learners.

Leap Track, is a program that first assesses the students to determine their level. Next, it generates reports to show students' progress on critical skills and state standards. Then it develops and prescribes a learning path using instructional activities, geared towards differentiated learning for each individual student.

The difference in this program and the benefit for the students is that it helps them take control of the learning, providing them the option to repeat instructional activities as many times as needed in order to achieve mastery, Additionally, the program provides corrective feedback if the student makes an error on an instructional activity.

In addition, once a week, for grades 2-5 will use Words their way for English Language Learner and "Reading to Write" programs. "Words their way for English Language Learners" will develop oral language, in English, build conversational and academic vocabulary. "Reading to Write" will helps students meet the following language objectives where they:

- . Generate ideas form prompts and organize their thoughts before they begin writing
- . Write drafts and revise their work to strengthen their writing
- . Edit their writing, correct capitalization, punctuation and spelling
- . Write in a variety of styles

Longer term ESL students attend Early Jumpstart during the school day as well as on Saturdays Scholar to prepare them for the ELA.

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)?

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.

staff development for the academic year 2010-2011 will include one all-day session addressing pedagogical and curricular requirements and standards. Additionally, in group study meetings, which take place every Monday Early Jumpstart, particular elements of teaching instruction for ELLs. We will look to find new ways to both support and adapt the Balanced Literacy model within the freestanding ESL program.

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?

ELLs parents will both attend curriculum night as well as a number of parent workshops at the school. At the workshops, parents will be provided with information on the State standards, assessments, school expectations and general program requirements.

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)	5	13	7	2	2	1								30
Intermediate(I)	1	4	3	1	3	5								17
Advanced (A)	3	1	3	4	6	2								19
Total	9	18	13	7	11	8	0	0	0	0	0	0	0	66

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	3	1	0	0	1							

	I	0	3	6	0	0	2							
	A	0	5	5	3	5	3							
	P	0	8	1	4	6	4							
READING/ WRITING	B	1	12	6	1	4	1							
	I	0	6	4	2	2	6							
	A	0	1	2	4	5	3							
	P	0	0	1	0	0	0							

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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.

P.S. 261 assessment tools to assess the early literacy skills of ELLs are DRA , LAB- R, ELLs periodic assessment, and NYSESLAT. We use data to differentiated instruction for students across many stages of language acquisition enables further individualization of instruction.

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.

Coordinated Early Intervening Services (CEIS) Plan
CFN 102

School(s): _____15K261_____ Principal(s): ___Zipporah Mills_____

Please use this application to describe your school's (or group of schools') approach to using Coordinated Early Intervening Services (CEIS) funds over the next two years. Please consider your school's data on the highlighted metrics, as well as other sources of data about your school as you develop your plan.

1. FOCUS AREA(S)

What area(s)/metric(s) will your CEIS Program address?

At PS261, we have an ever-growing ELL population, primarily with our Arabic families. Our school data outlines a need for intervention in the area of ELL special education referrals. The data in conjunction with teacher observation have noted a global language/vocabulary concern.

2. MEASUREMENT

For each area/metric listed above, clearly outline the tangible results you expect to see by the end of the 2010-2011 school year as a result of implementing your CEIS Program (e.g., percentage of reduction in referrals, percentage of increase in targeted students reading at standard, etc.).

Within one year, when presented with a structured Saturday program for our ELL students, our ELL referral rate will decrease by 5%. Progress will be measured every eight weeks using teacher observations/assessments, attendance, and overall conversational skills.

3. STRATEGY

a. Describe your overarching strategy for implementation and achieving your goals.

We have tailored a program to reach our Arabic ELL students and their families. The program will run on Saturday's only and in 8 week cycles. We have gained the support of two not-for-profit organizations. The organizations are the Global Language Project and NYCares. With the help of these two organizations, our hopes are to develop their language skills through experiences in cooking, math games, and Arabic language enrichment. It is our hopes that strengthening students' Arabic language skills will lead to an improvement and better understanding of English grammar and language fluency.

Additional Information

b. Describe the student population(s) you will target.

We currently have 53 ELL students and possibly 15 additional that have been given the LAB-R. Out of the 53 students 29 of them are of Arabic decent. We will target the 29 Arabic students and their families.

4. STAFFING PLAN

Describe how participating educators will work together to implement your CEIS Program.

All personnel involved will be volunteering their time as all the funds will support the Global Language Project tuition and the food for the NYCares cooking component. The staffing will include the school administration, educational administration interns, school ESL teacher, and school parent coordinator.

5. BUDGET

How will you use your funding to support your CEIS Program?

	Description	Amount
Personnel	School administration along with aspiring leaders will volunteer their time.	\$0.00
	Per session	
	F-Status	
SUBTOTAL		
OTPS		
	Professional Development services Global Language Project Tuition- \$10.00x30x8weeks	\$2,400.00
	Other professional services	
	Instructional supplies NYCares-FreshDirect weekly order-\$200.00x8weeks	\$1,600.00
	Equipment Paper, cups, plates, napkins	\$500.00
	Educational software Math games manipulatives	\$500.00
SUBTOTAL		
TOTAL		
	\$5,000.00	

1. SUSTAINABILITY

This funding source will expire in one year. How will you sustain your progress without these funds?

The strategies acquired by the Global Language instructor as well as the ESL teacher will be turn keyed at whole faculty meetings. Our school ESL teacher will sit in grade level meetings to report her findings and observations. Our parent coordinator will maintain contact with the Arabic families and provide interpreters to ensure school/community relationships.

Part VI: LAP Assurances

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

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