



[JOHANN DEKALB SCHOOL]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (13/ K/ 270)

ADDRESS: 241 EMERSON PLACE, BROOKLYN, NY 11205

TELEPHONE: (718) 622-2443

FAX: (718)622-3370

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 270 **SCHOOL NAME:** Johann Dekalb

SCHOOL ADDRESS: 241 Emerson Place, Brooklyn NY 11205

SCHOOL TELEPHONE: (718)622-2443 **FAX:** (718) 622-3370

SCHOOL CONTACT PERSON: Mitra W. Lutchman **EMAIL ADDRESS:** mlutchm@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mitra W. Lutchman, Principal

PRINCIPAL: Mitra W. Lutchman

UFT CHAPTER LEADER: Elizabeth Gonney

PARENTS' ASSOCIATION PRESIDENT: George Garcias

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

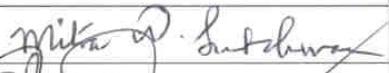
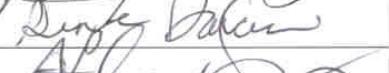
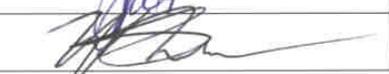
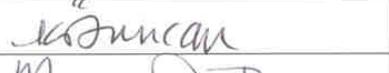
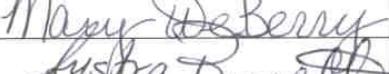
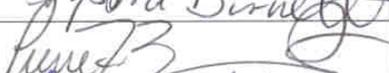
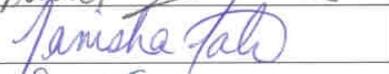
DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

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
Mitra W. Lutchman	*Principal or Designee	
Elizabeth Gonney	*UFT Chapter Chairperson or Designee	
George Garcia	*PA/PTA President or Designated Co-President	
Stephanie Davis	Title I Parent Representative (suggested, for Title I schools)	
Catherine Rozzell	DC 37 Representative, if applicable	
Joyce Wingfield	Member-Facilitator/ Staff	
Nikki Shuler	Member/ Staff	
Karen Duncan	Member/Staff	
Mary DeBerry	Member/Staff	
Lystra Burnett	Member/Parent	
Pierre Beaumont	Member/Parent	
Tanisha Tate	Member/Parent	
Eva Turner	Member/Parent	
Liduvina Morales	Member/Parent	

* 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.

Johann Dekalb School is a diversely populated elementary school located in the Clinton Hill area of Brooklyn, New York. Of the 221 student population, PS 270 celebrates approximately six diverse cultural ethnicities, making it an integral part of the community for students and their families. Our vision is that PS 270 will continue to grow as an educational entity through the shared responsibility of administrators, teachers, students, parents and rich community resources to provide a place where students flourish cognitively, socially, emotionally and physically.

It is our civic mission to achieve high standards of academic excellence for all learners through rigorous standards-driven instruction, a nurturing environment, increased parental support and engagement while continually fostering the development of these strong community partnerships.

The PS 270 family works to support each student by creating an environment which celebrates the learning, creativity and participation of our unique population. The core curriculum, coupled with an emphasis on The Teachers College curriculum, Everyday Mathematics, Houghton Mifflin Social Studies, and Harcourt Science Programs are at our academic foundation. A strong emphasis on the arts and technology foster a holistically rich environment in which we strive to immerse students and prepare them for life-long learning.

At 270 we have entered into partnerships that enhance our students' ability to progress academically and culturally. Our relationships with the following corporations and institutions have motivated the success of our charges and enriched their learning experiences here at 270:

JP Morgan Chase, NY Philharmonic, The Brooklyn Museum, New York Historical Society, Jewish Children Museum, Everybody Wins, Pratt Liberty Partnership, Pratt America Reads, Pratt Athletic Department, True Bounce, NBA Read To Achieve, Emmanuel Baptist Church, School News Nationwide, and New York Cares.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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	
(As of October 31)	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)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
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?
-

Presently, our State accountability status is a school in "Good Standing".

After conducting a comprehensive review of the quantitative and qualitative data regarding our students' performance we have identified the following strengths, accomplishments and challenges:

We found that over the last few years there has been a steady increase in our students meeting and exceeding the state standards in ELA and mathematics. In addition, we have been able to meet our AYP for each of our accountability groups. Our strongest area as stated in the quality review is in monitoring and revision- Quality Statement # 5. We received a well-developed in this area. Through the analysis we have also concluded that our strongest grades are the testing grades. We have given a lot of resources and support to the teachers and students of those grades

Our greatest accomplishment over the last two years has been achieving two consecutive "A" ratings and showing significant student progress in all of our subgroups. We accomplished this through the continuous hard work of the entire school community. With the direction of the school leaders a plan was devised which included continually using data to inform the instruction and assist in developing strategies that addressed individual students' needs. In addition, we have included technology in classroom instruction and the AIS program. This was inclusive of continuous assessment through out the course of the prescription.

The most significant barriers to our school's continuous improvement are student mobility and lack of parental involvement. Last school year our students' mobility/stability rate was 88.2 which was the trend for the last two years. The mobility/stability trend for the last three years has shown a steady decline in our student population. This is attributed to many factors, but one major factor could be the addition of a charter school in the building and the community's perception that charter schools are better than public schools. In contrast, the most significant aid to our school's continuous improvement has been the many partnerships we have developed over the years.

We have a strong relationship with JPMorgan Chase, who sponsored a number of arts programs for our school, such as The New York Philharmonic program. In addition, we have established partnerships with Emmanuel Baptist Church, School News Nationwide, Pratt Institute- Liberty Partnership Program, America Reads, Pratt Athletic Department and Learning Leaders.

In addition to reviewing the school's report card and progress report we gathered data from other sources:

- On-going testing program every 6-8 weeks
- Regular review of City and State testing and Assessment programs results
- Review of all available data to inform instruction
- School Leadership Team participation of Collaborative PASS Reviews
- Formal and informal written supervisory observations
- Three observations for tenured teachers
- Four observations for non-tenured teachers

The findings from this comprehensive needs assessment resulted in the identification of the two priorities for improving student performance:

Continue the use of the current plan of action.
Create an action plan for the lower grades

The current plan of action includes, but is not limited to the following elements:

- Utilizing the "Core Curriculum" that includes Teachers College curriculum along with Balanced Literacy, Every Day Mathematics, Houghton Mifflin Social Studies, and Harcourt Science
- Create individualized prescription plans for each student
- Use technology to enhance the instructional and AIS programs
- Use data to drive instruction
- Ongoing Holistic Assessments including conferring, reading records
- Ensuring teachers and students have access to the necessary resources and materials
- Implementing ongoing professional development on differentiation and critical thinking for all teachers
- Implementing additional professional development activities for Special Education and SETSS teachers to support the continued increased in the achievement of our special needs students
- Implementing additional professional development activities and structures to support increased achievement for English Language Learners

Thus, P.S. 270 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic, social and emotion needs of all students, with a continued emphasis on focused interventions for the special education and ELL students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal:	During the 2010-2011 school year 90% of the teachers in grades 3 and 4 will plan and implement performance-based assessments aligned to the Common Core State Standards in mathematics.
Goal Number 2	
Goal:	During the 2010-2011 school year 100% of the teachers will engage in professional development on Essentials of Writing, Ongoing Structures in the Writing Workshop, and the Facets of the Literacy Curriculum.
Goal Number 3	
Goal:	For 2010-2011, 80% of the teachers will receive training in the use of technology as a medium for delivering instruction.
Goal Number 4	
Goal:	During the 2010-2011 school year 75% of the teachers will incorporate differentiated tasks to enhance teaching and learning.
Goal Number 5	
Goal:	During the 2010-2011 school year, we will increase parental involvement by 10%.

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): Common Core State Standards
Math Pilot

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, 90% of the teachers in grades 3 and 4 will plan and implement performance-based assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will align their June curriculum pacing calendars with the CCSS. (September 2010 – June 2011) • Professional Development will focus on developing tasks for CCSS assessments. (September 2010 – June 2011) • Teachers will collaborate with City, Network and school based design team for tools, as well as support, for new ways of teaching and assessing. (September 2010 – June 2011) • Rubrics will be utilized to develop a menu of activities for school based assessments. (September 2010 – June 2011) • Teachers will collect and use data to inform instruction and collaborate within teacher teams. (September 2010 – June 2011) • Create a lab site
<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 – in-kind from CFN- Grapevine-306, DOE CCS pilot initiative, CFN-Grapevine-306 Math Specialist Math Coach- Title I SWP and TLFSF General Hold Harmless</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • School based assessment data will show student performance growth. • Lesson plans, teaching aids and student work will reflect implementation of CCSS. • Curriculum pacing calendars will show the units of study for the CCSS • CCSS Rubrics will be evident in the pilot classrooms.
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Subject/Area (where relevant): Writing

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>During the 2010-2011 school year 100% of the teachers will engage in professional development on Essentials of Writing; Ongoing Structures in the Writing Workshop and the Facets of the Literacy Curriculum.</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>	<ul style="list-style-type: none"> • Use 6+1 Traits Writing to develop teachers’ understanding and ability to teach qualities of writing craft (September 2010 – June 2011). • Ensure 100% fidelity to Teachers College writing units (September 2010 – June 2011). • Develop Rigor as Principle of Learning in Writing: Elaboration/Structure; Word Choice; Sequencing; Organization; Grammar & Usage, and Voice (September 2010 – June 2011). • Classroom libraries will support Authors as mentors (September 2010 – June 2011). • Writing will be across the content area (September 2010 – June 2011). • Plan and implement monthly writing celebrations
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>Professional Development- I Assistant Principal- TLFSF and Title I ARRA SWP Coach- Title I SWP and TLFSF General Hold Harmless</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher lesson plans reflect differentiated strategies which consider ability levels and varied learning styles. • Classrooms will host Writing Celebrations where student authors will present published work. • Elaborate bulletin board displays will be evident in and out of each classroom. • Individual writing portfolios for each student will reflect varied styles and genres.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2010-2011, 80% of the teachers will receive training in the use of technology as a medium for delivering instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Arrange a demonstration of Smart Board technology to staff (November 2010 -June 2011). • Professional Development sessions will continue to train the staff in the use of Power Point, Excel and Word software in order to build capacity in our staff (October 2010 – June 2011). • New York Cares, a community based organization will facilitate digital photography with the students in grades 3-5 (January 2011-April 2011). • Use Renzulli Systems to provide Response to Intervention /Enrichment (October 2010 – June 2011). • Upgrade Classroom hardware • Upgrade computer lab
<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>Computer Teacher – TLFSF and TL DRA Stabilization Assistant Principal- TLFSF and Title I ARRA SWP Coach – Title I SWP and TLFSF General Hold Harmless RESO A Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Classroom schedules indicating times each group has access to computers. • Smart Boards will be in use throughout the day for delivery of instruction. • Student work and projects will be computer generated. • Students will use the computers independently. • Teachers and administrators will communicate daily using

	<p>e-mail.</p> <ul style="list-style-type: none"> • Student participation in Digital Camera Club. • Students present their research via Power Point Presentations
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Subject/Area (where relevant): Project-based Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year 75% of the teachers will incorporate differentiated tasks to enhance teaching and learning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use the Renzulli system to assist teachers with differentiation of instruction (November 2010- January 2011) • Collaborate with Renzulli consultant to provide professional development to teachers (November 2010- May 2011) • Teachers will create differentiated tasks in social studies and science (November 2010 – January 2011) • Marquis Studio will incorporate architectural designs for grades 3-5 and puppetry for grades K-2 (October 2010- June 2011) • Incorporate research skills to develop tasks (October 2010 – June 2011) • Use study groups to conduct action research (October 2010- June 2011) • Immerse students in wide selection of non fiction genre (September 2010 – June 2011)
<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>Professional Development- Assistant Principal- TLFSF and Title I ARRA SWP Coach- Title I SWP and TLFSF General Hold Harmless Technology Teacher- TIFSF and TL DRA Stabilization Art Teacher- TL Fair Student Funding and School Support Supplement</p> <p>OTPS- Educational Software- TL Fair Student Funding</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher lesson plans • Monthly interactive tasks • Culminating events of architectural displays of student designs • Puppet Shows will be created by students • Photographs of the Social Studies and Science Fairs • Attendance and agendas • Increase and sustain student outcomes
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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, we will increase parental involvement by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Establish a monthly newsletter to publish school events and activities. (November 2010 – May 2011) • Use the Parent Handbook to inform parents about the appropriate protocol for school business. (September 2010 – June 2011) • Provide passwords for ARIS Parent to increase enrollment (September 2010 – June 2011) • Use technology to communicate with parents, i.e. Survey Monkey (October 2010 – May 2011) • Implement a series of family activities: Game Night, Movie Night, Family Reading Night, Family Math Night, Saturday Excursions (October 2010 – June 2011) • Host parent workshops: curriculum, social-emotional issues, job readiness skills, and book clubs, ARIS training (September 2010 – June 2011) • Cadre of tutors to support students’ academic achievement (September 2010 – June 2011)

	<ul style="list-style-type: none"> • Provide parent incentives for attending PTA meetings. (September 2010 – June 2011) • Outreach through home visits (September 2010 – June 2011)
<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>Parent Coordinator- TL- Parent Involvement- Title I ARRA and Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance sheets • Agendas • Percentage of parents logged on to ARIS • Video tape, photographs of events • Results from questionnaires and surveys • Sample of products from activities and projects • Copies of the newsletter • Copy of the Parent Handbook

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Intervention Specialists provide additional instruction that supplements the regular classroom by using Teacher Created Materials: Targeted Reading Invention, Wilson, Orbit, and Acuity tutorials. Instruction is given in small group, push-in and pull-out during the school day.
Mathematics:	Even though we only have one level 1 and zero Level 2 students who require AIS services, we still provide support for our students in mathematics that address barriers to improve academic performance by using Acuity tutorials, computer assisted instruction. In addition, small group instruction is provided by a math specialist using a pull-out method during the school day twice a week.
Science:	Targeted students will be given intervention during a special science after school program
Social Studies:	Targeted students will be given intervention during the Super Saturday Academy
At-risk Services Provided by the Guidance Counselor:	Focus on character education dealing with behavior, emotional and social development. Services are provided individually and in groups.
At-risk Services Provided by the School Psychologist:	Focus on student behavior and social connection with peers and adults.
At-risk Services Provided by the Social Worker:	Focus on positive behavior and social emotional development.
At-risk Health-related Services:	No service given

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

I. Language Allocation Policy Team Composition:

Principal:	Mr. Mitra Lutchman	ESL Teacher:	Ms. Quinn
Assistant Principal:	Ms. Linda Green		
Guidance Counselor:	Ms. Wingfield	Literacy Coach:	
Content Area Teacher:	Ms. Duncan	Math Coach:	Ms. J. Anderson
Content Area Teacher:	Ms. P. Murray	Parent Coordinator:	Ms. Livingston

II. Teacher Qualifications

P.S. 270 **The JoHann DeKalb School** has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2010-2011 academic year.

III. ELL Demographics and School Description:

P.S. 270 **The JoHann DeKalb School**, is located in the Clinton Hill community of Brooklyn, New York. Of the approximately 221 student population of P.S. 270 there are fourteen English Language Learners which makes up 5.53% of our population. English is the predominant language of the building however, other native languages represented are: Spanish and Bengali. In Kindergarten there are two ELLs at the Beginner level. In grade one, there are three ELLs: one Beginner, one Intermediate and one Advanced. In grade two there are two ELLs, one at the Intermediate level and one at the Advanced. The one ELL in grade three scored at the Advanced level. Of the four fourth graders there are two Intermediates as well as two Advanced. The fifth grade has two ELLs, both functioning at the Advanced level. The percentage of student population at P.S. 270 eligible for free and reduced lunch is approximately 86%, indicating that most of our students range from low socio-economic to lower-middleclass backgrounds. There are thirteen Spanish speakers and one three Bengali speakers. Two kindergarteners, three first graders, two second graders, one third grader, four fourth graders and two fifth graders.

IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

The trend at P.S. 270 regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Upon registration the HLIS survey is distributed to parents to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts a parent interview. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence. Because it is P.S. 270's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape. This *parent orientation* CD is available in nine languages. *Parent brochures* are disseminated in their native language (if available) to enrich the understanding of each available program. When the parent completes the selection form the school conforms to the parental choice selections. The parent choice survey and selection form is filed with the ESL teacher. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by P.S. 270 fluent in Spanish. If translation cannot be accomplished through an employee of P.S. 270, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. P.S. 270 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs.

Currently, there is no bilingual program at P.S. 270 due to the enrollment and population. Ongoing correspondence between P.S. 270 and ELL parents on assessment and accountability occurs through: memorandums, the school calendar, phone calls, parent conferences, P.T.A. meetings, emails, open school night, assemblies, school-wide events, professional development, clerical days, and June Planning.

V. Current English Language Learners Instructional Program

P.S. 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher. ELLs are grouped based on grade and proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population and so that students can attend required instruction in the arts and physical education (art, chorus and physical education) .

Freestanding English as a Second Language Program

The instructional program at P.S. 270 is a freestanding ESL program with instruction given solely in English. The program is comprised of fifteen students at the Pre-productive to Advanced levels. A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. They all attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out instruction. The instructional program is closely aligned with the Teachers' College Model and balanced literacy coupled with, a strong emphasis on test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage.

As stated, the population of ELLs is a mixture of Pre-productive, Beginner, Intermediate and Advanced students. There are nine newcomers who have received ESL for 0-3 years. Of the two kindergarteners, one Intermediate and one Advanced but require a significant amount of support in pre-reading skills, listening and speaking. They are limited in their writing abilities. In grade one there are three students. One student is new to the building while the other two were previous kindergarten ELLs at PS 270. One of these children receives Special Education Services by means of a one-on-one para. In the second grade there are is one ELL still functioning at the Intermediate level who is pulled from a self-contained special education classroom for 360 minutes of ESL, three days a week. The third grade ELL arrived last October from Japan at the Pre-productive level and scored at the Advanced level on the Spring NYSESLAT. She is aggressive, very bright and enjoys writing and reading. She is a risk-taker and picks up on the English rules extremely quickly and always remembers to apply them. The four fourth grade ELLs are all 4+ year ELLs with one Long term ELL whom has been in ESL for six years at the Intermediate and Advanced levels. The two fifth graders are Advanced students who receive 180 minutes of ESL instruction per week in a Pull-out setting with students working at their levels and supported through differentiated instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners. Two ELLs receive Special Education. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers

scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Math Coach and The Saturday Academy for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills. In addition, the ELLs receive literacy development and acquisition through the arts and physical education programs, for example the Readers' Theater cluster teacher provides language development and fluency through dramatic plays, and art incorporates "The Book of The Month" in planning fine arts instruction. The S.P.A.R.K. program in physical education has an emphasis on literacy skills as well as health and wellness. The ESL teacher is in P.S. 270 three days a week.

The Performance data in math, science and social studies indicates that ELLs are scoring predominately at level three. Although they may have reading deficiencies, they practice test taking skills and learn the formats of the ELA and Math tests by practicing questions and prompts in the formats of the exams. Data on these standardized tests, provided by ACUITY will be analyzed by completing item analyses in ELA and math to assess needs in understanding the academic language, format and directions of such exams. If students are better acclimated with the testing language, terminology and formats of the exams they will perform better. The exam results will better prepare classroom teachers and those teaching the remediation in the extended day programs to plan for these students' needs. Beginner level students as well as students who score levels 1 and 2 on the math, science, and social studies exams will be encouraged to remain the extra 37.5 contractual minutes for academic instruction.

Instructional Materials:

The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of the Teachers College Curriculum which utilizes high interest / low level texts. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments include:

- Attanasio and Associates *Getting Ready for the NYSESLAT and Beyond*
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, P.S. 270 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters to attend all: assemblies, arts programs, scholarship programs, contests, as well as activities after school, holidays, and on weekends. Translators are available upon request. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Mathematics, ELA, technology and photography.

- **Family Celebrations/Assemblies:** Throughout the year, parents come to the school to take part in community celebrations. At these events, the school and community come together to recognize and celebrate student achievements in attendance, cultural arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the program, additional funding is available to translate important policy documents.

VI. Assessment Analysis

3-8 ELA

- School: **P.S. 270 Johann Dekalb**
- Group: **Grp: ELL (Student Group)**

Name	Gr.	Absences		NY State Test					Acuity Predictives			Acuity ITAs (2008-09)			Performance Series				
		Prior Year	YTD	07 Prof. Rtg.	1	2	3	4	08 Prof. Rtg.	07-08 Progress	Jun '08 % Correct (form)	Pred. Lvl.	Nov '08 % Correct (form)	% Correct (Version)			Reading PI	Lang. Arts PI	
					1.0	2.0	3.0	4.0	4.5				#1-No v	#2-A pr	#3-M ay		Gr. Lvl.	PI	
<input type="checkbox"/> A. C.	K	<u>42</u>	<u>20</u>							N/A									
<input type="checkbox"/> B. K.	K	<u>6</u>	<u>5</u>							N/A									
<input type="checkbox"/> E. A.	K	<u>7</u>	<u>6</u>							N/A									
<input type="checkbox"/>																			
<input type="checkbox"/> L. K.	1	<u>17</u>	<u>7</u>							N/A									
<input type="checkbox"/>																			
<input type="checkbox"/> R. A.	1	-	<u>6</u>							N/A									
<input type="checkbox"/> T. A.	1	<u>37</u>	<u>4</u>							N/A									
<input type="checkbox"/> C. J.	2	<u>8</u>	<u>1</u>							N/A									
<input type="checkbox"/> Y. T.	2	<u>4</u>	<u>4</u>							N/A									
<input type="checkbox"/> O. M.	3	<u>11</u>	<u>5</u>							N/A	<u>3</u>	<u>58% (C)</u>	<u>38%</u> <u>(S)</u>						
<input type="checkbox"/> P. M.	3	<u>18</u>	<u>6</u>							N/A	<u>3</u>	<u>64% (C)</u>	<u>83%</u> <u>(S)</u>						

Name	Gr.	Absences		NY State Test				Acuity Predictives			Acuity ITAs (2008-09)			Performance Series	
		Prior Year	YTD	07 Prof. Rtg.	08 Prof. Rtg.	07-08 Progress	Jun '08 % Correct (form)	Nov '08 Pred. Lvl.	Nov '08 % Correct (form)	% Correct (Version)			Reading PI	Lang. Arts PI	
				1.0 2.0 3.0 4.0 4.5	1.0 2.0 3.0 4.0 4.5					#1-No v	#2-A pr	#3-M ay			
<input type="checkbox"/> R. A.	3 8	10			N/A		1	24% (C)	25% (S)						
<input type="checkbox"/> V.J.	3 1	1			N/A		3	39% (C)	42% (S)						
<input type="checkbox"/> Z. J.	3 3	2			N/A		3	58% (C)	42% (S)						
<input type="checkbox"/> E. D.	4 1	0		2.65	N/A		2	47% (M)	50% (S)						
<input type="checkbox"/> P. D.	4 2	1		2.65	N/A		2	53% (M)	25% (S)						
<input type="checkbox"/>															

3-8 Multi Subject

- School: P.S. 270 Johann Dekalb
- Group: Grp: ELL (Student Group)

Name	Gr.	Absences		NY State Test Results											
		Prior Year	YTD	ELA Jan 08			Math Mar 08		Science Taken in Grades 4 and 8			Social Studies Taken in Grades 5 and 8			
				1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score
<input type="checkbox"/> A. C.	K 42	20													
<input type="checkbox"/> B.K.	K 6	5													
<input type="checkbox"/> E.A.	K 7	6													
<input type="checkbox"/>															
<input type="checkbox"/> L.K.	1 17	7													

Name	Gr.	Absences		NY State Test Results																							
		Prior Year	YTD	ELA Jan 08				Test Gr.	Scale Score	Math Mar 08				Test Gr.	Scale Score	Science Taken in Grades 4 and 8				Test Gr.	Scale Score	Social Studies Taken in Grades 5 and 8				Test Gr.	Scale Score
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4		
<input type="checkbox"/>																											
<input type="checkbox"/> R.A. <small>ELL-E</small>	1	-	6																								
<input type="checkbox"/> T.A. <small>ELL</small>	1	37	4																								
<input type="checkbox"/> C.J. <small>F-ELL</small>	2	8	1																								
<input type="checkbox"/> Y.T. <small>ELL</small>	2	4	4																								
<input type="checkbox"/> O.M. <small>ELL</small>	3	11	5																								
<input type="checkbox"/> P.M. <small>F-ELL</small>	3	18	6																								
<input type="checkbox"/> R.A. <small>ELL</small>	3	8	10																								
<input type="checkbox"/> V.J. <small>ELL</small>	3	1	1																								
<input type="checkbox"/> Z.J. <small>ELL</small>	3	3	2																								
<input type="checkbox"/> E.D. <small>ELL</small>	4	1	0					3rd	638					3rd	665												
<input type="checkbox"/> P.D. <small>ELL</small>	4	2	1					3rd	638					3rd	674												
<input type="checkbox"/>																											

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the Beginning level are mostly newcomers. ELLs in the lower grades are moving toward proficiency and are mostly functioning at the Intermediate or Advanced levels. Students have to do more work at home with their parents or providers because there is a significant difference between the progress of children who work at home and have established strong study habits and homework habits. During 2009-10, all students had moved a proficiency level from the previous NYSESLAT. The Advanced students have weaknesses in writing and using proper essay formats and academic language to analyze and respond to literature or even charts and graphics.

Upon reviewing the NYSESLAT and ACUITY data in ELA, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the Advanced level and who are long term ELLs.
- Long term ELLs strengths lay in the speaking and listening modalities.
- Weaknesses occur across the board with Long Term ELLs in the upper grades in ELA when they are asked to read passages and distinguish between relevant and irrelevant details in a passage. This could be due to the lengths of the passages and time constraints put on them. Being an ELL requires them first to process the information literally and then again on a figurative, connotative level which requires more time as well as attention to the passage.
- Another area they have difficulty with is fact and opinion questions.
- Using context clues to determine word meaning is an area of weakness in ELA testing. Again they have to process first the literal; passage and then may skip over words they do not know to make meaning of the passage as a whole. Going back to look at words around a targeted word takes more time and concentration where they may be apt to guess at the meaning.
- Higher level questions about morals and themes seem to be stumping the higher grade ELLs. Again the critical thinking requires more understanding on the figurative level and ELLs are reading just at grade level and even one grade below so the critical analysis is not there yet. They are looking for the literal answers.
- After analyzing the Acuity 2008-2009 Predictive in ELA the Long Term ELLs demonstrated weaknesses in Standards 2: Reading: What students do for literary response and expression and Standard 3: Reading: What students do for critical analysis and evaluation.
- An area of weakness across the board in writing in the testing grades 3-5 is the ability to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and situations.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the Math scores of ELLs and former ELLs, several facts were noticeable:

- Students perform slightly better in math standardized exams than in ELA
- The lowest performance by ELLs was in the Content Strand of Number Sense and Operations.
- I noticed students had difficulty with Performance Indicator 5.N.26 where they were required to estimate sums, differences, products and quotients of decimals.
- Another area of weakness was in Performance Indicator 4.N.8 in recognizing and generating equivalent fractions (halves, fourths, thirds, fifths, sixths and tenths)
- Performance Indicator 5.N.10 Comparing decimals using $<$, $>$, or $=$ proved difficult items for ELLs
- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year are mostly scoring below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.
- Utilize ACUITY individualized practice tests in math and ELA.
- Reteach various targeted performance indicators and allow students to use manipulatives, words, writing, models and illustrations to demonstrate their understanding.
- Encourage students to explain their understanding after they've used one of the above to demonstrate it.
- Continue to use ACUITY as a springboard for differentiated instruction.
- Provide more writing experiences that target various audiences and explain and model how language and word choice would differ ie. when you are writing a persuasive letter convincing your friend to see a particular movie as opposed to persuading President Barack Obama to consider a policy you're in favor of.
- Continue to provide various relevant vocabulary development activities for ELLs.
- Chunk passages and allow ample time for students to engage in critical thinking and analysis of morals and themes and discuss how moral and themes from stories are just everyday lessons that apply to all of our lives. Break down the literary language using scaffolds.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for students performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

ELA ANALYSIS FOR ELLs-PREDICTIVE 2008 (to be compared to 2009-10)

STRAND/SKILL	D	W	K	PRIORITY	ASSIGNED
Distinguish between fact/opinion	X (5)	X	X(4)	*****	
Author's Purpose	X (2)	X		****	
Context Clues	X (4)	X (2)	X (3)	*****	
Distinguish between relevant/irrelevant	X (3)	X	X(2)	*****	

information					
Identify signal words that provide clues to organizational formats		X (1)		*	
Use headings to locate information		X (1)	X (1)	**	
Determine a character's or person's traits	X (2)	X (2)	X(3)	****	
Explain how the use of a simile supports an author's purpose	X (1)	X (1)		**	
Analyze the use of hyperbole		X (1)		*	
Determine the moral or universal theme	X (2)	X (1)	X(2)	**	
Explain how the details in a passage support the main idea	X (1)	X (1)		**	
Identify the characteristics of a poem	X (4)			*	
Compare or contrast two character's actions	X (1)			*	
Determine the main idea	X(2)		X (2)	**	
Determine an author's or narrator's point of view			X (1)	*	
Identify a missing piece from a concept map that best summarizes a passage			X (1)	*	
Identify the root word(with a prefix)			X (2)	**	
Determine a character's or person's motivation based on their actions			X (2)	**	
Determine the nature of two characters' relationship			X (1)	*	
Determine the cause or effect of a situation			X (1)	*	
Use passage details to support conclusions drawn from the passage			X (3)	***	

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies and Best Practices.
- Analyze ELLs data and utilize it, becoming well-informed about the performance of each ELL in order to make sound educational decisions of how to best serve them.
- Provide opportunities for students to be engaged in purposeful communication and conversations.
- Incorporate all language modalities during a lesson, e.g. group discussions, journals, question and answer opportunities, and guided reading.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy Coach works closely with teachers (ELA & ESL) to support rigorous instruction in curricula.
- Ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, with use of ESL dictionaries, thesauruses, glossaries and signage in the ELA classrooms.
- Rotate opportunities for the ELA classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions we are striving toward this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematic academic language, e.g. reading and solving word problems, interactive word wall, manipulatives and encouraging metacognition and writing in the math content area.
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others, problem solving strategies and justification of answers and solutions.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction on an individual basis.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage all teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

- Ensure that Math Coaches works closely with teachers to support rigorous instruction in curricula.
- Ensure that adequate, licensed personnel deliver instruction as stipulated by NCLB and CR Part 154.
- Rotate opportunities for the math classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

VII. Plan for Newcomers

For the newcomer it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. Also in place are peer mediation on social skills and various software programs including but not limited to, Language First and Rosetta Stone. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage the student to participate in the Saturday Program and After School activities.
- An informal assessment is conducted to identify possible Academic Intervention needs.
- Home school communication.

VIII. Plan for SIFE

P.S. 270 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. ESL students at P.S. 270 are involved in at least one of these programs, if not all of the above. If the SIFE population were to increase and there was an urgency to provide academic intervention services as an extension of the regular school program it would include:

- Creating individualized student needs assessments
- Creation of an AIS plan with emphasis on the literacy and math components
- Grade appropriate instructional support materials
- Differentiation of instruction in all content areas
- Professional development for staff in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

IX. Plan for Long Term ELLs

For long term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team at P.S. 270. Long term ELLs are the largest number of ELLs across the grades. An analysis of their

scores on The TC Assessment, ECLAS, the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school academic program, targeting reading and writing at least three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Extended day reading and math sessions to promote academic language and skills.
- Academic Intervention Services within the school day
- Saturday Academy

X. Plan for Special Needs Students

For our Special Education population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically P.S. 270 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: The Wilson Program, Passport Voyager, and Foundations. Academic Intervention is also provided through participation in The Saturday Academy, a four-hour Saturday program with an emphasis on organizational skills, remedial math and reading and test preparation. We have one special needs ELL in our ESL program. Our policy for special needs students entails:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.
- The delivery of AIS services during, after, and as part of our Saturday School Academy.

XI. Professional Development:

Professional development is provided by school staff, ESL teacher for classroom teachers, ISC, grade-level meetings, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - The literacy needs of our ELL population
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - Scaffolding in the content areas
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom
- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

- Passport Voyager for Academic Intervention teachers
- Arts in Education
- Scoring and training experience for NY State Assessments grades 3-8
- AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
- Technology: PowerPoint, Inspiration, Creating Web Pages
- NYSESLAT training
- Inquiry training in ARIS and ACUITY
- Study Group on Differentiated Instruction
- Marv Marshall: Effective Discipline
- Marie Carbo: Learning Styles
- Nancie Atwell: Reading and Writing Workshop
- Teachers' College Workshops for ELLs
- STRP Reading
- Reading in the Content Area
- Lee Canter: Assertive Discipline
- Cooperative Learning
- Gap Analysis
- S.P.A.R.K. physical education in the classroom
- Cook Shop

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

Form TIII – A (1)(a)

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

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the

		program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Upon enrollment parents are given a "HLIS" survey to complete. Once this form is returned, the pupil accountant secretary will review the sheet and ask the parent if they need language assistance. This information is then recorded in ATS and on the students' emergency blue card.
 - If the parent requests translation and interpretation services the parent coordinator will start the necessary procedures for getting the language services for the parent.
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.
 - In reviewing the HLIS surveys we gather data that indicates our parental need or lack of, oral and written translation and interpretation services. Currently we have one Bengali speaking parent, and ten Spanish speaking parents. Based on the current HLIS surveys and parent requests there are no translation/interpretation services required by our parent population.
 - These findings are shared and communicated with our school community via PTA, SLT, and Faculty meetings.

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.
 - a. Translation services may be made available through staff personnel or parent at PS 270 on a volunteer basis. Funds will be allocated for in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc. In addition, we will follow the School Allocation Memorandum # 75 guidelines to use the school's allocation.

- b. All literature sent to parents may be formatted by in-house school personnel, parent volunteers or the Translation and Interpretation Unit.
 - c. Department of Education Translation and Interpretation Unit offer services by request and appointment when necessary.
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.
 - Oral interpretation is available by in-house staff on an “as needed” basis. If necessary we will utilize community resources, such as neighborhood business owners.
 - Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.
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>.
 - Requests for interpretation and translation will be made by the parent coordinator and ESL teacher in the building via email and/or telephone to the Translation and Interpretation Unit.
 - The interpretation notice signs are conspicuously posted near the main entrance and office as per translation and interpretation guidelines.
 - A translated version of the Bill of Parent Rights and Responsibilities will be distributed to parents who request the document in their primary language.
 - Parents in need of language access services will be escorted to the main office by a School Safety Agent. Once they are in the main office they will be assisted by the Parent Coordinator who will find the necessary resources to help the parent. (For example: utilize another adult who speaks the language or use a computer generated translator website to interpret the conversation).
 - When the school is temporarily unable to provide the required translation, we will try to provide a cover letter on the face of the English document in the parent’s language, indicating how the parent can request free translation or interpretation of the document.
 - When 10% of the parents speak a primary language that is neither English nor a covered language, we shall obtain a translation of all the required documents and forms into the parents’ primary language from the Translation and Interpretation Unit.

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:	252,171	20,750	272,921
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,521	207	2538
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,605	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,217	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 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.

School Parental Involvement Policy:

I. General Expectations

PS 270 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 270 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: There will an annual meeting in October to modify or rectify the School-parent Compact,
2. PS 270 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Allow parents to volunteer and participate in decision making through the School Leadership Team; provide parents with timely information about all programs; provide parents with performance profiles and individual student assessment results.
3. PS 270 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Need Assessment will be conducted to get all parents involved in school activities.
4. PS 270 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Include Bedstuy Head Start and State operated pre school programs. Parents in the community are invited to workshops relating to the development of students.
5. PS 270 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. At the first meeting in September, Parent Coordinator and PTA will review the Parental Involvement Policy to modify or make changes as to the role parents play within the policy.
6. PS 270 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. PS 270 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Curriculum based workshops; school and citywide meeting; purchase of tickets for NYCESPA and UFT Conferences.

- b. PS 270 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents will be provided with local library free internet access information and computer access. Parents are given Department of Education general and academic website addresses including Dial-a-teacher number and web address.
- c. PS 270 will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Professional development; biweekly Faculty Conferences; School Retreat for both parents and teachers; consultant seminars during Professional Development.
- d. PS 270 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Encourage parents to participate in classroom and related activities; all school activities;
- e. PS 270 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: PTA notices is sent out in a timely manner; Provide parent meetings twice a month; Provide parents with timely information about all programs; Parent Coordinator and PTA president will contact parents vial phone and e-mail about scheduled meetings.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a unanimous vote at the October Leadership Team meeting and at the October PTA meeting where the policy was discussed extensively and voted favorably by PTA members. This policy was adopted by the PS 270 on 10-05-06 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1st.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact:

PS 270, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011

Required School-Parent Compact Provisions

School Responsibilities

PS 270 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Assess students in ELA/Reading using DRA test
 - Use data to drive instruction
 - Use differentiated, small group instruction

- Develop and support independent Reading by providing “Just Right” books and leveled libraries
 - Provide writing experiences for all students across the curriculum
 - Integrate mathematics instruction with homework connection
 - Use math manipulative to reinforce abstract concepts
 - Develop mathematics language so that students can communicate to each other and understand the language of class work and assessment. In addition, make real world connections.
 - Use a variety of teaching aids, and other audio-visual equipment to match learning styles and needs.
2. Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
 - Letters will go out to the both parents and teachers during the month of September of each year inviting them to a PTA meeting to discuss the school-parent compact.
 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Parents will be informed of student progress or level after each test or assessment. Parent will attend parent workshops and seminars on curriculum and tests taking skills, how to assist students with homework, Reviewing student test on the Princeton Review via the internet, and the Grow Report, etc.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents will be invited to writing celebrations on a monthly basis, open house twice a year. Parents can call or make written request to meet with teachers an agreed upon time.
 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - After Learning Leaders training parents are encouraged to volunteer in class and grade of their choice. Parents are also encouraged to attend class assemblies, class trips, and classroom celebrations.
 6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering and participating in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Read to our children 15 – 30 minutes each day in K thru 1.
- Listen to our children in grades 4 thru 5 read independently for 30-60 minutes daily.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (as appropriate to grade level)

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

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

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Non-Negotiable Rules of Behavior

1. **Line up** begins at 8:30A.M. All students must be in school and report to class by 8:40A.M.
2. Each student will come to school each day **prepared** with their assigned textbooks, notebooks, pencils/pens, teacher assigned supplies and completed assignments.
3. The **school uniform** consists of white or light blue shirt/blouses, navy blue pants/skirt/jumper or light blue plaid skirt/jumper, and navy blue ties. All students will come to school appropriately dressed - the school uniform. Hats, coats, or any clothing that brings attention to one's anatomy are unacceptable attire within the school building.
4. A written explanation from a parent/guardian must be given to the classroom teacher for each **lateness and absence**.
5. Students will not **leave the school building**, unescorted or without permission, during their assigned school hours.
6. Students will not **fight, use profane language, or disrupt instruction**.
7. Students will **respect** each other and each other's property. Students will not touch inappropriately or take or use other people's property without permission.
8. Students will respect **school property**. Defacing or destroying furniture, doors, walls, or windows are prohibited.
9. Students will only eat in the cafeteria unless otherwise directed. Gum, candy, sunflower seeds, and other forms of **junk food** are not to be brought into the school building. All junk food will be confiscated and will not be returned.
10. Students will not bring **cell phones, beepers, computerized games, toys, playing/trading cards, radio cassette players, CD players, etc.**, into the school building. Electronic devices, toys, and cards will be confiscated. The school assumes no responsibility for the damage, loss, or misplacement of such items.

Consequences

Habitual infractions of any nature are unacceptable and the student may be subject to any of the following disciplinary actions:

- Parent/Guardian contact — phone call/letter/Teacher conference/Guidance conference/Assistant Principal conference
- Loss of privileges — recess/class trip/special activities
- In-school Suspension Program
- Principal's Suspension
- Regional Superintendent's Suspension

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.

The activities we plan to conduct this year – 2010-2011 are:

- Use of data to measure students' performance. For example,
 - City and State Assessments
 - Annual School Report Card
 - Student Portfolio or Journal
 - Early Childhood Literacy Assessment System (ECLAS)
 - Item Skills Analysis (Acuity)
 - School-wide Assessment results
 - Quality Review
 - Data for the year past
 - Last year's CEP
 - Attendance
 - Suspension and incident rates
 - Teacher referrals
 - Surveys
- During a School-wide retreat, the entire staff will review, and analyze the disaggregated data that affect student performance to identify specific gaps in our school's community.
- The results of student assessments about our school's performance will become the subject of ongoing, action-oriented discussion about improving instruction.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

It is important that educators reflect on their total instructional program and how to improve and reform it in order for all students to meet the state's proficient and advanced levels of achievement. These reforms must use research-based programs, materials, and effective method of instruction designed to address the needs of all students, including the needs of low achieving students and those at risk of not meeting the academic standards. P. S. 270 faculty has targeted the areas of reading and writing as curriculum areas to implement school-wide programs that incorporate reform strategies in the overall instructional program.

In order for reform strategies to take place, the staff reviews the programs' needs and approaches to be used for instruction, practice, motivation and application. During June planning teachers plan for the next school year by developing long range plans using Teachers College guidelines. Benchmark assessments are given to all students in grades kindergarten through grade five. The results from these assessments are used to implement curriculum to meet the needs of each student. The students' progress is monitored through recorded data, teacher observations, and student portfolios. There are various assessments we use with our students:

- Kindergarten- ECLAS(Jan. '11, Apr. '11, Jun. '11)
- Grade 2 -ECLAS-2 (Oct.'10, Jan.'11, May'11)
- Grade 2- DRA (Sept. '10- June '11, ongoing)
- Grade 2- School-wide Assessments (Dec'10, Feb.'11, Apr. '11)
- Grade 3-Grade 5- DRA (Sept. '10 – June '11, ongoing)
- Grade 3 –Grade 5 – ELA and Math -ITA, Predictive (Oct. '10 – June '11)
- Grade 3- Grade 5- School-wide Assessments (Dec. '10, Feb.'11, Apr. '11)

Reading instruction must begin in kindergarten and developed across the curriculum from grade one through grade five. We use the researched-based Teachers College Reading and Writing Program, along with “Treasures” as a supplement, to teach literacy during our 90 minute literacy block in all general education and special education classes. The Teachers College program uses the Reading and Writing Workshop models. The Reading and Writing workshops are frameworks used to support the components of reading placed within a standards based instructional model- Balanced Literacy: shared reading and writing, guided reading and writing, independent reading and writing, read aloud, and interactive writing. Within those components, teachers utilize the five features of the reading workshop model and teach skills in which students can use as strategies to become prolific readers and writers. You will find in every class the staples of the Teachers College program: the rug area (meeting

area) for mini-lesson participation; word walls; process and anchor charts; classroom libraries that includes a variety of genres and leveled books; and the “book of the month” program.

In addition to the utilization of the Teachers College program we implement the following School-wide reform strategies:

- Extended time school four days per week for the entire student body
- Saturday Academy for intervention and enrichment
- Academic Intervention Services for at-risk students identified by their teachers, as well as assessment results
- Counseling (individual and group) available for all students by guidance counselor, SAPIS worker, SBST social worker and psychologist
- Parent and community volunteers working directly one-on-one with students
- Created partnerships with Community Based Organizations such as School News Nationwide, Brooklyn Museum and Pratt Institute that provide enriched and accelerated curriculum activities
- Technology instruction is infused within intervention and enrichment activities- i.e., Renzulli Learning Systems

3. Instruction by highly qualified staff.

- All pedagogues will be State and City certified.
- The academic focus and instructional flexibility will make it possible for teachers to increase their focus on how and what children are learning.
- Title I resources will be used to concentrate on making curriculum, instruction, and pupil services more responsive.
- Ongoing Professional Development, Faculty Conferences and Parent education and involvement.
- Technology instruction and reduced class size creating smaller learning communities will be introduced.
- Teachers will establish intensive instruction in Reading and Mathematics through and integrated curriculum in Social Studies, Science, Library, and the Arts. Teachers develop instructions aligned with the TC curriculum – Balanced Literacy, guided reading, read aloud, conferring, leveled libraries.
- Teachers utilize the math coach – model,
- Teachers attend workshops relating to the curriculum areas.
- Teachers visit other school to observe good practices.
- A variety of improved educational resources that are aligned with City and State standards will be used.
- Flexibility to take students on educational trips.

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.

- Monthly Staff Conferences keep staff up-to-date with instructional programs, data, etc.
- Weekly grade level meetings will be held – Pre-K-5th grades.

- Collegial collaborative walkthroughs.
- Peer Teaching, Peer Mentoring.
- School Inter-visitations.
- Staff will be provided the opportunity to attend professional development.
- The Math Coach will support teachers by emphasizing writing in mathematics. Students develop their own math Taxonomy to promote a greater awareness of math concepts and skills.
- Principal and Assistant Principal shows teachers how to use Item Analysis data to make informed decisions about instruction.
- Ongoing coaching sessions will focus on student conferencing and independent student work.
- Using Acuity as instructional support for Reading/ELA and Math.
- The Math Coach will focus on applying problem solving strategies to solve word problems.
- Aligning teacher- made assessments to match formal assessments.
- Developing appropriate questions to facilitate Accountable Talk.
- Promoting active student engagement to increase more student participation.
- Using DRA to chart student progress.

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

- Implementation of music and art program.
- Small class size
- Pairing teachers of same grade level for staff conferences.
- Align technology with ELA TC curriculum and Every Day Math.
- Use AIS programs to support teachers with low functioning general and Special education students as well as ELL and ESL students.
- Principal utilizes opportunity for student teaching and university relationships to establish recruitment pipeline.
- Principal makes early recruitment a priority and develops rigorous process for screening and hiring candidates.
- Principal plans effectively and works with teachers to anticipate new staffing needs.
- Principal and teacher leaders place high priorities on mentoring and supporting new teachers and providing extra support for professional development

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

- The Parent Coordinator works in collaboration with the PTA – workshops (math, ELA, Test taking skills, etc.). Family Game night, Carnival, boy scouts.
- Monthly PTA meetings.
- Letter of invitation to monthly Student Recognition Assembly.

- Learning Leaders volunteers.
 - Retreat or Summit with parents and teachers exploring and reviewing educational initiatives.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- a. PS 270 works with preschool and after school programs that serve our students to effectively support the school’s instructional program, student academic development, and to ensure smooth pre-school, kindergarten transitions
 - b. Develops partnership and collaboration with community-based organizations (CBOs), universities, and corporations;
 - c. The school works to establish relationships with people in the community to serve as volunteers in the school;
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.
- Encourage teachers to use data to drive instruction and measure students’ performance.
 - Keep weekly grade conferences and monthly faculty conferences.
 - Incorporate technology to advance student academic achievement.
 - Educators will use art and music to enhance and expand the progress of student
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.
- We will provide Academic Intervention Services for Levels 1 and 2 children who are experiencing difficulty with Reading and Mathematics. Service will be provided in small group instruction from teachers, education assistants, and content area specialist teachers. These services will take place throughout the school day for approximately 45 minutes each day, extending the services before and after the regular school day.
 - Levels 3 and 4 children will be given the opportunity to participate in Literature Circles, Spelling Challenges, Book Clubs, Science, Technology, and Math Clubs. There will also be an opportunity for all students to participate in our yearly Spelling Bee program.
 - Our AIS program will be extended to the Saturday Program which functions from March to May.
 - To reach our goals, we will implement the following programs:
 - Wilson Reading Program
 - Targeted Reading Intervention Program
 - 6+1 Traits Writing Program
 - Reading Comprehension Strategies Program

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.
- Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the library media program, the science program, art program, and various supervisory functions. The Counseling program will be expanded to assist students without IEPs. Students in need of academic intervention both during school and after school will receive extra support. Teachers will attend Professional Development and parental activity will be planned.

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.
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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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$252,200	X	13-17
Title I, Part A (ARRA)	Federal	X			75,000		
Title II, Part A	Federal	X			23,750		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	X			70,600		
Tax Levy	Local	X			362,051		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

6

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

Through the school-wide project initiative all funding is co-mingled and the STH students are included in all response to intervention services, arts programs, and other student support services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 270 Johann DeKalb					
District:	13	DBN:	13K270	School		331300010270

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	18	16	15		93.0	94.4	89.9
Kindergarten	29	35	30				
Grade 1	40	40	36	Student Stability - % of Enrollment:			
Grade 2	46	37	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	43	38	33		88.2	93.4	95.7
Grade 4	42	45	34				
Grade 5	31	41	40	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		82.8	96.1	88.6
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		13	9	10
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	249	253	224	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	31	23	Principal Suspensions	1	1	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	15	14	17				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	20	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	11	14	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	4	4	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.8	80.0	76.2
				% more than 5 years teaching anywhere	58.3	70.0	76.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	90.0	85.7
American Indian or Alaska Native	0.8	0.0	0.0	% core classes taught by "highly qualified" teachers	94.3	95.2	100.0
Black or African American	77.5	74.7	77.7				
Hispanic or Latino	18.5	19.4	17.9				
Asian or Native Hawaiian/Other Pacific	0.8	1.6	1.3				
White	2.0	4.0	2.7				
Male	57.0	55.3	53.6				
Female	43.0	44.7	46.4				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	89.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	57.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.3					

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

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

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



[JOHANN DEKALB SCHOOL]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (13/ K/ 270)

ADDRESS: 241 EMERSON PLACE, BROOKLYN, NY 11205

TELEPHONE: (718) 622-2443

FAX: (718)622-3370

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 270 **SCHOOL NAME:** Johann Dekalb

SCHOOL ADDRESS: 241 Emerson Place, Brooklyn NY 11205

SCHOOL TELEPHONE: (718)622-2443 **FAX:** (718) 622-3370

SCHOOL CONTACT PERSON: Mitra W. Lutchman **EMAIL ADDRESS:** mlutchm@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mitra W. Lutchman, Principal

PRINCIPAL: Mitra W. Lutchman

UFT CHAPTER LEADER: Elizabeth Gonney

PARENTS' ASSOCIATION PRESIDENT: George Garcias

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

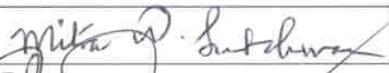
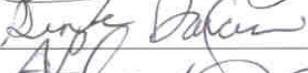
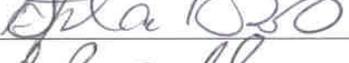
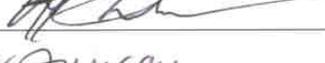
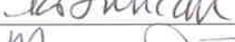
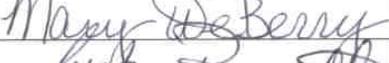
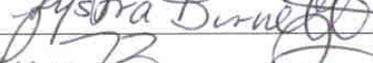
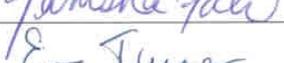
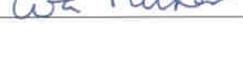
DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

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
Mitra W. Lutchman	*Principal or Designee	
Elizabeth Gonney	*UFT Chapter Chairperson or Designee	
George Garcia	*PA/PTA President or Designated Co-President	
Stephanie Davis	Title I Parent Representative (suggested, for Title I schools)	
Catherine Rozzell	DC 37 Representative, if applicable	
Joyce Wingfield	Member-Facilitator/ Staff	
Nikki Shuler	Member/ Staff	
Karen Duncan	Member/Staff	
Mary DeBerry	Member/Staff	
Lystra Burnett	Member/Parent	
Pierre Beaumont	Member/Parent	
Tanisha Tate	Member/Parent	
Eva Turner	Member/Parent	
Liduvina Morales	Member/Parent	

* 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.

Johann Dekalb School is a diversely populated elementary school located in the Clinton Hill area of Brooklyn, New York. Of the 221 student population, PS 270 celebrates approximately six diverse cultural ethnicities, making it an integral part of the community for students and their families. Our vision is that PS 270 will continue to grow as an educational entity through the shared responsibility of administrators, teachers, students, parents and rich community resources to provide a place where students flourish cognitively, socially, emotionally and physically.

It is our civic mission to achieve high standards of academic excellence for all learners through rigorous standards-driven instruction, a nurturing environment, increased parental support and engagement while continually fostering the development of these strong community partnerships.

The PS 270 family works to support each student by creating an environment which celebrates the learning, creativity and participation of our unique population. The core curriculum, coupled with an emphasis on The Teachers College curriculum, Everyday Mathematics, Houghton Mifflin Social Studies, and Harcourt Science Programs are at our academic foundation. A strong emphasis on the arts and technology foster a holistically rich environment in which we strive to immerse students and prepare them for life-long learning.

At 270 we have entered into partnerships that enhance our students' ability to progress academically and culturally. Our relationships with the following corporations and institutions have motivated the success of our charges and enriched their learning experiences here at 270:

JP Morgan Chase, NY Philharmonic, The Brooklyn Museum, New York Historical Society, Jewish Children Museum, Everybody Wins, Pratt Liberty Partnership, Pratt America Reads, Pratt Athletic Department, True Bounce, NBA Read To Achieve, Emmanuel Baptist Church, School News Nationwide, and New York Cares.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<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	
(As of October 31)	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				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	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)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
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?
-

Presently, our State accountability status is a school in "Good Standing".

After conducting a comprehensive review of the quantitative and qualitative data regarding our students' performance we have identified the following strengths, accomplishments and challenges:

We found that over the last few years there has been a steady increase in our students meeting and exceeding the state standards in ELA and mathematics. In addition, we have been able to meet our AYP for each of our accountability groups. Our strongest area as stated in the quality review is in monitoring and revision- Quality Statement # 5. We received a well-developed in this area. Through the analysis we have also concluded that our strongest grades are the testing grades. We have given a lot of resources and support to the teachers and students of those grades

Our greatest accomplishment over the last two years has been achieving two consecutive "A" ratings and showing significant student progress in all of our subgroups. We accomplished this through the continuous hard work of the entire school community. With the direction of the school leaders a plan was devised which included continually using data to inform the instruction and assist in developing strategies that addressed individual students' needs. In addition, we have included technology in classroom instruction and the AIS program. This was inclusive of continuous assessment through out the course of the prescription.

The most significant barriers to our school's continuous improvement are student mobility and lack of parental involvement. Last school year our students' mobility/stability rate was 88.2 which was the trend for the last two years. The mobility/stability trend for the last three years has shown a steady decline in our student population. This is attributed to many factors, but one major factor could be the addition of a charter school in the building and the community's perception that charter schools are better than public schools. In contrast, the most significant aid to our school's continuous improvement has been the many partnerships we have developed over the years.

We have a strong relationship with JPMorgan Chase, who sponsored a number of arts programs for our school, such as The New York Philharmonic program. In addition, we have established partnerships with Emmanuel Baptist Church, School News Nationwide, Pratt Institute- Liberty Partnership Program, America Reads, Pratt Athletic Department and Learning Leaders.

In addition to reviewing the school's report card and progress report we gathered data from other sources:

- On-going testing program every 6-8 weeks
- Regular review of City and State testing and Assessment programs results
- Review of all available data to inform instruction
- School Leadership Team participation of Collaborative PASS Reviews
- Formal and informal written supervisory observations
- Three observations for tenured teachers
- Four observations for non-tenured teachers

The findings from this comprehensive needs assessment resulted in the identification of the two priorities for improving student performance:

Continue the use of the current plan of action.
Create an action plan for the lower grades

The current plan of action includes, but is not limited to the following elements:

- Utilizing the "Core Curriculum" that includes Teachers College curriculum along with Balanced Literacy, Every Day Mathematics, Houghton Mifflin Social Studies, and Harcourt Science
- Create individualized prescription plans for each student
- Use technology to enhance the instructional and AIS programs
- Use data to drive instruction
- Ongoing Holistic Assessments including conferring, reading records
- Ensuring teachers and students have access to the necessary resources and materials
- Implementing ongoing professional development on differentiation and critical thinking for all teachers
- Implementing additional professional development activities for Special Education and SETSS teachers to support the continued increased in the achievement of our special needs students
- Implementing additional professional development activities and structures to support increased achievement for English Language Learners

Thus, P.S. 270 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic, social and emotion needs of all students, with a continued emphasis on focused interventions for the special education and ELL students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal:	During the 2010-2011 school year 90% of the teachers in grades 3 and 4 will plan and implement performance-based assessments aligned to the Common Core State Standards in mathematics.
Goal Number 2	
Goal:	During the 2010-2011 school year 100% of the teachers will engage in professional development on Essentials of Writing, Ongoing Structures in the Writing Workshop, and the Facets of the Literacy Curriculum.
Goal Number 3	
Goal:	For 2010-2011, 80% of the teachers will receive training in the use of technology as a medium for delivering instruction.
Goal Number 4	
Goal:	During the 2010-2011 school year 75% of the teachers will incorporate differentiated tasks to enhance teaching and learning.
Goal Number 5	
Goal:	During the 2010-2011 school year, we will increase parental involvement by 10%.

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): Common Core State Standards
Math Pilot

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, 90% of the teachers in grades 3 and 4 will plan and implement performance-based assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will align their June curriculum pacing calendars with the CCSS. (September 2010 – June 2011) • Professional Development will focus on developing tasks for CCSS assessments. (September 2010 – June 2011) • Teachers will collaborate with City, Network and school based design team for tools, as well as support, for new ways of teaching and assessing. (September 2010 – June 2011) • Rubrics will be utilized to develop a menu of activities for school based assessments. (September 2010 – June 2011) • Teachers will collect and use data to inform instruction and collaborate within teacher teams. (September 2010 – June 2011) • Create a lab site
<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 – in-kind from CFN- Grapevine-306, DOE CCS pilot initiative, CFN-Grapevine-306 Math Specialist Math Coach- Title I SWP and TLFSF General Hold Harmless</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • School based assessment data will show student performance growth. • Lesson plans, teaching aids and student work will reflect implementation of CCSS. • Curriculum pacing calendars will show the units of study for the CCSS • CCSS Rubrics will be evident in the pilot classrooms.
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Subject/Area (where relevant): Writing

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>During the 2010-2011 school year 100% of the teachers will engage in professional development on Essentials of Writing; Ongoing Structures in the Writing Workshop and the Facets of the Literacy Curriculum.</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>	<ul style="list-style-type: none"> • Use 6+1 Traits Writing to develop teachers’ understanding and ability to teach qualities of writing craft (September 2010 – June 2011). • Ensure 100% fidelity to Teachers College writing units (September 2010 – June 2011). • Develop Rigor as Principle of Learning in Writing: Elaboration/Structure; Word Choice; Sequencing; Organization; Grammar & Usage, and Voice (September 2010 – June 2011). • Classroom libraries will support Authors as mentors (September 2010 – June 2011). • Writing will be across the content area (September 2010 – June 2011). • Plan and implement monthly writing celebrations
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>Professional Development- I Assistant Principal- TLFSF and Title I ARRA SWP Coach- Title I SWP and TLFSF General Hold Harmless</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher lesson plans reflect differentiated strategies which consider ability levels and varied learning styles. • Classrooms will host Writing Celebrations where student authors will present published work. • Elaborate bulletin board displays will be evident in and out of each classroom. • Individual writing portfolios for each student will reflect varied styles and genres.

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For 2010-2011, 80% of the teachers will receive training in the use of technology as a medium for delivering instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Arrange a demonstration of Smart Board technology to staff (November 2010 -June 2011). • Professional Development sessions will continue to train the staff in the use of Power Point, Excel and Word software in order to build capacity in our staff (October 2010 – June 2011). • New York Cares, a community based organization will facilitate digital photography with the students in grades 3-5 (January 2011-April 2011). • Use Renzulli Systems to provide Response to Intervention /Enrichment (October 2010 – June 2011). • Upgrade Classroom hardware • Upgrade computer lab
<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>Computer Teacher – TLFSF and TL DRA Stabilization Assistant Principal- TLFSF and Title I ARRA SWP Coach – Title I SWP and TLFSF General Hold Harmless RESO A Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Classroom schedules indicating times each group has access to computers. • Smart Boards will be in use throughout the day for delivery of instruction. • Student work and projects will be computer generated. • Students will use the computers independently. • Teachers and administrators will communicate daily using

	<p>e-mail.</p> <ul style="list-style-type: none"> • Student participation in Digital Camera Club. • Students present their research via Power Point Presentations
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Subject/Area (where relevant): Project-based Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year 75% of the teachers will incorporate differentiated tasks to enhance teaching and learning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use the Renzulli system to assist teachers with differentiation of instruction (November 2010- January 2011) • Collaborate with Renzulli consultant to provide professional development to teachers (November 2010- May 2011) • Teachers will create differentiated tasks in social studies and science (November 2010 – January 2011) • Marquis Studio will incorporate architectural designs for grades 3-5 and puppetry for grades K-2 (October 2010- June 2011) • Incorporate research skills to develop tasks (October 2010 – June 2011) • Use study groups to conduct action research (October 2010- June 2011) • Immerse students in wide selection of non fiction genre (September 2010 – June 2011)
<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>Professional Development- Assistant Principal- TLFSF and Title I ARRA SWP Coach- Title I SWP and TLFSF General Hold Harmless Technology Teacher- TIFSF and TL DRA Stabilization Art Teacher- TL Fair Student Funding and School Support Supplement</p> <p>OTPS- Educational Software- TL Fair Student Funding</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher lesson plans • Monthly interactive tasks • Culminating events of architectural displays of student designs • Puppet Shows will be created by students • Photographs of the Social Studies and Science Fairs • Attendance and agendas • Increase and sustain student outcomes
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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, we will increase parental involvement by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Establish a monthly newsletter to publish school events and activities. (November 2010 – May 2011) • Use the Parent Handbook to inform parents about the appropriate protocol for school business. (September 2010 – June 2011) • Provide passwords for ARIS Parent to increase enrollment (September 2010 – June 2011) • Use technology to communicate with parents, i.e. Survey Monkey (October 2010 – May 2011) • Implement a series of family activities: Game Night, Movie Night, Family Reading Night, Family Math Night, Saturday Excursions (October 2010 – June 2011) • Host parent workshops: curriculum, social-emotional issues, job readiness skills, and book clubs, ARIS training (September 2010 – June 2011) • Cadre of tutors to support students’ academic achievement (September 2010 – June 2011)

	<ul style="list-style-type: none"> • Provide parent incentives for attending PTA meetings. (September 2010 – June 2011) • Outreach through home visits (September 2010 – June 2011)
<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>Parent Coordinator- TL- Parent Involvement- Title I ARRA and Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance sheets • Agendas • Percentage of parents logged on to ARIS • Video tape, photographs of events • Results from questionnaires and surveys • Sample of products from activities and projects • Copies of the newsletter • Copy of the Parent Handbook

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Intervention Specialists provide additional instruction that supplements the regular classroom by using Teacher Created Materials: Targeted Reading Invention, Wilson, Orbit, and Acuity tutorials. Instruction is given in small group, push-in and pull-out during the school day.
Mathematics:	Even though we only have one level 1 and zero Level 2 students who require AIS services, we still provide support for our students in mathematics that address barriers to improve academic performance by using Acuity tutorials, computer assisted instruction. In addition, small group instruction is provided by a math specialist using a pull-out method during the school day twice a week.
Science:	Targeted students will be given intervention during a special science after school program
Social Studies:	Targeted students will be given intervention during the Super Saturday Academy
At-risk Services Provided by the Guidance Counselor:	Focus on character education dealing with behavior, emotional and social development. Services are provided individually and in groups.
At-risk Services Provided by the School Psychologist:	Focus on student behavior and social connection with peers and adults.
At-risk Services Provided by the Social Worker:	Focus on positive behavior and social emotional development.
At-risk Health-related Services:	No service given

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

I. Language Allocation Policy Team Composition:

Principal:	Mr. Mitra Lutchman	ESL Teacher:	Ms. Quinn
Assistant Principal:	Ms. Linda Green		
Guidance Counselor:	Ms. Wingfield	Literacy Coach:	
Content Area Teacher:	Ms. Duncan	Math Coach:	Ms. J. Anderson
Content Area Teacher:	Ms. P. Murray	Parent Coordinator:	Ms. Livingston

II. Teacher Qualifications

P.S. 270 **The JoHann DeKalb School** has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2010-2011 academic year.

III. ELL Demographics and School Description:

P.S. 270 **The JoHann DeKalb School**, is located in the Clinton Hill community of Brooklyn, New York. Of the approximately 221 student population of P.S. 270 there are fourteen English Language Learners which makes up 5.53% of our population. English is the predominant language of the building however, other native languages represented are: Spanish and Bengali. In Kindergarten there are two ELLs at the Beginner level. In grade one, there are three ELLs: one Beginner, one Intermediate and one Advanced. In grade two there are two ELLs, one at the Intermediate level and one at the Advanced. The one ELL in grade three scored at the Advanced level. Of the four fourth graders there are two Intermediates as well as two Advanced. The fifth grade has two ELLs, both functioning at the Advanced level. The percentage of student population at P.S. 270 eligible for free and reduced lunch is approximately 86%, indicating that most of our students range from low socio-economic to lower-middleclass backgrounds. There are thirteen Spanish speakers and one three Bengali speakers. Two kindergarteners, three first graders, two second graders, one third grader, four fourth graders and two fifth graders.

IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

The trend at P.S. 270 regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Upon registration the HLIS survey is distributed to parents to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts a parent interview. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence. Because it is P.S. 270's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape. This *parent orientation* CD is available in nine languages. *Parent brochures* are disseminated in their native language (if available) to enrich the understanding of each available program. When the parent completes the selection form the school conforms to the parental choice selections. The parent choice survey and selection form is filed with the ESL teacher. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by P.S. 270 fluent in Spanish. If translation cannot be accomplished through an employee of P.S. 270, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. P.S. 270 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs.

Currently, there is no bilingual program at P.S. 270 due to the enrollment and population. Ongoing correspondence between P.S. 270 and ELL parents on assessment and accountability occurs through: memorandums, the school calendar, phone calls, parent conferences, P.T.A. meetings, emails, open school night, assemblies, school-wide events, professional development, clerical days, and June Planning.

V. Current English Language Learners Instructional Program

P.S. 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher. ELLs are grouped based on grade and proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population and so that students can attend required instruction in the arts and physical education (art, chorus and physical education) .

Freestanding English as a Second Language Program

The instructional program at P.S. 270 is a freestanding ESL program with instruction given solely in English. The program is comprised of fifteen students at the Pre-productive to Advanced levels. A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. They all attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out instruction. The instructional program is closely aligned with the Teachers' College Model and balanced literacy coupled with, a strong emphasis on test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage.

As stated, the population of ELLs is a mixture of Pre-productive, Beginner, Intermediate and Advanced students. There are nine newcomers who have received ESL for 0-3 years. Of the two kindergarteners, one Intermediate and one Advanced but require a significant amount of support in pre-reading skills, listening and speaking. They are limited in their writing abilities. In grade one there are three students. One student is new to the building while the other two were previous kindergarten ELLs at PS 270. One of these children receives Special Education Services by means of a one-on-one para. In the second grade there are is one ELL still functioning at the Intermediate level who is pulled from a self-contained special education classroom for 360 minutes of ESL, three days a week. The third grade ELL arrived last October from Japan at the Pre-productive level and scored at the Advanced level on the Spring NYSESLAT. She is aggressive, very bright and enjoys writing and reading. She is a risk-taker and picks up on the English rules extremely quickly and always remembers to apply them. The four fourth grade ELLs are all 4+ year ELLs with one Long term ELL whom has been in ESL for six years at the Intermediate and Advanced levels. The two fifth graders are Advanced students who receive 180 minutes of ESL instruction per week in a Pull-out setting with students working at their levels and supported through differentiated instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners. Two ELLs receive Special Education. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers

scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Math Coach and The Saturday Academy for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills. In addition, the ELLs receive literacy development and acquisition through the arts and physical education programs, for example the Readers' Theater cluster teacher provides language development and fluency through dramatic plays, and art incorporates "The Book of The Month" in planning fine arts instruction. The S.P.A.R.K. program in physical education has an emphasis on literacy skills as well as health and wellness. The ESL teacher is in P.S. 270 three days a week.

The Performance data in math, science and social studies indicates that ELLs are scoring predominately at level three. Although they may have reading deficiencies, they practice test taking skills and learn the formats of the ELA and Math tests by practicing questions and prompts in the formats of the exams. Data on these standardized tests, provided by ACUITY will be analyzed by completing item analyses in ELA and math to assess needs in understanding the academic language, format and directions of such exams. If students are better acclimated with the testing language, terminology and formats of the exams they will perform better. The exam results will better prepare classroom teachers and those teaching the remediation in the extended day programs to plan for these students' needs. Beginner level students as well as students who score levels 1 and 2 on the math, science, and social studies exams will be encouraged to remain the extra 37.5 contractual minutes for academic instruction.

Instructional Materials:

The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of the Teachers College Curriculum which utilizes high interest / low level texts. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments include:

- Attanasio and Associates *Getting Ready for the NYSESLAT and Beyond*
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, P.S. 270 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters to attend all: assemblies, arts programs, scholarship programs, contests, as well as activities after school, holidays, and on weekends. Translators are available upon request. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Mathematics, ELA, technology and photography.

- **Family Celebrations/Assemblies:** Throughout the year, parents come to the school to take part in community celebrations. At these events, the school and community come together to recognize and celebrate student achievements in attendance, cultural arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the program, additional funding is available to translate important policy documents.

VI. Assessment Analysis

3-8 ELA

- School: **P.S. 270 Johann Dekalb**
- Group: **Grp: ELL (Student Group)**

Name	Gr.	Absences		NY State Test					Acuity Predictives			Acuity ITAs (2008-09)			Performance Series			
		Prior Year	YTD	07 Prof. Rtg.	1	2	3	4	08 Prof. Rtg.	07-08 Progress	Jun '08 % Correct (form)	Pred. Lvl.	Nov '08 % Correct (form)	% Correct (Version)			Reading PI	Lang. Arts PI
					1.0	2.0	3.0	4.0	4.5				#1-No v	#2-A pr	#3-M ay		Gr. Lvl.	PI
<input type="checkbox"/> A. C.	K	<u>42</u>	<u>20</u>						N/A									
<input type="checkbox"/> B. K.	K	<u>6</u>	<u>5</u>						N/A									
<input type="checkbox"/> E. A.	K	<u>7</u>	<u>6</u>						N/A									
<input type="checkbox"/> L. K.	1	<u>17</u>	<u>7</u>						N/A									
<input type="checkbox"/> R. A.	1	-	<u>6</u>						N/A									
<input type="checkbox"/> T. A.	1	<u>37</u>	<u>4</u>						N/A									
<input type="checkbox"/> C. J.	2	<u>8</u>	<u>1</u>						N/A									
<input type="checkbox"/> Y. T.	2	<u>4</u>	<u>4</u>						N/A									
<input type="checkbox"/> O. M.	3	<u>11</u>	<u>5</u>						N/A	<u>3</u>	<u>58% (C)</u>	<u>38% (S)</u>						
<input type="checkbox"/> P. M.	3	<u>18</u>	<u>6</u>						N/A	<u>3</u>	<u>64% (C)</u>	<u>83% (S)</u>						

Name	Gr.	Absences		NY State Test				Acuity Predictives			Acuity ITAs (2008-09)			Performance Series	
		Prior Year	YTD	07 Prof. Rtg.	08 Prof. Rtg.	07-08 Progress	Jun '08 % Correct (form)	Nov '08 Pred. Lvl.	Nov '08 % Correct (form)	% Correct (Version)			Reading PI	Lang. Arts PI	
				1.0 2.0 3.0 4.0 4.5	1.0 2.0 3.0 4.0 4.5					#1-No v	#2-A pr	#3-M ay			
<input type="checkbox"/> R. A.	3 8	10			N/A		1	24% (C)	25% (S)						
<input type="checkbox"/> V.J.	3 1	1			N/A		3	39% (C)	42% (S)						
<input type="checkbox"/> Z. J.	3 3	2			N/A		3	58% (C)	42% (S)						
<input type="checkbox"/> E. D.	4 1	0		2.65	N/A		2	47% (M)	50% (S)						
<input type="checkbox"/> P. D.	4 2	1		2.65	N/A		2	53% (M)	25% (S)						
<input type="checkbox"/>															

3-8 Multi Subject

- School: P.S. 270 Johann Dekalb
- Group: Grp: ELL (Student Group)

Name	Gr.	Absences		NY State Test Results													
		Prior Year	YTD	ELA Jan 08				Math Mar 08		Science Taken in Grades 4 and 8				Social Studies Taken in Grades 5 and 8			
				1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score	1.0 2.0 3.0 4.0 4.5	Test Gr.	Scale Score		
<input type="checkbox"/> A. C.	K 42	20															
<input type="checkbox"/> B.K.	K 6	5															
<input type="checkbox"/> E.A.	K 7	6															
<input type="checkbox"/>																	
<input type="checkbox"/> L.K.	1 17	7															

Name	Gr.	Absences		NY State Test Results															
		Prior Year	YTD	ELA Jan 08				Math Mar 08				Science Taken in Grades 4 and 8				Social Studies Taken in Grades 5 and 8			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
				Test Gr.	Scale Score	Test Gr.	Scale Score	Test Gr.	Scale Score	Test Gr.	Scale Score	Test Gr.	Scale Score						
<input type="checkbox"/>																			
<input type="checkbox"/> R.A. <small>ELL-E</small>	1	-	6																
<input type="checkbox"/> T.A. <small>ELL</small>	1	37	4																
<input type="checkbox"/> C.J. <small>F-ELL</small>	2	8	1																
<input type="checkbox"/> Y.T. <small>ELL</small>	2	4	4																
<input type="checkbox"/> O.M. <small>ELL</small>	3	11	5																
<input type="checkbox"/> P.M. <small>F-ELL</small>	3	18	6																
<input type="checkbox"/> R.A. <small>ELL</small>	3	8	10																
<input type="checkbox"/> V.J. <small>ELL</small>	3	1	1																
<input type="checkbox"/> Z.J. <small>ELL</small>	3	3	2																
<input type="checkbox"/> E.D. <small>ELL</small>	4	1	0			3rd	638			3rd	665								
<input type="checkbox"/> P.D. <small>ELL</small>	4	2	1			3rd	638			3rd	674								
<input type="checkbox"/>																			

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the Beginning level are mostly newcomers. ELLs in the lower grades are moving toward proficiency and are mostly functioning at the Intermediate or Advanced levels. Students have to do more work at home with their parents or providers because there is a significant difference between the progress of children who work at home and have established strong study habits and homework habits. During 2009-10, all students had moved a proficiency level from the previous NYSESLAT. The Advanced students have weaknesses in writing and using proper essay formats and academic language to analyze and respond to literature or even charts and graphics.

Upon reviewing the NYSESLAT and ACUITY data in ELA, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the Advanced level and who are long term ELLs.
- Long term ELLs strengths lay in the speaking and listening modalities.
- Weaknesses occur across the board with Long Term ELLs in the upper grades in ELA when they are asked to read passages and distinguish between relevant and irrelevant details in a passage. This could be due to the lengths of the passages and time constraints put on them. Being an ELL requires them first to process the information literally and then again on a figurative, connotative level which requires more time as well as attention to the passage.
- Another area they have difficulty with is fact and opinion questions.
- Using context clues to determine word meaning is an area of weakness in ELA testing. Again they have to process first the literal; passage and then may skip over words they do not know to make meaning of the passage as a whole. Going back to look at words around a targeted word takes more time and concentration where they may be apt to guess at the meaning.
- Higher level questions about morals and themes seem to be stumping the higher grade ELLs. Again the critical thinking requires more understanding on the figurative level and ELLs are reading just at grade level and even one grade below so the critical analysis is not there yet. They are looking for the literal answers.
- After analyzing the Acuity 2008-2009 Predictive in ELA the Long Term ELLs demonstrated weaknesses in Standards 2: Reading: What students do for literary response and expression and Standard 3: Reading: What students do for critical analysis and evaluation.
- An area of weakness across the board in writing in the testing grades 3-5 is the ability to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and situations.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the Math scores of ELLs and former ELLs, several facts were noticeable:

- Students perform slightly better in math standardized exams than in ELA
- The lowest performance by ELLs was in the Content Strand of Number Sense and Operations.
- I noticed students had difficulty with Performance Indicator 5.N.26 where they were required to estimate sums, differences, products and quotients of decimals.
- Another area of weakness was in Performance Indicator 4.N.8 in recognizing and generating equivalent fractions (halves, fourths, thirds, fifths, sixths and tenths)
- Performance Indicator 5.N.10 Comparing decimals using $<$, $>$, or $=$ proved difficult items for ELLs
- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year are mostly scoring below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.
- Utilize ACUITY individualized practice tests in math and ELA.
- Reteach various targeted performance indicators and allow students to use manipulatives, words, writing, models and illustrations to demonstrate their understanding.
- Encourage students to explain their understanding after they've used one of the above to demonstrate it.
- Continue to use ACUITY as a springboard for differentiated instruction.
- Provide more writing experiences that target various audiences and explain and model how language and word choice would differ ie. when you are writing a persuasive letter convincing your friend to see a particular movie as opposed to persuading President Barack Obama to consider a policy you're in favor of.
- Continue to provide various relevant vocabulary development activities for ELLs.
- Chunk passages and allow ample time for students to engage in critical thinking and analysis of morals and themes and discuss how moral and themes from stories are just everyday lessons that apply to all of our lives. Break down the literary language using scaffolds.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for students performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

ELA ANALYSIS FOR ELLs-PREDICTIVE 2008 (to be compared to 2009-10)

STRAND/SKILL	D	W	K	PRIORITY	ASSIGNED
Distinguish between fact/opinion	X (5)	X	X(4)	*****	
Author's Purpose	X (2)	X		****	
Context Clues	X (4)	X (2)	X (3)	*****	
Distinguish between relevant/irrelevant	X (3)	X	X(2)	*****	

information					
Identify signal words that provide clues to organizational formats		X (1)		*	
Use headings to locate information		X (1)	X (1)	**	
Determine a character's or person's traits	X (2)	X (2)	X(3)	****	
Explain how the use of a simile supports an author's purpose	X (1)	X (1)		**	
Analyze the use of hyperbole		X (1)		*	
Determine the moral or universal theme	X (2)	X (1)	X(2)	**	
Explain how the details in a passage support the main idea	X (1)	X (1)		**	
Identify the characteristics of a poem	X (4)			*	
Compare or contrast two character's actions	X (1)			*	
Determine the main idea	X(2)		X (2)	**	
Determine an author's or narrator's point of view			X (1)	*	
Identify a missing piece from a concept map that best summarizes a passage			X (1)	*	
Identify the root word(with a prefix)			X (2)	**	
Determine a character's or person's motivation based on their actions			X (2)	**	
Determine the nature of two characters' relationship			X (1)	*	
Determine the cause or effect of a situation			X (1)	*	
Use passage details to support conclusions drawn from the passage			X (3)	***	

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies and Best Practices.
- Analyze ELLs data and utilize it, becoming well-informed about the performance of each ELL in order to make sound educational decisions of how to best serve them.
- Provide opportunities for students to be engaged in purposeful communication and conversations.
- Incorporate all language modalities during a lesson, e.g. group discussions, journals, question and answer opportunities, and guided reading.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy Coach works closely with teachers (ELA & ESL) to support rigorous instruction in curricula.
- Ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, with use of ESL dictionaries, thesauruses, glossaries and signage in the ELA classrooms.
- Rotate opportunities for the ELA classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions we are striving toward this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematic academic language, e.g. reading and solving word problems, interactive word wall, manipulatives and encouraging metacognition and writing in the math content area.
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others, problem solving strategies and justification of answers and solutions.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction on an individual basis.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage all teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

- Ensure that Math Coaches works closely with teachers to support rigorous instruction in curricula.
- Ensure that adequate, licensed personnel deliver instruction as stipulated by NCLB and CR Part 154.
- Rotate opportunities for the math classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

VII. Plan for Newcomers

For the newcomer it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. Also in place are peer mediation on social skills and various software programs including but not limited to, Language First and Rosetta Stone. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage the student to participate in the Saturday Program and After School activities.
- An informal assessment is conducted to identify possible Academic Intervention needs.
- Home school communication.

VIII. Plan for SIFE

P.S. 270 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. ESL students at P.S. 270 are involved in at least one of these programs, if not all of the above. If the SIFE population were to increase and there was an urgency to provide academic intervention services as an extension of the regular school program it would include:

- Creating individualized student needs assessments
- Creation of an AIS plan with emphasis on the literacy and math components
- Grade appropriate instructional support materials
- Differentiation of instruction in all content areas
- Professional development for staff in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

IX. Plan for Long Term ELLs

For long term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team at P.S. 270. Long term ELLs are the largest number of ELLs across the grades. An analysis of their

scores on The TC Assessment, ECLAS, the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school academic program, targeting reading and writing at least three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Extended day reading and math sessions to promote academic language and skills.
- Academic Intervention Services within the school day
- Saturday Academy

X. Plan for Special Needs Students

For our Special Education population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically P.S. 270 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: The Wilson Program, Passport Voyager, and Foundations. Academic Intervention is also provided through participation in The Saturday Academy, a four-hour Saturday program with an emphasis on organizational skills, remedial math and reading and test preparation. We have one special needs ELL in our ESL program. Our policy for special needs students entails:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.
- The delivery of AIS services during, after, and as part of our Saturday School Academy.

XI. Professional Development:

Professional development is provided by school staff, ESL teacher for classroom teachers, ISC, grade-level meetings, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - The literacy needs of our ELL population
 - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - Scaffolding in the content areas
 - Differentiation in the ESL classroom
 - ESL in the Mathematics classroom
- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers

- Passport Voyager for Academic Intervention teachers
- Arts in Education
- Scoring and training experience for NY State Assessments grades 3-8
- AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
- Technology: PowerPoint, Inspiration, Creating Web Pages
- NYSESLAT training
- Inquiry training in ARIS and ACUITY
- Study Group on Differentiated Instruction
- Marv Marshall: Effective Discipline
- Marie Carbo: Learning Styles
- Nancie Atwell: Reading and Writing Workshop
- Teachers' College Workshops for ELLs
- STRP Reading
- Reading in the Content Area
- Lee Canter: Assertive Discipline
- Cooperative Learning
- Gap Analysis
- S.P.A.R.K. physical education in the classroom
- Cook Shop

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

Form TIII – A (1)(a)

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

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the

		program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Upon enrollment parents are given a "HLIS" survey to complete. Once this form is returned, the pupil accountant secretary will review the sheet and ask the parent if they need language assistance. This information is then recorded in ATS and on the students' emergency blue card.
 - If the parent requests translation and interpretation services the parent coordinator will start the necessary procedures for getting the language services for the parent.
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.
 - In reviewing the HLIS surveys we gather data that indicates our parental need or lack of, oral and written translation and interpretation services. Currently we have one Bengali speaking parent, and ten Spanish speaking parents. Based on the current HLIS surveys and parent requests there are no translation/interpretation services required by our parent population.
 - These findings are shared and communicated with our school community via PTA, SLT, and Faculty meetings.

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.
 - a. Translation services may be made available through staff personnel or parent at PS 270 on a volunteer basis. Funds will be allocated for in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc. In addition, we will follow the School Allocation Memorandum # 75 guidelines to use the school's allocation.

- b. All literature sent to parents may be formatted by in-house school personnel, parent volunteers or the Translation and Interpretation Unit.
 - c. Department of Education Translation and Interpretation Unit offer services by request and appointment when necessary.
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.
 - Oral interpretation is available by in-house staff on an “as needed” basis. If necessary we will utilize community resources, such as neighborhood business owners.
 - Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.
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>.
 - Requests for interpretation and translation will be made by the parent coordinator and ESL teacher in the building via email and/or telephone to the Translation and Interpretation Unit.
 - The interpretation notice signs are conspicuously posted near the main entrance and office as per translation and interpretation guidelines.
 - A translated version of the Bill of Parent Rights and Responsibilities will be distributed to parents who request the document in their primary language.
 - Parents in need of language access services will be escorted to the main office by a School Safety Agent. Once they are in the main office they will be assisted by the Parent Coordinator who will find the necessary resources to help the parent. (For example: utilize another adult who speaks the language or use a computer generated translator website to interpret the conversation).
 - When the school is temporarily unable to provide the required translation, we will try to provide a cover letter on the face of the English document in the parent’s language, indicating how the parent can request free translation or interpretation of the document.
 - When 10% of the parents speak a primary language that is neither English nor a covered language, we shall obtain a translation of all the required documents and forms into the parents’ primary language from the Translation and Interpretation Unit.

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:	252,171	20,750	272,921
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,521	207	2538
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,605	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,217	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 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.

School Parental Involvement Policy:

I. General Expectations

PS 270 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 270 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: There will an annual meeting in October to modify or rectify the School-parent Compact,
2. PS 270 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Allow parents to volunteer and participate in decision making through the School Leadership Team; provide parents with timely information about all programs; provide parents with performance profiles and individual student assessment results.
3. PS 270 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Need Assessment will be conducted to get all parents involved in school activities.
4. PS 270 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Include Bedstuy Head Start and State operated pre school programs. Parents in the community are invited to workshops relating to the development of students.
5. PS 270 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. At the first meeting in September, Parent Coordinator and PTA will review the Parental Involvement Policy to modify or make changes as to the role parents play within the policy.
6. PS 270 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. PS 270 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Curriculum based workshops; school and citywide meeting; purchase of tickets for NYCESPA and UFT Conferences.

- b. PS 270 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents will be provided with local library free internet access information and computer access. Parents are given Department of Education general and academic website addresses including Dial-a-teacher number and web address.
- c. PS 270 will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Professional development; biweekly Faculty Conferences; School Retreat for both parents and teachers; consultant seminars during Professional Development.
- d. PS 270 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Encourage parents to participate in classroom and related activities; all school activities;
- e. PS 270 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: PTA notices is sent out in a timely manner; Provide parent meetings twice a month; Provide parents with timely information about all programs; Parent Coordinator and PTA president will contact parents vial phone and e-mail about scheduled meetings.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a unanimous vote at the October Leadership Team meeting and at the October PTA meeting where the policy was discussed extensively and voted favorably by PTA members. This policy was adopted by the PS 270 on 10-05-06 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1st.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact:

PS 270, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011

Required School-Parent Compact Provisions

School Responsibilities

PS 270 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Assess students in ELA/Reading using DRA test
 - Use data to drive instruction
 - Use differentiated, small group instruction

- Develop and support independent Reading by providing “Just Right” books and leveled libraries
 - Provide writing experiences for all students across the curriculum
 - Integrate mathematics instruction with homework connection
 - Use math manipulative to reinforce abstract concepts
 - Develop mathematics language so that students can communicate to each other and understand the language of class work and assessment. In addition, make real world connections.
 - Use a variety of teaching aids, and other audio-visual equipment to match learning styles and needs.
2. Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
 - Letters will go out to the both parents and teachers during the month of September of each year inviting them to a PTA meeting to discuss the school-parent compact.
 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Parents will be informed of student progress or level after each test or assessment. Parent will attend parent workshops and seminars on curriculum and tests taking skills, how to assist students with homework, Reviewing student test on the Princeton Review via the internet, and the Grow Report, etc.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents will be invited to writing celebrations on a monthly basis, open house twice a year. Parents can call or make written request to meet with teachers an agreed upon time.
 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - After Learning Leaders training parents are encouraged to volunteer in class and grade of their choice. Parents are also encouraged to attend class assemblies, class trips, and classroom celebrations.
 6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering and participating in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Read to our children 15 – 30 minutes each day in K thru 1.
- Listen to our children in grades 4 thru 5 read independently for 30-60 minutes daily.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (as appropriate to grade level)

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

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

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Non-Negotiable Rules of Behavior

1. **Line up** begins at 8:30A.M. All students must be in school and report to class by 8:40A.M.
2. Each student will come to school each day **prepared** with their assigned textbooks, notebooks, pencils/pens, teacher assigned supplies and completed assignments.
3. The **school uniform** consists of white or light blue shirt/blouses, navy blue pants/skirt/jumper or light blue plaid skirt/jumper, and navy blue ties. All students will come to school appropriately dressed - the school uniform. Hats, coats, or any clothing that brings attention to one's anatomy are unacceptable attire within the school building.
4. A written explanation from a parent/guardian must be given to the classroom teacher for each **lateness and absence**.
5. Students will not **leave the school building**, unescorted or without permission, during their assigned school hours.
6. Students will not **fight, use profane language, or disrupt instruction**.
7. Students will **respect** each other and each other's property. Students will not touch inappropriately or take or use other people's property without permission.
8. Students will respect **school property**. Defacing or destroying furniture, doors, walls, or windows are prohibited.
9. Students will only eat in the cafeteria unless otherwise directed. Gum, candy, sunflower seeds, and other forms of **junk food** are not to be brought into the school building. All junk food will be confiscated and will not be returned.
10. Students will not bring **cell phones, beepers, computerized games, toys, playing/trading cards, radio cassette players, CD players, etc.**, into the school building. Electronic devices, toys, and cards will be confiscated. The school assumes no responsibility for the damage, loss, or misplacement of such items.

Consequences

Habitual infractions of any nature are unacceptable and the student may be subject to any of the following disciplinary actions:

- Parent/Guardian contact — phone call/letter/Teacher conference/Guidance conference/Assistant Principal conference
- Loss of privileges — recess/class trip/special activities
- In-school Suspension Program
- Principal's Suspension
- Regional Superintendent's Suspension

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.

The activities we plan to conduct this year – 2010-2011 are:

- Use of data to measure students' performance. For example,
 - City and State Assessments
 - Annual School Report Card
 - Student Portfolio or Journal
 - Early Childhood Literacy Assessment System (ECLAS)
 - Item Skills Analysis (Acuity)
 - School-wide Assessment results
 - Quality Review
 - Data for the year past
 - Last year's CEP
 - Attendance
 - Suspension and incident rates
 - Teacher referrals
 - Surveys
- During a School-wide retreat, the entire staff will review, and analyze the disaggregated data that affect student performance to identify specific gaps in our school's community.
- The results of student assessments about our school's performance will become the subject of ongoing, action-oriented discussion about improving instruction.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

It is important that educators reflect on their total instructional program and how to improve and reform it in order for all students to meet the state's proficient and advanced levels of achievement. These reforms must use research-based programs, materials, and effective method of instruction designed to address the needs of all students, including the needs of low achieving students and those at risk of not meeting the academic standards. P. S. 270 faculty has targeted the areas of reading and writing as curriculum areas to implement school-wide programs that incorporate reform strategies in the overall instructional program.

In order for reform strategies to take place, the staff reviews the programs' needs and approaches to be used for instruction, practice, motivation and application. During June planning teachers plan for the next school year by developing long range plans using Teachers College guidelines. Benchmark assessments are given to all students in grades kindergarten through grade five. The results from these assessments are used to implement curriculum to meet the needs of each student. The students' progress is monitored through recorded data, teacher observations, and student portfolios. There are various assessments we use with our students:

- Kindergarten- ECLAS(Jan. '11, Apr. '11, Jun. '11)
- Grade 2 -ECLAS-2 (Oct.'10, Jan.'11, May'11)
- Grade 2- DRA (Sept. '10- June '11, ongoing)
- Grade 2- School-wide Assessments (Dec'10, Feb.'11, Apr. '11)
- Grade 3-Grade 5- DRA (Sept. '10 – June '11, ongoing)
- Grade 3 –Grade 5 – ELA and Math -ITA, Predictive (Oct. '10 – June '11)
- Grade 3- Grade 5- School-wide Assessments (Dec. '10, Feb.'11, Apr. '11)

Reading instruction must begin in kindergarten and developed across the curriculum from grade one through grade five. We use the researched-based Teachers College Reading and Writing Program, along with “Treasures” as a supplement, to teach literacy during our 90 minute literacy block in all general education and special education classes. The Teachers College program uses the Reading and Writing Workshop models. The Reading and Writing workshops are frameworks used to support the components of reading placed within a standards based instructional model- Balanced Literacy: shared reading and writing, guided reading and writing, independent reading and writing, read aloud, and interactive writing. Within those components, teachers utilize the five features of the reading workshop model and teach skills in which students can use as strategies to become prolific readers and writers. You will find in every class the staples of the Teachers College program: the rug area (meeting

area) for mini-lesson participation; word walls; process and anchor charts; classroom libraries that includes a variety of genres and leveled books; and the “book of the month” program.

In addition to the utilization of the Teachers College program we implement the following School-wide reform strategies:

- Extended time school four days per week for the entire student body
- Saturday Academy for intervention and enrichment
- Academic Intervention Services for at-risk students identified by their teachers, as well as assessment results
- Counseling (individual and group) available for all students by guidance counselor, SAPIS worker, SBST social worker and psychologist
- Parent and community volunteers working directly one-on-one with students
- Created partnerships with Community Based Organizations such as School News Nationwide, Brooklyn Museum and Pratt Institute that provide enriched and accelerated curriculum activities
- Technology instruction is infused within intervention and enrichment activities- i.e., Renzulli Learning Systems

3. Instruction by highly qualified staff.

- All pedagogues will be State and City certified.
- The academic focus and instructional flexibility will make it possible for teachers to increase their focus on how and what children are learning.
- Title I resources will be used to concentrate on making curriculum, instruction, and pupil services more responsive.
- Ongoing Professional Development, Faculty Conferences and Parent education and involvement.
- Technology instruction and reduced class size creating smaller learning communities will be introduced.
- Teachers will establish intensive instruction in Reading and Mathematics through and integrated curriculum in Social Studies, Science, Library, and the Arts. Teachers develop instructions aligned with the TC curriculum – Balanced Literacy, guided reading, read aloud, conferring, leveled libraries.
- Teachers utilize the math coach – model,
- Teachers attend workshops relating to the curriculum areas.
- Teachers visit other school to observe good practices.
- A variety of improved educational resources that are aligned with City and State standards will be used.
- Flexibility to take students on educational trips.

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.

- Monthly Staff Conferences keep staff up-to-date with instructional programs, data, etc.
- Weekly grade level meetings will be held – Pre-K-5th grades.

- Collegial collaborative walkthroughs.
- Peer Teaching, Peer Mentoring.
- School Inter-visitations.
- Staff will be provided the opportunity to attend professional development.
- The Math Coach will support teachers by emphasizing writing in mathematics. Students develop their own math Taxonomy to promote a greater awareness of math concepts and skills.
- Principal and Assistant Principal shows teachers how to use Item Analysis data to make informed decisions about instruction.
- Ongoing coaching sessions will focus on student conferencing and independent student work.
- Using Acuity as instructional support for Reading/ELA and Math.
- The Math Coach will focus on applying problem solving strategies to solve word problems.
- Aligning teacher- made assessments to match formal assessments.
- Developing appropriate questions to facilitate Accountable Talk.
- Promoting active student engagement to increase more student participation.
- Using DRA to chart student progress.

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

- Implementation of music and art program.
- Small class size
- Pairing teachers of same grade level for staff conferences.
- Align technology with ELA TC curriculum and Every Day Math.
- Use AIS programs to support teachers with low functioning general and Special education students as well as ELL and ESL students.
- Principal utilizes opportunity for student teaching and university relationships to establish recruitment pipeline.
- Principal makes early recruitment a priority and develops rigorous process for screening and hiring candidates.
- Principal plans effectively and works with teachers to anticipate new staffing needs.
- Principal and teacher leaders place high priorities on mentoring and supporting new teachers and providing extra support for professional development

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

- The Parent Coordinator works in collaboration with the PTA – workshops (math, ELA, Test taking skills, etc.). Family Game night, Carnival, boy scouts.
- Monthly PTA meetings.
- Letter of invitation to monthly Student Recognition Assembly.

- Learning Leaders volunteers.
 - Retreat or Summit with parents and teachers exploring and reviewing educational initiatives.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- a. PS 270 works with preschool and after school programs that serve our students to effectively support the school's instructional program, student academic development, and to ensure smooth pre-school, kindergarten transitions
 - b. Develops partnership and collaboration with community-based organizations (CBOs), universities, and corporations;
 - c. The school works to establish relationships with people in the community to serve as volunteers in the school;
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.
- Encourage teachers to use data to drive instruction and measure students' performance.
 - Keep weekly grade conferences and monthly faculty conferences.
 - Incorporate technology to advance student academic achievement.
 - Educators will use art and music to enhance and expand the progress of student
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.
- We will provide Academic Intervention Services for Levels 1 and 2 children who are experiencing difficulty with Reading and Mathematics. Service will be provided in small group instruction from teachers, education assistants, and content area specialist teachers. These services will take place throughout the school day for approximately 45 minutes each day, extending the services before and after the regular school day.
 - Levels 3 and 4 children will be given the opportunity to participate in Literature Circles, Spelling Challenges, Book Clubs, Science, Technology, and Math Clubs. There will also be an opportunity for all students to participate in our yearly Spelling Bee program.
 - Our AIS program will be extended to the Saturday Program which functions from March to May.
 - To reach our goals, we will implement the following programs:
 - Wilson Reading Program
 - Targeted Reading Intervention Program
 - 6+1 Traits Writing Program
 - Reading Comprehension Strategies Program

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.
- Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the library media program, the science program, art program, and various supervisory functions. The Counseling program will be expanded to assist students without IEPs. Students in need of academic intervention both during school and after school will receive extra support. Teachers will attend Professional Development and parental activity will be planned.

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” ⁴ 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 ⁵ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$252,200	X	13-17
Title I, Part A (ARRA)	Federal	X			75,000		
Title II, Part A	Federal	X			23,750		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	X			70,600		
Tax Levy	Local	X			362,051		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR⁶ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

Through the school-wide project initiative all funding is co-mingled and the STH students are included in all response to intervention services, arts programs, and other student support services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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