



**THE DR. BAILEY K. ASHFORD ELEMENTARY SCHOOL  
PUBLIC SCHOOL 287**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
CEP**

**SCHOOL: 13K287**  
**ADDRESS: 50 NAVY STREET**  
**TELEPHONE: 718-834-4745**  
**FAX: 718-834-6766**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K287      **SCHOOL NAME:** Dr. Bailey K. Ashford Elementary School

**SCHOOL ADDRESS:** 50 Navy Street, Brooklyn, NY 11201

**SCHOOL TELEPHONE:** 718-834-4745      **FAX:** 718-834-6766

**SCHOOL CONTACT PERSON:** Michele Rawlins      **EMAIL ADDRESS:** Mrawlin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Luther Lohr

**PRINCIPAL:** Michele Rawlins

**UFT CHAPTER LEADER:** Luther Lohr

**PARENTS' ASSOCIATION PRESIDENT:** Edgardo Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 13      **CHILDREN FIRST NETWORK (CFN):** 3.10

**NETWORK LEADER:** Dr. Yvonne Young

**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
Michele Rawlins	*Principal or Designee	
Luther Lohr	*UFT Chapter Chairperson or Designee	
Edgardo Rivera	*PA/PTA President or Designated Co-President	
Ms. Scarborough	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Juana Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
TBD	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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### **PS 287 MISSION STATEMENT**

As a responsive community of parents and educators, PS287 recognizes our ethical responsibility to promote learning that ensures the future of our children. We are concerned about how our children are growing up. Therefore, as our children continue to evolve, we will adapt our educational practices in order to give children experiences that will foster student achievement and independence. It is our purpose to expose children to a variety of academic, cultural, artistic, athletic and technological learning experiences.

P.S. 287 students will know that we want them to learn, for it will be evident that we have set the stage for exploration beyond the confines of the classroom. ***At PS287 we intend to close the achievement gap by educating our children to become leaders of tomorrow.***

Ingrained in our belief of establishing community in our school is the idea that parents, students, teachers, and all members of the community play a key role in making decisions in the school. There is a strong emphasis on building capacity among parents, students, teachers and members of the community.

At School Leadership Team meetings, all members communicate ideas and plans for the school. The SLT considers all points of view and plan instructional goals and programs based on the feedback from all constituents. Staff members write proposals and grants for instructional programs. Parents volunteer to help as needed. As a result parent support has increased. All decisions are geared towards increasing student achievement and building community. We have monthly gatherings to help facilitate student, parent and teacher relationships and discourse. As a Comer School, we understand that we *ALL* have a *RESPONSIBILITY* to ensure the future of our children.

#### **Highlights of PS287 include:**

- 2009 Progress Report Card grade "A"
- 2010 Progress Report Card grade "B"
- Located downtown Brooklyn in Fort Greene across from Commodore Barry Park
- Robin Hood Library – School wide enrichment research center with modern technology and computerized card catalogue funded by the Robin Hood Foundation
- Extended Robin Hood Library hours on mornings, weeknights and Saturdays
- New Science Research Lab funded by the Annenberg Foundation
- Newly renovated school play yard with handicap accessible play equipment, outdoor chess

- tables and painted track
- Small class sizes with heterogeneous grouping
  - Professional development for teachers built into the school day by way of common planning periods, Laptop Lunch and Learns
  - Dedicated teaching staff
  - Strong Parent Teachers Association
  - Monthly community building activities for parents/teachers and students
  - CARE Team- Children Are Reason Enough – Comer Model School
  - Wireless technology in every classroom
  - Cooperative learning classrooms
  - Smart board technology in all Pre-K to 5<sup>th</sup> grade classes
  - Universal Pre-K
  - Small group counseling sessions for students in conflict resolution
  - Individual Mentoring Program
  - Guiding Principles of Peace and Unity school-wide character education program
  - Bell Foundation after school program
  - Bell Summer school program
  - Marquis Studios “Artistry and Me” art integration program for students in Pre-K - 5
  - Architecture classes in partnership with Marquis Studios and Chase Bank
  - Partnership with Horizons National at The Brooklyn Friends School
  - Math Partnership with the Brooklyn Friends School
  - PS 287 BAND
  - Brooklyn Philharmonic Music residency funded by Chase Bank
  - Chess Team
  - Thunderlions Co-ed Basketball Team
  - Art of Horology program supported by Nkiru America

## 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.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 287 Bailey K. Ashford								
<b>District:</b>	13	<b>DBN:</b>	13K287	<b>School BEDS Code:</b>	331300010287				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
<b>Enrollment</b> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Attendance - % of days students attended:</b> <i>(As of June 30)</i>					
Pre-K	13	13	14	2007-08	2008-09	2009-10			
Kindergarten	20	26	33	90.0	90.0	TBD			
Grade 1	30	25	37	<b>Student Stability - % of Enrollment:</b> <i>(As of June 30)</i>					
Grade 2	30	33	23	2007-08	2008-09	2009-10			
Grade 3	21	33	31	87.1	82.2	TBD			
Grade 4	29	15	35	<b>Poverty Rate - % of Enrollment:</b> <i>(As of October 31)</i>					
Grade 5	29	34	14	2007-08	2008-09	2009-10			
Grade 6	0	0	0	89.0	90.0	92.7			
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b> <i>(As of June 30)</i>					
Grade 8	0	0	0	2007-08	2008-09	2009-10			
Grade 9	0	0	0	4	17	TBD			
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b> <i>(As of October 31)</i>					
Grade 11	0	0	0	2007-08	2008-09	2009-10			
Grade 12	0	0	0	0	1	1			
Ungraded	1	0	0	<b>Special Education Enrollment:</b> <i>(As of October 31)</i>					
Total	173	179	187	2007-08	2008-09	2009-10			
				0	1	1			
<b>Special Education Enrollment:</b> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Suspensions (OSYD Reporting) - Total Number:</b> <i>(As of June 30)</i>					
# in Self-Contained Classes	15	24	23	2007-08	2008-09	2009-10			
# in Collaborative Team Teaching (CTT) Classes	12	21	16	Principal Suspensions	25	17	TBD		
Number all others	19	13	6	Superintendent Suspensions	8	7	TBD		
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b> <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		
<b>English Language Learners (ELL) Enrollment:</b> <i>(BESIS Survey)</i> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b> <i>(As of October 31)</i>					
# in Transitional Bilingual Classes	0	0	0	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	17	21	TBD		
# receiving ESL services only	7	7	7						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	6	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	64.7	42.9	TBD
				% more than 5 years teaching anywhere	64.7	47.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)			
American Indian or Alaska Native	0.6	2.2	1.6	93.3	100.0	TBD	
Black or African American	68.2	69.8	57.8				
Hispanic or Latino	24.3	20.7	31.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	5.0	4.8				
White	2.9	2.2	3.7				
Male	54.3	57.0	55.6				
Female	45.7	43.0	44.4				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1					√	
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
ELA:		X	ELA:				
Math:		√	Math:				
Science:		√	Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	X	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√sh	√	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	√					
<b>Student groups making AYP in each subject</b>	<b>1</b>	<b>3</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
Overall Letter Grade:	A			Overall Evaluation:	▶		
Overall Score:	82			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	6.4			Quality Statement 2: Plan and Set Goals	▶		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	▶		
School Performance:	9.6			Quality Statement 4: Align Capacity Building to Goals	▶		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	▶		
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

### **Needs Assessment**

After careful review and analysis of available data sources it became evident that all staff would need continued support in the area of data analysis as it relates to improving student performance. Therefore, for the 2010 – 2011 school year teachers will engage in a collaborative process of analyzing student data and determining priority grade specific learning goals. As a team and across grades staff will focus on implementing the Common Core Standards. Teacher Teams will participate in inquiry studies that will address the specific learning needs of the school, grade and class. In order to help achieve these goals professional development will be carefully selected to match the learning needs of the entire school community. Administration, in conjunction with the SLT will enlist the support of the Common Priorities Program and the Literacy by Design Program to further develop and support our teachers in the work of prioritizing common core standards across grade levels, aligning curriculum , identifying trends, designing assessments, crafting lessons, monitoring data and implementing change to improve teaching and learning. A culture of shared professional accountability is evident by way of teacher reflection and use of ARIS as a virtual extension of our professional learning community.

### **2010 Quality Review**

#### **What the school does well**

- The school provides a safe, caring and respectful environment that is conducive to learning and supports the social and emotional growth of students and increases communication between and among adults.
  1. A recently established character education program to promote peace and unity and the development of mutual trust involves students in on going conversations and collaborative projects such as food drives. Students also have a person to go to for support. As a result, students' attendance is improving and there is a decrease in suspensions.
  2. Parents are actively engaged as partners in their child's education and they participate in off site field trips to support the students' social and emotional growth. This has led to more effective communication between the administration, teachers and parents.

- The school communicates clear expectations and most teachers work with students to develop reflective practices through which students assess their own progress to foster achievement.
  - 1 Teachers use student conferencing effectively to discuss assessment results, strengths and areas of need, help students identify next steps to understand what they need to do to improve. Students know their independent reading level and aspire to achieve a higher-level book and independent reading level by June.
  - 2 The staff uses student-friendly rubrics in reading and writing to enable students to self assess and understand what they need to achieve to reach learning goals. Teachers' use of meaningful comments provides further guidance for students to know next steps.
  
- The school's numerous partnerships with outside organizations and families and internal services support students in learning to promote their academic and personal growth.
  - 1 The Integrated Service Center's Office of Youth Development works closely with the school's guidance counselor to enable him to support learning and best practices to provide professional development on guidance interventions. The counselor provides professional development for the staff around strategies to accelerate the academic and personal growth of students resulting in teachers being more sensitive to student life.
  - 2 The school has external arts partnerships such as with Marquis Studios to promote students' academic, social, emotional and personal growth in the lower grades through "Artistry and Me" and architecture school wide. Teaching artists partner with classroom teachers and are able to support student learning on how to problem solve and study critical thinking through artistry.
  
- Effective inquiry analysis results in identifying instructional strategies, adjustments to classroom lessons, and communicating findings school wide.
  - 1 Teachers identify instructional strategies to improve student outcomes in word work and in comprehension strategies. As a result, they modify classroom lessons improving student achievement.
  - 2 Using school-based ARIS inquiry spaces, teachers share successful strategies to help colleagues improve their practice. As a result, teachers apply data verified proven strategies with students in their classrooms who also are struggling with similar needs.
  
- The school communicates high expectations to students and families and engages parents in decision-making to promote active involvement in the school community.
  - 1 The principal strategically involves parents as on going members in decision-making and believes, "Powerful parents raise powerful students". Thus parents feel empowered and actively participate in the development of the Comprehensive Educational Plan. The launching of an instructional Saturday program is the result of parent requests and they also are welcome to attend.
  - 2 High expectations are communicated around a school attendance initiative including a motivational bulletin board which is one of the tools that effectively increases student attendance.
  
- School leaders and faculty gather and analyze a range of pertinent data to establish a clear understanding of performance and progress of students to identify strengths and needs at the school and classroom level.
  - 1 The school knows that English language arts is the challenge to meet average yearly progress and as a result, data results are discussion topics during common preparation periods and at weekly teacher team meetings with the goal to improve performance.
  - 2 Teachers and teams of teachers very strategically analyzed below level English language arts performance and progress through a large range of data and item analysis. As a result of the principal's purposeful work, the school far surpasses peer and city groups with over 80 percent of students making at least one year of progress.

## **Aids to the school's continuous improvement**

### **#1 Guiding Principles of Peace and Unity Village Family Groups**

Teacher created rights of passage program geared toward meeting the social emotional needs of all students. All students and staff are assigned to four different family groups. This structure allows students to socialize in a positive way with students/teachers across grade levels. The Village Family Groups are instrumental in maintaining a culture of mutual respect and positive attitudes toward achieving school goals for both students and adults.

### **#2. Collaborative Teacher Inquiry Teams**

Continuing with the work from June of 2009 teachers and administration developed and structured the school's professional learning community. We endeavored to:

- Create a virtual Professional Learning Community using ARIS
- Create job-embedded professional development
- Use budgetary resources to support teachers in the work of collaborative inquiry (i.e. professional libraries, per session, professional development)
- 100% of the teaching staff is engaged in the inquiry process. Teachers have reported that they find this type of collaboration beneficial in promoting professional growth and reflection around meeting the school's goals and accelerating student. This a promising practice because teams of teachers are able to share teaching strategies, implement change and assess the impact of instructional changes on student learning.

### **#3. Needs Based Professional Development**

Teachers are able to integrate innovative best practices and refine their approach with continuous support over a series of professional development workshops.

- Common Priorities Cambridge Education- Standards-based alignment and assessment
- Teq Equipment – SmartBoard technology
- Professional Development Fridays
- Marquis Studios – Arts Integration
- Teacher lead school-wide professional development and Lunch and Learns
- ARIS & Acuity Webinars and on-site Professional Development
- Teacher School Based Mentors

## 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.

Please note that the goals are taken directed from feedback from the 2010 NYC Quality Review and the NYS SQR

Goal Number 1	
<b>Goal:</b>	Deepen teachers’ understanding of how to use data to differentiate instruction to accelerate student learning.
<b>Measurable Objective</b>	By June 2011, 100% of teachers and administrators will participate in professional development focused on using on-going and varied student assessment data to accelerate student learning as evidenced by ECLAS and NYS exams.

Goal Number 3	
<b>Goal</b>	Engage the entire school community in the development of a coherent and comprehensive professional development plan. Ensure continuous improvement of educational practices via data-driven, collaborative instructional planning, continuous monitoring of progress, clear defined timeframes and clear milestones for progress.
<b>Measurable Objective</b>	By December of 2010, 100% of the staff will identify and design a comprehensive professional development plan for the 2011 school year that will include on-site professional development opportunities as well as off-site activities focused on meeting the evolving state standards. By June of 2011, 75% of all teacher inquiry teams will be able to use smart technology to help facilitate the continuous monitoring of student progress to the delivery of special education services.

Goal Number 4	
<b>Goal</b>	Revisit the school’s goals to ensure that organizational decisions support good instruction and student achievement.
<b>Measurable Objective</b>	By June of 2011, the school will have conducted at least 2 SLT reviews of the Comprehensive Education Plan making adjustments based on the most relevant data where necessary.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**

**English Language Arts, Mathematics, Science and Social Studies**

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Deepen teachers’ understanding of how to use data to differentiate instruction to accelerate student learning. By June 2011, 100% of teachers and administrators will participate in professional development focused on using on-going and varied student assessment data to accelerate student learning as evidenced by ECLAS and NYS exams.</p>
<p><b>Action Plan</b> 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"> <li>• Curriculum Development: Funds will be used to support the re-alignment of our school curriculum in English Language Arts to the evolving NYS standards. Emphasis will be placed on integrated curriculum that supports identified subgroups.</li> <li>• To support the ELA Balanced Literacy Curriculum, PS 287 will use Title I SINI funding to purchase Literacy by Design Kits aligned to the ELA standards. To further support student achievement, these materials use Social Studies and Science content that is aligned to the NYS and Common Core Standards. This purchase supports the SQR recommendation to make instruction more explicit, focused and differentiated.</li> <li>• To support the students who are at-risk in ELA, PS 287 will use Title I SINI funding to purchase Intervention by Design for the Small Group Extended Day instructional program providing targeted instruction for grades K – 5. This purchase supports the SQR recommendation to re-design the small group instruction period.</li> <li>• All teachers, all administrators and paraprofessionals will attend workshops and trainings</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>Title I SINI funding ---Teacher Per Session for Curriculum Planning</p> <p>Rollover Title I Correct 91 Funding--- Teacher Per Session for Curriculum Planning &amp; Literacy By Design Curriculum Kits</p> <p>School Quality 34 FY10 Funding--- Teacher/Assistant Principal Per Session for Curriculum Planning, OTPS Curriculum &amp; Staff Development, Supplies, Intervention By Design Kits</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Pacing calendars, curriculum map and lesson plans focused on alignment to the New Common Core Standards.</li> <li>• Job-embedded professional development sign in sheets at Common Priorities Workshops.</li> <li>• Use of the on-line component to the Literacy by Design Curriculum in which teachers will be able to craft lesson plans that correlate to the standards.</li> <li>• During the extended day program small group lessons will be conducted by all teaching staff using the Intervention by Design curriculum.</li> <li>• Teachers will be trained on both Literacy by Design and Intervention by Design</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**

**English Language Arts, Mathematics, Science and Social Studies**

<p><b>Annual Goal 2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ensure continuous improvement of educational practices via data-driven, collaborative instructional planning, continuous monitoring of progress, clearly-defined timeframes and clear milestones for progress. By June of 2011, 75% of all teacher inquiry teams will be able to use smart response technology to help facilitate the continuous monitoring of student progress toward meeting the evolving state standards.</p>
<p><b>Action Plan</b> <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"> <li>• Title I SINI funds will be used to contract Common Priorities as educational consultants to provide ongoing professional development to staff in ELA and the Core Curriculum Standards. This activity will help support the SQR recommendations in Teaching and Learning.</li> <li>• Teachers will conduct collaborative inquiry research in teacher teams to create actions plans based on the needs identified by the grade level inquiry teams.</li> <li>• Bi-Monthly Lunch and Learns will be conducted on Thursdays by the CFN 3.10 Achievement and Assessment Liaison in the area of Collaborative Inquiry.</li> <li>• Weekly support will be provided to a team of special education teacher and related service providers by the CFN 3.10 SESIS Special Education School Improvement Specialist.</li> <li>• The technology teacher will provide professional development for teachers on the use of the smart response equipment and other on-line data management tools.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the</i></p>	<p>Title I SINI funding ---Teacher Per Session for Curriculum Planning</p> <p>Rollover Title I Correct 91 Funding--- Teacher Per Session for Curriculum Planning &amp; Literacy By Design Curriculum Kits</p> <p>School Quality 34 FY10 Funding--- Teacher/Assistant Principal Per Session for Curriculum Planning, OTPS Curriculum &amp; Staff Development, Supplies, Intervention By Design Kits</p>

<p><i>actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will demonstrate competence using smart response technologies and online assessments supported by Literacy by Design to monitor process of students more readily.</li> <li>• Teacher data binders will reflect group goals and benchmarks for monitoring student progress towards identified standards.</li> <li>• IEP's will be more closely aligned to key standards.</li> <li>• Professional Development sign in sheets will reflect more than 75% staff participation.</li> <li>• Time will be set aside for Inquiry Teams to meet consistently as per session activities during the course of the year.</li> <li>• Lunch &amp; Learn agendas and sign-in sheets</li> <li>• Teacher generated data charts and graphs will be evident as well as continued and ongoing use of the data available in ARIS, Acuity and Scantron.</li> <li>• Increase in student performance based on NYS exams and 2011 Progress Report.</li> </ul>

**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):**

**Professional Development**

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage the entire school community in the development of a coherent and comprehensive professional development plan. By December of 2010, 100% of the staff will identify and design a comprehensive professional development plan for the 2011 school year that will include on-site professional development opportunities as well as off-site activities focused on the delivery of special education services.</p>
<p><b>Action Plan</b> 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"> <li>• All staff including administrators will attend professional development workshops focused on the SOPM for special education.</li> <li>• IEP’s will be reviewed and monitored for quality and effectiveness.</li> <li>• IEP’s will be updated and type written.</li> <li>• Intervention services will be restructured to provide more direct support to teachers in the classroom.</li> <li>• Fridays from 3-5 pm will be used for per session professional development of staff. Professional development will be determined by a collaborative needs assessment of staff.</li> <li>• The school will be supported by the Director of Student Services for Special Education from CFN 3.10 to support this objective and to provide the necessary trainings as it relates to the new changes in special education.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the</p>	<p>Title I SINI funding ---Teacher Per Session for Curriculum Planning</p> <p>TL Data Specialist Funding - Teacher Per Session for Curriculum Planning &amp; Inquiry Teams</p> <p>TL Fair Student Funding - Teacher Per Session for Curriculum Planning &amp; Inquiry Teams</p> <p>TL Fair Student Funding Teacher Lead professional development sessions</p> <p>Title I SWP Funding – Literacy professional development supported by Assistant Principal</p>

<p><i>actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance sheets at Friday professional developments from 3-5 pm.</li> <li>• Agenda and needs assessment survey used to determine all school needs in the area of special education.</li> <li>• Final comprehensive professional development plan drafted.</li> <li>• Complied lists of professional development attended by staff</li> <li>• IEP's that are well written and reflect most current student data and goals.</li> <li>• At-risk services provided will include more push-in periods for teachers during the reading and writing workshop.</li> <li>• Students with IEP's will demonstrate and increase in progress and performance as evidenced by Acuity and Scantron data.</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**

**English Language Arts, Mathematics, Science and Social Studies**

<p><b>Annual Goal 4</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Revisit the school’s goals to ensure that organizational decisions support good instruction and student achievement. By June of 2011, the school will have conducted at least 2 SLT reviews of the Comprehensive Education Plan making adjustments based on the most relevant data where necessary.</p>
<p><b>Action Plan</b> <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"> <li>• Ensure that CEP draft is completed in a timely fashion</li> <li>• Set aside additional planning time for the SLT to draft, review and amend the CEP at least twice throughout the year.</li> <li>• Make sure all staff members have reviewed and understand the school goals and have copies of the CEP available.</li> <li>• Ensure that classroom observations of teaching practice reflects evidence of rigor and monitors each teachers progress towards meeting the school’s goals.</li> <li>• Ensure that teacher data binders have current data and that data is used to effectively drive instructional planning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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</i></p>	<p>Title I SINI funding ---Teacher Per Session for Curriculum Planning</p> <p>Rollover Title I Correct 91 Funding--- Teacher Per Session for Curriculum Planning &amp; Literacy By Design Curriculum Kits</p> <p>School Quality 34 FY10 Funding--- Teacher/Assistant Principal Per Session for Curriculum Planning, OTPS Curriculum &amp; Staff Development, Supplies, Intervention By Design Kits</p>

<p><i>described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Draft CEP</li> <li>• Agenda and sign-in sheet from SLT meetings and additional Saturday planning sessions for SLT</li> <li>• Review school budget to ensure that funding allotted support instructional goals.</li> <li>• Staff should be able to speak to the school goals and be aware of the process by which school goals were created by SLT</li> <li>• School-wide Goals board will be displayed in main lobby</li> <li>• Formal observations and feedback will be provided to teachers in October and January with a specific focus on academic rigor and progress toward meeting the evolving state standards.</li> <li>• Consistent use of teacher data binders, Acuity, ARIS and Scantron</li> </ul>

## **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	20	20	N/A	N/A	TBD	TBD	TBD	20
1	35	35	N/A	N/A	TBD	TBD	TBD	35
2	34	34	N/A	N/A	TBD	TBD	TBD	34
3	27	27	N/A	N/A	TBD	TBD	TBD	27
4	39	39	39	39	TBD	TBD	TBD	39
5	33	33	33	33	TBD	TBD	TBD	33
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Wilsons - SETTS Program –small group instruction for students in grades K-5 Intervention By Design Literacy Program-Extended Day for grades K-5 BELL after school –Supplemental Educational Services SES for grades K-5 Robin Hood Library early morning small group reading program for grades K-5 Academic Intervention Service Teacher one on one support</b>
<b>Mathematics:</b>	<b>BELL after school –Supplemental Educational Services SES for grades K-5 Academic Intervention Service Teacher one on one support</b>
<b>Science:</b>	<b>Robin Hood Library school wide enrichment for grades K-5 scheduled for 2 periods a week Science Lab for students in grades 3,4 &amp; 5 at least 2 periods per week</b>
<b>Social Studies:</b>	<b>Robin Hood Library school wide enrichment for grades K-5 scheduled for 2 periods a week Guiding Principles of Peace and Unity Behavioral Intervention program bi-monthly for all students</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Woodwind Family Counseling Services for at- risk students</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>Vision screening scheduled for all students in Pre-K to 5. Working with the DOH to try to obtain a second pair of glasses on site for students.</b>

**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.

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

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

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

Network Cluster K13	District 13	School Number 287	School Name Dr.Bailey K.Ashford
Principal Ms. Michele Rawlins		Assistant Principal Ms. Georgia Collins	
Coach type here		Coach type here	
Teacher/Subject Area Joanna Wizner/ESL		Guidance Counselor Mr. Charles Houser	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Yvonne Young		Other type here	

**B. Teacher Qualifications**

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

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

**C. School Demographics**

Total Number of Students in School	204	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	5.39%
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## Part II: ELL Identification Process

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

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

1. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are given a Home Language Survey (HLIS) by the licensed pedagogue, the ESL teacher, and the secretary. With their help HLIS is filled out in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. Also, The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out, are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. The NYSESLAT results are broken down to the four language modes: listening, speaking, reading and writing so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

2. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages of the parents. Within two months from the beginning of a school year, the entitlement letters are distributed to all of the parents whose children had been administered LAB-R and scored below the cut off scores. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program selection form together with the invitation to the Parent Orientation meeting, all in their home languages. In case of any language communication issues the multilingual staff available at school serves as the translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education.

3. The Parent Orientation meeting provides the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options in their languages (Transitional Bilingual Education, Dual language, Freestanding ESL), discuss them, and fill- out or return the Program selection forms. The children in the upper grades find it more beneficial to be placed in the bilingual school environment therefore, the teachers and the administrators communicate with the parents and help them to decide about the proper placement. If the parents are not present during the Orientation and Program Selection form is not returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Most selection forms are returned at the Orientation or via children returning them to school.

The program models offered at our school are usually aligned with the requests of the parents. The results of the Parent Choice paperwork indicate that most parents choose the Freestanding ESL program. Because of the low number of ELL population at PS 287 that's the only program offered. In the recent years, ELL parents have been reluctant to leave PS 287 and content with their final choice.

# Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

Contained														
Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9			2						11
<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>
Number of ELLs in a TBE program who are in alternate placement: ____										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ___														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Other		2												2
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. P.S. 287 implements a Pull- Out model of a Freestanding English as a Second Language Program (ESL). The language of instruction is English. Students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model ( same proficiency level in one class).

2. In 2010-2011, there are 11 students from K-4 grades at our school. They range from the Beginners to Advanced and Proficiency levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. In compliance with CR Part 154 our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. In addition, at P.S. 287 ELL students attend Reading and Writing Workshops which totals 600 minutes per week. According to the grade, all P.S 287 students receive either one period of Math everyday( lower grades- Everyday Math program) or two periods (90 min.) a day for upper grades. All students receive at least two periods of Science and Social Studies a week (90 min.). They receive required instruction in two Technology classes, and at least one Physical Education and Art/Music class a week. The school directly provides or makes referrals to

3. ESL students are receiving the same academic content as those students who are native English speakers. In order to help ESL students to achieve proficiency in language so that they could attain the same standards established for all students at each grade level- the Articulation Forms are filled out monthly by the classroom teachers. They serve in communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses Informal assessments and running records. Additionally, there are small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension

4. ELL population consists of many subgroups. Once SIFE students are identified, P.S. 287 would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments and provide support in all content areas to differentiate instruction for literacy

needs. PS 287 would make available all existing support structures such as Extended Day, AIS or Speech which could benefit the student.

When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. The students who arrive in 3rd grade or later are required to take ELA test after one year. Those, as well as ELLs receiving service from 4-6 years or those who completed 6 years (Long term Students) are especially instructed in test taking strategies. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Same support structures are provided

ELL program at PS 287 serves 1 special education student. As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, there are AIS services available, and all the newcomers and SIFE students are constantly monitored for possible special needs status.

PS 287 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

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

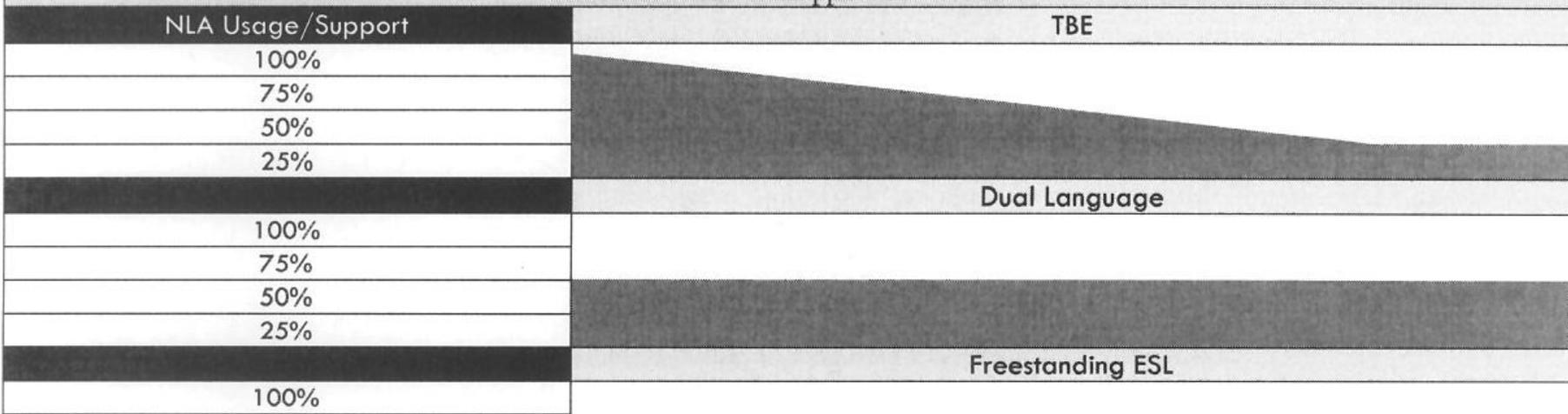
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Arts and Native Language Support**

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



25%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

## B. Programming and Scheduling Information--Continued

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

5. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program.

As Tier I intervention, the classroom teachers use the Intervention by Design program and Great Lips. Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include ESL teacher, Resource Room teacher, and Speech Therapist.

6. The school has a plan for transitional support for ELLs reaching NYSESLAT proficiency. Students are eligible for two years of test accommodation for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

7. This year, ELL class has been implementing technology as an instructional tool. The children are working on the designated computers used for ESL support. Through Charlesbridge Reading Fluency Program the students acquire the basic vocabulary and comprehension skills so that they become accomplished, fluent readers. As children read, the software creates a record helping the teacher with the assessment of students and determining which skills need more instructional input.

9. ELLs at PS 287 have equal access to all afterschool programs and supplemental services offered in our building. All students take part in the Music Residency for Brooklyn Philharmonic program, and the Marquis Studio which includes Visual Arts for Pre-K and Kindergarten children and Architecture classes for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders, all once a week. They have at least two periods a week of Physical Education class which is provided by classroom teachers. Afterschool programs for lower grades consists of dance/drama periods also provided by Marquis Studio 4 times for one hour. PS 287 has its own basketball team program, and BELL afterschool program for upper grades. There is a Saturday Academy twice a month for those students who need to improve their skills in Math and Writing.

10. Materials that are used in ESL classroom to familiarize students with the state assessments include: Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Charlesbridge Reading Fluency, Kidspirations, Phonics), Internet sources (Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math.

11. In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are often used in the ESL instruction. As a testing accommodation, the bilingual dictionaries and glossaries may be provided when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.

12. ELL students are assessed on an ongoing basis with the help of Acuity and E-class data to drive teaching goals and instruction. All support and resources correspond to ELLs' ages and grade levels.

13. Students who are to attend PS 287 are often identified during the Summer program that takes place in the school building.

Automatically, the language survey is being conducted, and the school makes sure the students is properly placed at the beginning of a school year.

### C. Schools with Dual Language Programs

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

#### **D. Professional Development and Support for School Staff**

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

1. Professional development is provided by school staff and Community Learning Support personnel organization. They focus on: scaffolding in the content areas, differentiation in the ESL classroom, ESL in the Mathematics classroom. Technology sessions instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and use the online database of assessments and their analysis to inform and support the instruction.

Also, Academic Intervention Specialists and ESL teacher go in the classrooms and provide professional support to the teachers of ELLs .

2. Currently, the ELLs at PS 287 are all at the lower grades.

#### **E. Parental Involvement**

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

1. At P.S. 287 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

Parents of PS 287 are involved in a Leadership program, and the Paralunch which is community based literacy program. Three times a week people from outside, business men and women, come in to read to students. PTA works alongside.

In order to evaluate parents needs the school staff conducts one-on-one conversations, and school surveys. Care team members and all Tier II Intervention specialist work with the parents on a daily basis.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

**NYS Math**

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

**NYS Science**

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

**NYS Science**

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

**NYS Social Studies**

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

**New York State Regents Exam**

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

### Native Language Tests

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

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

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

1. In order to access the early literacy skills of ELLs, PS 208 uses ECLAS-2, EL SOL, Fountas & Pinell, DRA, Guided Reading, and Rigby Reads programs.

2. The NYSESLAT results from the Spring 2010 indicate that there is one ESL student at the Beginning level, five students at the Intermediate level, and four at the Advanced level at PS 287 this year. According to this data our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.

After review the NYSESLAT data we notice the patterns:

- Reading and Writing are mainly those 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 those who achieved Proficiency but only in one part of the test
- The Beginners across the grades are the ones who make the most of progress and move up to the Intermediate level.
- One student that became Proficient only in one part of the NYSESLAT test, reveal difficulties not with Reading and Writing portion of the test but with the Listening which needs less instructional support.

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, Teacher Assessments, and informal observations). This year we are going to continue to strongly target language development across the grades for ESL students performing below grade level during the school day as well as extended hours. We offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels as well as the long term ELLs. We also help students on all levels familiarize them with the format of the NYSESLAT.

In case of the student who is more proficient in home language than in English, testing accommodations may be provided. The use of bilingual dictionaries and glossaries is allowed, and the Department of Ed may provide the school with some translated State tests' editions.

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

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

6. The success of the program for ELLs at PS 287 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other across the language modalities.

**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 Please refer to page 25 of the CEP**

**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: \_\_\_\_\_

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

### **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.

**The home language survey is reviewed to determine the specific language needs of our student and parent population.**

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 home language survey report in ATS we found that our families require translation and interpretation services in the following areas : Spanish, Bengali and Chinese. Signs are posted in the main office and front lobby informing parents that translation and interpretation services are available upon request.**

#### **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.

**Parent notification letters are translated in the necessary languages. Where applicable translation services are provided by school staff and when necessary we relay of the NYCDOE Translation and Interpretation Unit.**

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.

**Parent interpretation services are available in the necessary languages. Where applicable interpretation services are provided by school staff and when necessary we relay of the NYCDOE Translation and Interpretation Unit.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**We consult with the NYCDOE Translation and Interpretation Unit when necessary.**

**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:	\$179,133	\$33,719	\$212,852
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,791	#337	\$2,128
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,957	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,913	*	

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

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

**Professional Development support provided by funding Assistant Principal.**

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

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

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

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

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

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

## **Title I Parent Involvement Policy and Parent-School Compact for PS 287**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 287, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 287’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 287 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

*[add other activities, if applicable]*

P.S. 287's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S.287 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 287 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- *[add other activities, if applicable]*

**P.S. 287 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*

- encouraging more parents to become trained school volunteers;
  
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
  
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
  
- *[add other activities, if applicable]*

## **Section II: School-Parent Compact**

P.S. 287, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 287 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;

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

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- *[add other activities, if applicable]*

**Provide parents reasonable access to staff by:**

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

· *[add other activities, if applicable]*

**Provide general support to parents by:**

· creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

· assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

· sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

· supporting parental involvement activities as requested by parents; and

· ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

· advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

· *[add other activities, if applicable]*

## **Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
  
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
  
- check and assist my child in completing homework tasks, when necessary;
  
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
  
- set limits to the amount of time my child watches television or plays video games;
  
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
  
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
  
- volunteer in my child's school or assist from my home as time permits;
  
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;
- *[add other activities, if applicable]*

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

*[add other activities, if applicable]*

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the SLT on November 22, 2010.

This Parent Involvement Policy was updated on November 15, 2010.

The final version of this document will be distributed to the school community on November 22, 2010 and will be available on file in the Parent Coordinator's office.

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

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components (Please refer to page 10 Section IV Needs Assessment)**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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.

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

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

### ( Please provide assistance with this section)

#### *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” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

**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.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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:** Improvement (year 2), **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

### **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. **Please refer to pages 13 - 24**
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. **Please refer to pages 13 - 24**

### **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. **Please refer to pages 13 - 24**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **Please refer to pages 13 - 24**
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. **Please refer to pages 13 – 24 and pages 54 – 55**

## 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>

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### **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 students**
2. Please describe the services you are planning to provide to the STH population. **TBD at the Title I Parent Annual Meeting (prior to December 1<sup>st</sup>)**

### **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.

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 287 Bailey K. Ashford					
<b>District:</b>	13	<b>DBN:</b>	13K287	<b>School</b>		331300010287

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	13	14	17		90.0	90.0	89.2
Kindergarten	26	33	20				
Grade 1	25	37	34	<b>Student Stability - % of Enrollment:</b>			
Grade 2	33	23	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	33	31	27		87.1	82.2	85.2
Grade 4	15	35	39				
Grade 5	34	14	33	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.0	92.7	94.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	17	42
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	179	187	204	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	23	17	Principal Suspensions	25	17	21
# in Collaborative Team Teaching (CTT) Classes	21	16	21	Superintendent Suspensions	8	7	7
Number all others	13	6	11				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	17	21	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	3
# receiving ESL services only	7	7	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	1	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	64.7	42.9	60.0
				% more than 5 years teaching anywhere	64.7	47.6	55.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	81.0	90.0
American Indian or Alaska Native	2.2	1.6	0.5	% core classes taught by "highly qualified" teachers	93.3	100.0	100.0
Black or African American	69.8	57.8	55.9				
Hispanic or Latino	20.7	31.6	34.8				
Asian or Native Hawaiian/Other Pacific	5.0	4.8	6.9				
White	2.2	3.7	1.5				
<b>Male</b>	57.0	55.6	53.9				
<b>Female</b>	43.0	44.4	46.1				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					v
	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:	X	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**	
<b>All Students</b>	X	v	v				
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	57.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	46.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)