



**THE STOCKTON SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14 K 297
ADDRESS: 700 PARK AVENUE BROOKLYN NEW YORK 11206
TELEPHONE: (718) 388-4581
FAX: (718) 302-2315**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 297 SCHOOL NAME: The Stockton School
SCHOOL ADDRESS: 700 Park Avenue Brooklyn, New York 11206
SCHOOL TELEPHONE: (718) 388-4581 FAX: (718) 302-2315
SCHOOL CONTACT PERSON: Charles Rabbach EMAIL ADDRESS: CRabbac@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Charles Rabbach</u>
PRINCIPAL:	<u>James E. Brown</u>
UFT CHAPTER LEADER:	<u>Charles Rabbach</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Debra Donato</u>
STUDENT REPRESENTATIVE: (Required for high schools)	<u>N/A</u>

DISTRICT INFORMATION

DISTRICT: 14 CFN: CFN 304
CFN NETWORK LEADER: Lucile Lewis
SUPERINTENDENT: James Quail

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Chairperson or Designee	
Debra Donato	*PA/PTA President or Designated Co-President	
Debra Donato	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha Alvarez	Member/	
Maritiza Felicano	Member/	
Grisell Morales	Member/	
Maria Torres	Member/	
Joyce Covais	Member/	
Mechelle L. Smith	Member/	
John Toland	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 297, located at 700 Park Avenue in Brooklyn, New York, is one of twenty elementary schools, as well as, one of twenty-six Title I schools in District 14, located in the northern section of Brooklyn known as Williamsburg/Bedford-Stuyvesant.

P. S. 297 services 350 students in grades Pre-K through 5 as follows:

- **2 Fifth Grades,**
- **2 Fourth Grades,**
- **2 Third Grades,**
- **2 Second Grades,**
- **2 First Grades**
- **2 Kindergartens**
- **1 Universal All Day Pre-Kindergarten**
- **2 (12:1:1) classes**
- **1 Fourth Grade CTT class**
- **1 Third Grade CTT class**
- **1 Second Grade CTT class**
- **1 First Grade CTT class**
- **Average Class size is 22**
- **Sharing one building with TECCS**

We have 4 CTT classes with 14 general education pupils and 10 IEP students in one class. They are in the first, second, third, and fourth grades. We have two 12:1:1 ratio groups, one includes grades two, three and the other services grades four and five. One teacher and an educational assistant service these children. All classes are homogenous. P.S. 297 is in year one SINI status.

We have 1 Literacy Coach, 1 Math Coach, 2 Reimbursable/cluster Teachers, 1 ESL Teacher, and 2 Cluster Teachers. Our staff includes 5 Paraprofessionals, 6 School Aides, 1 Principal, 1 Assistant Principal, 1 Speech Teacher, 1 SBST, 1 Guidance Counselor, and 1 SETTS Teacher.

Our Title 1 Reimbursable Program includes one All-Day Universal Pre-Kindergarten Teacher and two AIS teachers. To provide academic intervention for students, who are having problems meeting the common core standards and new promotional requirements, we have a variety of federal, state and tax levy programs that provide these students with an extended platform to increase their chances of meeting the Common Core Standards.

The programs we have are:

- **Title 1 Reading/Writing Grades K-2 70 students**
- **Title 1 Reading/Mathematics Grades 3-5 89 students**
- **All-Day Universal Pre-Kindergarten 18 students**
- **ESL Program for ELL students 52 students**
- **After School Program Groundwork services 50 students**
- **Morning ELL Program 20 students**

Third graders are considered for the Title 1 program based on teacher judgment , the data provided by pre testing with New York State Exams, ECLAS , Acuity and the child's score on the grade two, grade-wide reading assessment tests and running records. The children who scored level 1 on the New York State ELA Test must be serviced. We also aim to service those children who have scored Level 2 as well.

Children in grade 5, who scored at Level 1 on the New York State ELA and the New York State Math tests, are mandated to participate in this academic intervention service. The Title I Math/Reading Reimbursable Teachers service 50 children in grades 4 and 5. Children in grade 4, who scored level 1 on the New York State Math Test must be serviced. Also children who scored in the lower ranges of Level 2 receive reimbursable math services. Progress reports are sent home monthly.

P.S. 297 has two 12:1:1 classes serving 24 students and 4 CTT classes with a combination of general education and special education children. PS 297 also has seven ratio 1:12:1 grade one, twelve ratio 1:12:1 grade two, eight ratio 1:12:1 grade three students and ten 1:12:1 grade four students who are being serviced in the mainstream.

Academic Programs

Literacy

The instructional initiatives for Literacy include the implementation of the Teachers College Balanced Literacy Approach to reading and writing in grades K-2. It consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, interactive read aloud, word study, month-by-month phonics, and teacher/student reading and writing conferences. This approach is based on the Common Core Standards in ELA. Classroom libraries, small class sizes, academic support personnel (paraprofessionals included) in the classroom, and the assignment of a full-time reading coach will further support literacy instruction.

Classrooms have leveled libraries, are supplemented by Month-by-Month Phonics, the Wilson Program and Foundations. A planning Guide which includes a pacing and alignment calendar has been supplied to teachers to assist in preparing lessons. In grades 3-5 they are using a Whole Language Approach through Literacy 'Treasures Chest' which encompasses vocabulary, grammar, spelling, writing, and ELL's. Each grade has its own scope and sequence of skills such as initial vowels etc. The program is supplemented with other materials. *Test-Taking Strategies for the English Language Arts Test* by Kaplan is used in third through fifth grade classes this year. Wherever possible the strategies were modified and adjusted appropriately for all grades 1-5. Listening skills were stressed and open-ended questions are being used in all grades.

Mathematics

Grades K – 5 are using *Everyday Mathematics* as the primary vehicle for math instruction in the school based upon the Common Core Standards in Mathematics. This instructional program has been selected as it is the city's program for mathematics. As part of the citywide initiative, the school has been assigned a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. All classes have been supplied with manipulatives so that they can conduct math workshops and create models for discovery and exploration. We stress the use of mathematical language in both discussions and writing to secure mathematical thinking.

ESL

We have one ESL teacher servicing 52 pupils who utilize an oral/aural approach in the delivery, the *Rosetta Stone* computer program and 'Treasures Chest' using thematic presentations. This is done in a classroom situation identical to the all other classrooms.

Social Studies

We will continue to follow the NYS Core curriculum for Social Studies. At the present time Social Studies is being delivered by the classroom teachers. We have a multicultural emphasis. The following books are being used:

Kindergarten *Self and Others*

Grade 1 *My Family and Other Families : Now and Long Ago*

Grade 2 *My Community and other US Communities*

Grade 3 *World Communities , Now and Long Ago*

Grade 4 *Local History and Government*

Grade 5 *The United States , Canada and Latin America*

Soaring Scores for the NYS Social Studies

Measuring Up to the NYS Social Studies Learning standards.

These texts are being used to properly prepare the 5th grades for the New York State Social Studies test in November.

Science

The purpose and focus of science education is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through FOSS a 'hands-on' workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards based on the Common Core Standards in Science, and are utilizing Science labs to support instruction in grades K-5. The cluster teacher provides experiments and uses a 'hands-on' approach to the teaching of science. The approved New York City Curriculum is being used. The teacher attends many citywide workshops, and is working towards the grade four science tests and working with the lower grade students. This year we received The Teacher/Leader Quality Partnership (TLQP) grant from Hofstra University which aims to improve the quality of teaching at the K-5 levels and supports the school in expanding science throughout the building. The school has been granted a Science AUSSIE to support and collaborate with the classroom teachers in applying science instruction to their students.

Studio in a School

Our *Project Arts* program is developing an integrated program consisting of visual arts, theater arts, and an Artist in the Classroom from *Studio in a School*. Our Project Arts teachers have extensive background in theater music and arts and are firm believers in the *Blueprint for the Arts*. In addition, we have arranged for cultural performances at P.S. 297.

PS 297 has partner with *Studio in a School* in their Long Term Program to deliver their services to grades K-5 with the following program:

A STUDIO's professional artist will co-plan with classroom teachers to ensure that art is an integral part of every child's education: STUDIO experiences will encompass drawing, painting, printmaking, collage, and sculpture and will link with other curricular areas. Teachers will participate in two professional development sessions and one Parent Evening Workshop will take place. The literacy coach has partnered with the Studio artist to integrate each art unit with students literacy assignments in the classroom. Students will write a reflective essay about their art. All instruction is Blueprint for the arts focused direct instruction which corresponds to the Core Curriculum. Students participate in demonstrations, art making, and reflection of their work and other artists. The experiences will enable the students to demonstrate independence, build strong content area, understand other perspectives, respond to audience, task, purpose and discipline, comprehend as well as critique, and use technology.

The PS 297 School-Parent Compact describes how the school and parents can work together cooperatively to provide for the successful education of the children. It lists school responsibilities as well as parent responsibilities. This document is signed by the teacher and parent at a Parent-Teacher Conference and kept on file. The Parent-Teacher Association and the school also follow guidelines set up in the Blue Book established by the New York City Department of Education.

The Parent Advisory Committee - which consists of the parents of children who are participants in Title 1 programs, meets a minimum of three times a year. The purpose of this committee is to create a link between the parents and Title 1 teachers, by keeping them informed about the programs and seeking their input into educational programs.

Quarterly meetings of the executive board of the PTA and the principal take place.

Vital topics such as interpretation of the Annual School Report are discussed at these meetings.

P.S. 297 has a Parent Coordinator whose duties and responsibilities are:

- Increase parent involvement in the school by working closely with all school, parent and all school community organizations.
- Serves as a facilitator for parent and school community concerns.
- Conducts outreach to engage parents in their children's education.
- Convenes regular parent meetings and events around topics of key concerns to parents.
- Attends parent meetings along with the principal, where appropriate.
- Works with the school parent association.
- Serves as a school liaison to Central parent and Regional parent support
- Maintains ongoing contact with community organizations that are involved with providing services to the schools' educational program.
- Organizes back to school and other events to increase parental and community involvement.

Many parent workshops are held throughout the year. Some of these workshops are curriculum based, while others address specific techniques that the parents can try at home to help their children learn.

We have had several general parental curriculum conferences and special workshops for parents whose children are on the potential holdover list.

Professional Development

Professional development is a very integral part of life at PS 297. It is of utmost importance this year with grades K- 2 the TC Balanced Literacy program, grades 3-5 the Whole language approach through literacy and *Everyday Math*. Staff Development has been and will continue to be presented by the Literacy Coach, Math Coach, and teachers who made inter-school visitations.

The topics are as follows:

- Group discussion on classroom environment using the Literacy & Math checklists and its relationship to best practices
- Running records in grades K- 2
- Developing lesson plans within the workshop format
- Conferring with Writers – Fundamentals of a conference
- Preparing mini lessons for Units of Study – improving the quality of student writing
- Overview of Whole Language Approach through Literacy grades 3-5
- Overview of Balanced Literacy grades K-2
- Using Assessment Data-ECLAS, Acuity, NY Start, ARIS, monthly tests, Reading 3-D with Dibels, MClass
- Finding the Math in the Unit
- Using mathematical language to assure learning mathematical knowledge
- Open-Ended Questions in the math workshop
- Leveling Books
- Moving children up reading levels
- Linking Literacy to the Math Workshop
- Understanding and Implementing the Common Core Standards in ELA, Math, and Science
- Kaplan Method using the Balanced Literature model
- Monthly Progress reports and Report cards
- AIS program

The Literacy Coach will: Oversee the implementation of TC Balance Literacy in grades K-2 and the Whole Language Approach through Literacy in grades 3-5.

- Provide information about units of study for Reading/Writing.
- Conduct demonstration lessons
- Coach teachers
- ECLAS and Reading 3-D with Dibels support information
- E-PAL support information

- Assist with planning/ June Planning

The Math Coach will: Oversee the implementation of the *Every Day Math* Program in grades K-5.

The coach trains teachers on various aspects of the program as well as develops assessment tools for grades 1-5 which insures compliance with new common core standards.

They will assist teachers with:

- The incorporation of the workshop model in lesson planning
- Teaching strategies, material selection and preparation
- Classroom management techniques and record keeping.
- Plans and conducts staff development
- Creates curriculum maps and pacing calendars
- Helps teachers to plan
- Assists and supports the teachers in deepening their work in *Every Day Math*

Technology

Technology is infused into all curricular areas through the use of in-classroom. Students utilize computers with access to the internet with two “floating labs” on each floor (with 12 laptops each). We use technology by implementing an interactive approach to learning by using Smart Boards in both ELA and Mathematics. Students will have multiple opportunities to use technology to demonstrate and support their learning.

Academic Intervention Services (AIS)

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the state standards in ELA and Mathematics. Although the intensity of the services provided vary, based on the individual needs of students, in grades 3 through 5 students performing on Levels 1 and 2, and Early Childhood students grades K-2 deemed to be at risk, including students in special education and English language learners, will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs which at risk students may participate in one or more of the programs.

- **The Title I Reading Program** - is working in alignment with the grades three, four and five ELA tests. The Kaplan Program is being used as well as teacher produced materials to help prepare the students. Students read biographies, mysteries, and other genres along with books that are geared toward specific skills.
- **Computer Assisted Instruction** - (e.g. The Mighty Math Series, Times Attack, The Reader Rabbit Series and the SOLO Reading System Program, Acuity, MClass, Reading 3-D with Dibels, ARIS, and Running Records)
- **Morning Academic Program (MAP)** - is conducted by tax levy classroom teachers during

their 37.5 minutes morning small group AIS period Monday-Wednesday. This allows them to select students having difficulty with various skills and/or concepts and work with them in a small group setting. Students rotate since participation in tutoring groups is flexible – based on current need. In addition, the ESL teacher has arranged for individual upper-grade students to work on a one to one basis with newer ELL's. Along the same lines several fifth grade students are working with additional lower graders who are at-risk for promotion.

- **The Pupil Personnel Committee** - this committee considers requests by teachers for help when a child is having academic difficulties. After a variety of intervention strategies (e.g. daily progress reports, determining a child's best modality for learning, changing a child's seat or class etc.) are suggested and tried, academic intervention services can be provided through ERSS – Educationally Related Support Services. Eligible students display educational, behavioral, personality and, social or speech difficulties, which, if not addressed, could adversely affect educational performance and thus would result in the need for special education services. At PS 297 we strive to have a SBST that provides ERSS curriculum and instructional modification as well as psychological and social work services.
- **The Intervention Team** - this committee assesses and prescribes a plan for intervention in English Language Arts and Math on an ongoing basis.
- **Teacher Teams** - will monitor and assess the progress of individual students. All students whose scored on statewide exams indicates that they are performing below the designated performance levels receive several of the forms of the academic intervention services described above. Each team will establish their focus and determine the benchmarks for the year and set their goals. Each teacher will target three to four students in their class and use various academic intervention strategies and in-turn share the most effective teaching strategies with the rest of their class. All students that score below level 3 are eligible to receive academic intervention services. PS 297 will take a continuous data-driven approach to improving student performance that use item analysis, portfolio assessment, and other indicators to identify and will address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Item Skills Analysis from NY Start reports, and Acuity data, will help teachers focus on specific student areas in need and to inform instructional decisions. Other assessments will also be used to inform instruction include the Early Childhood Language Arts System (ECLAS), Reading 3-D with Dibels, in the lower grades K-3. ECLAS will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. Subject Teacher Teams are also established in the content areas of writing, science, and mathematics.

PS 297's AIS plan begins with a review of its skill-based assessment to identify those at risk. The educational program of these students is presented to the Pupil Personnel Committee at one of the bi-monthly meetings. This committee will review and assess the needs of each child. Once a case manager is established, the intervention plan is designed. This may be in the form of TITLE I, or ERSS support given in a separate setting, in a group or individual ratio. The student's

support may also include before/after-school instruction. In an effort to deliver AIS services in Social Studies and Science, we have the TITLE 1 Resource Room, ERSS, including the use of area content reading materials. Parents will be notified in writing about both the need and form of additional support to enable the child to meet the state standard.

An intervention team has been created to work with children who are having academic problems on an informal basis. A child's name is brought to the attention of the team leader and the child will receive AIS from a reimbursable or other team member. Students are on a rotating basis unless a severe problem is assessed and then that child's name is given to the Pupil Personnel Committee.

In addition to this service, P.S. 297 also has one Universal Pre-Kindergarten. This class is structured with a small registration in an effort to create smaller learning groups driven by the student's particular needs, staffed by a teacher, paraprofessional, and a social worker.

Academic Intervention, as required in Part 10 of the NYS Educational Law, at P.S. 297 provides additional services for the children who are struggling to reach the new standards. They are identified in various ways. The students in K-3 are surveyed through the ECLAS assessment and a combination of assessment portfolios, classroom performance and school-wide diagnostic tests. The students functioning below standard (level 1 or 2) are serviced by a reimbursable teacher. The child is then enrolled in the program.

Wilson and Foundations consist of letter recognition, phonics, reading passages, spelling and fluency sections. It is done on a daily basis with 3 benchmarks recorded each year. Fourth grade mandated students are identified by the 3rd grade Reading Test. Grade 5 children who scored at Level 1 in the N.Y.S. ELA are included in the reimbursable program. Reports to the parents are sent out 3 times a year. PS 297 has grade 3-5 Title I Reading/Writing teacher who currently service 70 children divided into small groups. These students are provided additional instruction in reading and math.

The reimbursable program of 2010-2011 was modified in that the teacher was also given a cluster program. When performing as a reimbursable, support is given to students in small groups, in reading and/or math whichever had been indicated by the test scores. As a cluster teacher, the entire class is receiving additional support through the various lessons done in reading and/or math. One reimbursable teacher services students through grades K-2 and one reimbursable teacher services students grades 3-5.

The model for 2010-2011 will continue to be targeted assistance of students scoring 1 or a low 2 on the reading and/or math test. As part of the program, students will be enrolled in Wilson Program and Foundations and they will also receive lessons in the specific skills in which they are deficient.

Additional intervention strategies used during the scheduled school day include at-risk children in speech groups. The inclusion of these groups will be based on area needs assessed by item skill analysis.

Since each classroom is equipped with a computer, individual instruction is delivered by use of leveled programs. The classroom teacher creates small groups within the class. The groups are formulated on the basis of area of instructional need.

Attendance

Attendance has become an area of concern for our school this year. To ensure that children are not absent without the parents' knowledge, the school secretary calls the house to inquire about the nature of the absence. The expansion of the Attendance Committee is essential. More parental involvement on this committee would be beneficial. With a 90% attendance rate as new criteria for promotion, special monitoring of children whose attendance is below 90% becomes essential. This is particularly important for children who have difficulty meeting the other new promotional requirements. Our attendance increased to 90.6% for the year 2009-2010. Our focus is to create team of parents, students, teachers and administration to find ways to increase the school's overall attendance.

Special Education

PS 297 has been using the inclusion collaborative teaching model for the past ten years. Currently there are four CTT classes. They are working along with the self-contained classes moving in the Balanced Literacy Model, the Whole Language Approach through Literacy and *Everyday Math*.

There are two additional IEP classes at PS 297. They are classes with students who are mandated to have a ratio of 12:1:1. Four of those students are mainstreamed for ESL services. It is our goal to increase mainstreaming by including more IEP students in areas of Social Studies, Art, Physical Education, and Science. The ultimate aim is to return as many students as possible to the general education population.

Several teachers have received training in a Wilson program. This training affords the teacher an additional resource in the class by using a multi-sensory approach. The teachers have infused this program into group instruction time within the workshop model. With the addition of the Wilson Program, in the upcoming years, the needs of students with IEP's when learning to read through conventional methods will be better yet.

We have a well established, completely functioning, PPT that evaluates and establishes an intervention plan for at-risk students. This committee meets once every week. Provisions are made for at-risk speech and counseling. They evaluate the success of the interventions and decide on the children who need complete referrals by the CSE. This will help to keep the number of referrals to a minimum.

Parent Library

The Parent Resource Center currently has a variety of brochures and materials for parents to work on specific academic areas at home. This center will also continue to be the side for parent workshops and conferences. These workshops will be created on the basis of the parent survey

distributed this school year. The teachers will continually provide new materials and weed out those that have served their purpose.

Partnerships

To enhance our curriculum and enrich the experiences of our students we offer the following programs at P.S. 297:

- **Trust For The Public Land Program** – provides hands-on outdoors environmental education. Four general education and one special education classes participate in this program, which brings into focus the development and use of the school’s garden. School gardening and composting is fully underway.
- **Tompkins Day Care Center** – This day care center, located in the Tompkins Housing Development where many of our students live, provides a homework assistance program for approximately thirty children. The children assemble in the lobby at dismissal and are escorted by Tompkins Day Care Center workers to the site.
- **Studio in the School** - An artist will work with students in K-5 grades. Students experiences will encompass drawing, painting, printmaking, collage, and sculpture and will link with other curricular areas. In each unit students will content art through literacy by writing about their art pieces.
- **The Teacher/Leader Quality Partnership (TLQP)** – a grant from Hofstra University which aims to improve the quality of teaching at the K-5 levels and supports the school in expanding science throughout the building.
- **Learning Leaders** - This group trains parents in the basics of working with the students assisting their academic growth.
- **Tennis Now** - A program that teaches our second and third grade students how to play tennis.
- **After School ‘Groundwork’** - has groups of students to work as a team to create a project in areas such as music, dance, computers, and math.
- **New York Cares** - has supported our students’ instruction with trips, additional hands on lessons, donating materials and volunteers in beautifying the school.
- **Mighty Milers** - gives our students support and direction in the area of physical education.

Special Events

- Penny Harvest
- Principal for a Day
- Heritage Celebration Week
- Field Day

- **Holiday Show**
- **Celebrating Black History Month**
- **Recognizing Women in History**
- **Annual Science Fair**
- **Math Game Night**
- **Poem in Your Pocket Day**
- **Book Fair**
- **P.S. 297 website www.PS297.com**
- **Cookshop Grades K-2**
- **Literacy Celebration Day**
- **Spelling Bee's**
- **Character Day**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 297 Abraham Stockton				
District:	14	DBN #:	14K297	School BEDS Code #:	331400010297

DEMOGRAPHICS									
Grades Served in 2010-11:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	17	18	18		89.8	90.6	90.6		
Kindergarten	47	49	48						
Grade 1	73	50	42	Student Stability: % of Enrollment					
Grade 2	66	67	53	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	60	53	67		89.7	86.8	TBD		
Grade 4	53	54	49						
Grade 5	87	55	48	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.2	83.2	88.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	29	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	403	346	327		1	2	TBD		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	23	23	20						
No. in Collaborative Team Teaching (CTT) Classes	9	14	21	Principal Suspensions	2	14	TBD		
Number all others	24	26	24	Superintendent Suspensions	0	6	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

DEMOGRAPHICS							
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	54	38	51	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	0	5	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	34	32	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.2	0.3	0.0	Percent more than two years teaching in this school	80.6	76.5	75.0
Black or African American	54.6	50.3	48.0	Percent more than five years teaching anywhere	67.7	70.6	65.6
Hispanic or Latino	44.4	46.0	48.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.6	1.2	Percent Masters Degree or higher	94.0	91.0	91.0
White	3.2	2.9	2.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	88.6	97.2
Multi-racial	N/A	N/A	N/A				
Male	51.4	56.9	56.9				
Female	48.6	43.1	43.1				

2010-11 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):					
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.					
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level		
	ELA:	IGS	ELA:		
	Math:	IGS	Math:		
	Science:	IGS	Grad. Rate:		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-				
Multiracial						
Other Groups						
Students with Disabilities	X	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	4	5	1			

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	36.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	F	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

The children of P.S. 297 are serviced by a very caring, dedicated, hard-working group of teachers and administrators. 100% of our staff is fully licensed and permanently assigned to the school with 75% having taught in P.S. 297 for more than 2 years. 65.6% of the staff has more than 5 years experience and 91.0% have a Masters Degree.

The ethnicity breakdown of the students at P.S. 297 is as follows: 48% African American, 48.3 % Hispanic, 2.4% White, and 1.2% Asian and Other. School District 14 ranks in the bottom third of the poorest districts in New York City, 100% of the P.S. 297 students are eligible for free lunch.

Based on the available data we have observed the following:

Grade 3: NYS Math

All tested students

- The mean scale score has increased from 670 in 2009 to 674 in 2010
- The percentage of students that scored at Level 1 has increased from 4% in 2009 to 16% in 2010
- The percentage of students that scored at Level 2 has increased from 19% in 2009 to 61% in 2010
- The percentage of students that scored at Level 3 has decreased from 68% in 2009 to 16% in 2010
- The percentage of students that scored at Level 4 has decreased from 9% in 2009 to 6% in 2010

Grade 4: NYS Math

All tested students

- The mean scale score has decreased from 661 in 2009 to 653 in 2010
- The percentage of students that scored at Level 1 has increased from 8% in 2009 to 32% in 2010
- The percentage of students that scored at Level 2 has increased from 24% in 2009 to 45% in 2010
- The percentage of students that scored at Level 3 has decreased from 65% in 2009 to 19% in 2010
- The percentage of students that scored at Level 4 has remained the same from 4% in 2009 to 4% in 2010

Grade 5: NYS Math

All tested students

- The mean scale score has decreased from 674 in 2009 to 662 in 2010

- The percentage of students that scored at Level 1 has increased from 2% in 2009 to 22% in 2010
- The percentage of students that scored at Level 2 has increased from 22% in 2009 to 38% in 2010
- The percentage of students that scored at Level 3 has decreased from 56% in 2009 to 28% in 2010
- The percentage of students that scored at Level 4 has decreased from 20% 2009 to 12% in 2010

ELL NYS Math

- In Grade 3 the mean scale score has increased from 648 in 2009 to 665 in 2010
- Grade 3 the percentage of students on Level 3 decreased from 45% in 2009 to 9% in 2010
- In Grade 4 the mean scale score has decreased from 657 in 2009 to 632 in 2010
- Grade 4 the percentage of students on Level 3 decreased from 67% in 2009 to 8% in 2010
- In Grade 5 the mean scale score has decreased from 654 in 2009 to 625 in 2010
- Grade 5 the percentage of students on Level 3 decreased from 83% in 2009 to 0% in 2010

Special Education NYS Math

- In Grade 3 the mean scale score has increased from 651 in 2009 to 667 in 2010
- Grade 3 the percentage of students on Level 3 decreased from 57% in 2009 to 0% in 2010
- In Grade 4 the mean scale score has decreased from 646 in 2009 to 638 in 2010
- Grade 4 the percentage of students on Level 3 decreased from 50% in 2009 to 6% in 2010
- In Grade 5 the mean scale score has decreased from 656 in 2009 to 641 in 2010
- Grade 5 the percentage of students on Level 3 decreased from 53% in 2009 to 0% in 2010

Grade 3: NYS ELA

All tested students

- The mean scale score has decreased from 656 in 2009 to 650 in 2010
- The percentage of students that scored at Level 1 has increased from 18% in 2009 to 31% in 2010
- The percentage of students that scored at Level 2 has increased from 31% in 2009 to 42% in 2010
- The percentage of students that scored at Level 3 has decreased from 41% in 2009 to 25% in 2010
- The percentage of students that scored at Level 4 has decreased from 10% in 2009 to 3% in 2010

Grade 4: NYS ELA

All tested students

- The mean scale score has increased from 642 in 2009 to 647 in 2010
- The percentage of students that scored at Level 1 has increased from 12% in 2009 to 29% in 2010
- The percentage of students that scored at Level 2 has increased from 42% in 2009 to 58% in 2010
- The percentage of students that scored at Level 3 has decreased from 46% in 2009 to 13% in 2010
- The percentage of students that scored at Level 4 has remained the same from 0% in 2009 to 0% in 2010

Grade 5: NYS ELA

All tested students

- The mean scale score has decreased from 659 in 2009 to 657 in 2010
- The percentage of students that scored at Level 1 has increased from 0% in 2009 to 24% in 2010
- The percentage of students that scored at Level 2 has increased from 39% in 2009 to 42% in 2010
- The percentage of students that scored at Level 3 has decreased from 61% in 2009 to 30% in 2010
- The percentage of students that scored at Level 4 has increased from 0% 2009 to 4% in 2010

ELL NYS ELA

- In Grade 3 the mean scale score has increased from 621 in 2009 to 644 2010
- Grade 3 the percentage of students on Level 3 decreased from 27% in 2009 to 22% in 2010
- In Grade 4 the mean scale score has decreased from 636 in 2009 to 621 2010
- Grade 4 the percentage of students on Level 3 increased from 17% in 2009 to 18% in 2010
- In Grade 5 the mean scale score has decreased from 649 in 2009 to 639 2010
- Grade 5 the percentage of students on Level 3 decreased from 40% in 2009 to 0% in 2010

Special Education NYS ELA

- In Grade 3 the mean scale score has increased from 610 in 2009 to 638 2010
- Grade 3 the percentage of students on Level 3 has remained the same from 0% in 2009 to 0% in 2010
- In Grade 4 the mean scale score has increased from 622 in 2009 to 626 2010
- Grade 4 the percentage of students on Level 3 decreased from 17% in 2009 to 0% in 2010
- In Grade 5 the mean scale score has decreased from 648 in 2009 to 644 2010
- Grade 5 the percentage of students on Level 3 decreased from 14% in 2009 to 8% in 2010

A major area of concern for P.S. 297 is the low academic achievement on the Standardized Tests. The results of the Spring 2009-2010 State assessments indicated that 74% of all our students are performing below State Standards (Level 3) in English Language Arts and 72% of all students are performing below State Standards in Mathematics. The academic performance of our Special Education has made significant gains in math and science, with the group meeting its AYP in Math and Science (with the use of safe harbor).

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. This plan reflects a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

The ELA/Reading Test results, the Department of Assessment and Accountability Spring 2010 identified 53% Special Ed students and 22% General Education students scored on Level 1. 47% Special Education Students and 39% General Education students scored on Level 2. The results of the Spring 2009 ELA test showed that 38.8% of all our students scored on Level 2 and 15.5% of our students scored at Level 1. These figures include all students – general education and special education. This year we implemented a new reading program in grades 3-5 ‘Treasures Chest’ which is a Whole Language Approach to literacy. We currently supplement our reading series with *Test-Taking Strategies for the (Advantage) English Language Arts Test* by Kaplan, The Great Source Writing Program, Clues for Better Reading, Critical Literature in Reading, New York City Reading Coach, N.Y.S. English Language Arts Coach, Blastoff, Mastering the N.Y.S. Testing Program and Using Literature for Test Preparation. Teacher/Inquiry teams meetings are conducted each week to analyze and research student work and determine which best practices to use in both reading and mathematics.

With 28% of our 3rd, 4th, and 5th grade students scoring on, or above level we recognize the need to continue to improve. The results of the Spring 2010 State Math Exam for Grades 3-5 as posted by the Department of Assessment and Accountability indicated that 49% of our pupils scored at Level 2 and 23% scored at Level 1. The results of the Math test indicate that 22% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the

MAY 2010

development of thinking skills is also necessary. Grades 3-5 used *Test-Taking Strategies for the Mathematics Exam* by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

The results of the Spring 2010 State Math Exam for Grade 4 as posted by the Department of Assessment and Accountability indicated that 45% of our pupils scored at Level 2 and 32% scored at Level 1. The results of the Math test indicate that 22% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. The 4th grade used *Test-Taking Strategies for the Mathematics Exam* by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

SECTION V: ANNUAL SCHOOL GOALS

As a result of the Data review we have set the following school goals:

Goal 1

While our 2009-2010 NYS Mathematics results indicated an increase to improve the Mathematics scores in grades three, four, and five.

It is our commitment to improve the method of obtaining data in order to further meet the academic needs of all our students successfully.

1. By June 2011, the level two testing population will be decreased by 5% and moved into the proficiency levels of three and four as evidenced by the results of standardized examinations.

Goal 2

To further develop the use of teacher teams that are subject specific in the areas of English Language Arts and Mathematics.

To continue to support the teachers utilization of ARIS and Reading 3D to review their students' data in order to inform their teaching strategies and practices. By having both measurable and set a clear time frame.

1. By June 2011, 100% of the teacher teams will be able to utilize the data in ARIS and Reading 3D to find a focus for their small groups, in English Language Arts or mathematics, in order to bring new strategies to their whole class.

Goal 3

The Progress Report indicates that while 69% of the parents answered the survey compared to the city-wide average of 49%. P.S. 297 will increase their parents/guardians school wide involvement in social and academic activities. For parents to increase from the agree to the strongly agree section.

1. By June 2011, the number of parents/guardians who take the New York City School Survey will increase by 10%.
2. The percent of parents/guardians in the strongly agree section will increase from 3%-5% for the 2010-2011 NYC school survey.

We recognize that parents are an important part of our children's education. Although we have more than half of our families come to school for parent/teacher conferences, it is our responsibility to invite them in a way that will help them support their children's educational journey during the entire school year. It is our plan to provide more opportunities for parents to get information about their children's learning. In order to address these concerns for parents we will provide parents with professional development opportunities to log onto the ARIS Parent Link and more engage parents in more planned activities in math and literacy.

Goal 4

To further develop and to enhance sight word awareness, in the area of literacy, in grades K-2.

1. By June of 2011 by building the sight word vocabulary, their reading levels will increase 50% by benchmark assessments.

Goal 5

While our 2009-2010 ELA State Assessment results indicated an increase the level of reading proficiency, at least one level, for the English Language Learners.

1. By June 2011, 50% of the English Language Learners will move at least one proficiency level in beginning, intermediate, advanced or proficient, using the NYSESLAT assessment as evidence.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Mathematics Grades 3-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the Mathematics scores in grades 3-5. The level two testing population will be decreased by 5% and moved into the proficiency levels of three and four as evidenced by the results of standardized examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The mathematics coach will teach grades three, four and five to establish basic problem solving strategies and ensure that common core standards is reflective in daily instruction. 2. Professional development will be given by the mathematics coach to enhance the knowledge base of teachers. 3. Some teacher teams will meet every Thursday with a focus on specific mathematics strategies. 4. Principal and Assistant Principal informal and formal observations. 5. The Data Specialist will guide the mathematics instruction by reviewing the practice examinations and meeting with the teachers to discuss student movement. 6. Commitment of one weekly extended day morning meeting with a specific teacher for a small student group. 7. The upper grade Title I teacher will work with select students who have displayed a deficiency in mathematics. 8. Teachers will implement differentiated instruction in test preparation and sophistication to meet the needs of student groups in their class. 9. Send home a monthly curriculum outline to all parents/guardians so that they are aware and can support what is being done in school. 10. Regular practice, predictive and ITA examinations given to students. An afterschool mathematics program will be established to assist students who are challenged in this subject area.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ol style="list-style-type: none"> 1. Teacher Teams 2. Grade 3, 4 and 5 teachers 3. Math Coach 4. Assistant Principal 5. Tax Levy Funds 6. Title 1 Funds 7. AIS Team 8. Contract for Excellence
Indicators of Interim Progress and/or Accomplishment	<ol style="list-style-type: none"> 1. Meetings by the teacher teams, the Children’s First Network and the Instructional Cabinet that include agendas and attendance sheets. 2. Informal and formal observational feedback forms to teachers. 3. Mathematics Coach logs. 4. Meetings with Mathematics coach about teacher needs, specific to differentiation of instruction and academic rigor. 5. Student data from the regular in-house assessments covering all areas. 6. Results from practice, predictive and ITA examinations.

Subject/Area (where relevant): All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further develop the Teacher Teams, that are subject specific, in the areas of English Language Arts and Mathematics. By June 2011, 100% of the teacher teams will be able to utilize the data in ARIS and Reading 3D to find a focus for their small groups, in English Language Arts or mathematics, in order to bring new strategies to their whole class.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Members of the Instructional Cabinet will work with all teacher teams to assist them with their overarching team focus. 2. Teacher teams will meet every Thursday, during the extended program, to review the results of their studies and discuss how to effect change within their small group, which will then expand to all of their students. 3. The teacher teams will utilize the ARIS system to enter and track the data of their small group focus. 4. The Data Specialist will assist in guiding the work of each team by ensuring they have met their benchmarks throughout the year and to support team collaboration. 5. Teachers will develop two professional goals which will align with the needs of their students from the ARIS system. 6. Teachers will be able to monitor data from the Acuity system and be able to develop instructional charts to enhance their teaching strategies. 7. Teacher teams will utilize student test history and biographical information, as a baseline, to inform their differentiated teaching strategies and practices. 8. Teacher teams will meet with CFN representatives to ensure that the common core standards are reflective in their work. 9. The CUNY intern will provide professional development in smart board training to enhance the technological capability within the classroom. Teacher teams will attend professional development in ARIS, given by the Data Specialist.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ol style="list-style-type: none"> 1. Data Inquiry Team Members 2. Data Specialist 3. Assistant Principal 4. Literacy and Math Coaches 5. Teachers of grade K-5 6. Tax Levy Funds

	<ul style="list-style-type: none"> 7. Title 1 Funds 8. AIS Team 9. Contract for Excellence
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> 1. Teacher Team agendas and attendance sheets. 2. Data Specialist agendas and attendance sheets. 3. Updated teacher team work in the ARIS system. 4. Student assessment scores on in-house examinations. Setting goals for small student groups and carefully monitoring them through the inquiry process.

Subject/Area (where relevant): All

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	P.S. 297 will increase their parents/guardians school wide involvement in social and academic activities. The number of parents/guardians who take the New York City School Survey will increase by 10%. The percent of parents/guardians in the strongly agree section will increase from 3%-5% for the 2010-2011 NYC school survey.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> 1. The Parent Coordinator will meet monthly with the administration of P.S. 297 to review how parents are being utilized in the progress of our school. 2. The Literacy Coach will work with the Parent Coordinator to develop themed English Language Arts nights to work with parents/guardians on how to use various reading strategies at home. 3. The Mathematics Coach will work with the Parent Coordinator to develop family math activity events so that they can instruct and encourage parents to use problem solving strategies across the grades and practice student skills. 4. School Leadership Team meetings will be posted so that parents/guardians can join the team for monthly meetings about the Comprehensive Education Plan. 5. The principal and teachers will distribute regular parent/guardian letters, progress reports, curriculum maps and calendars that are bilingual. 6. An Open House for parents/guardians was held in September to discuss the Common Core Standards, the state of education in the city and the new

	<p>requirements established by the state and the test scores that followed.</p> <ol style="list-style-type: none"> 7. The Parent Coordinator will distribute a survey to assess the needs of our parents/guardians and how the school can be supportive of those endeavors. 8. The Parent Coordinator will distribute a monthly newsletter in which she informs the parents/guardians of school related matters. 9. Parents/guardians will be encouraged to visit our website and Facebook pages to gather additional information on school wide activities. 10. Additional Learning Leaders will be given managerial and instructional tasks to assist students and staff members with daily tasks. 11. We will increase the number of student presentations, i.e., holiday show, to ensure that parents/guardians are participating in school wide activities. 12. Invite parents/guardians to work in the Adult Cookshop class that will introduce healthy meals for all families. 13. Invite parents/guardians to participate in school safety meetings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ol style="list-style-type: none"> 1. Parent Coordinator 2. Assistant Principal 3. Tax Levy Funds 4. SLT members 5. Title 1 Funds 6. PTA members 7. Literacy/Math Coaches
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. The 2010-2011 New York City School Parent Survey. 2. Agendas and Attendance forms from meetings. 3. Regular bilingual notices sent home to parents/guardians. 4. Number of additional Learning Leaders/parent volunteers working in the building. Statistical data displaying the usage of Facebook.

Subject/Area (where relevant): **Literacy Grades K-2**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance sight word awareness, in the area of literacy, in grades K-2. By building the sight word vocabulary, their reading levels will increase 50% by benchmark assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Appointing a new Literacy Coach to oversee the literacy focus which includes the new common core standards. 2. The Literacy Coach will create a home-school connection by providing continuous parental workshops in flash card activities, layered books and literacy conversations. 3. Intervisitations will be provided for teachers to gain insight for best practices in vocabulary development. 4. A sight word spelling bee will be used as a motivational tool to foster student learning. 5. Establishing a reference section in the lower grade libraries such as a picture word dictionary, alphabet charts and flash cards. 6. The Literacy Coach will directly work with lower grade classes, as a cluster teacher, to implement effective word building strategies, placing emphasis on phonemic awareness. 7. The Literacy Coach will meet with the lower grade teachers to discuss and guide teaching strategies for sight word development. 8. The Literacy Coach will work with the Parent Coordinator and the lower grade teachers to implement grade wide literacy celebrations. 9. The Literacy Coach will invite various authors to do a book study and give the students an inside look on the creation of the story and how specific sight words connected to its development. 10. The Literacy Coach will contact Scholastic to establish two book fairs for the academic year with a focus on welcoming diverse literature into the home. 11. Learning Leaders will be scheduled into the classrooms to assist the classroom teacher with reading activities. 12. Classroom teachers will visit the library for book talks that place an emphasis on the development of their vocabulary.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ol style="list-style-type: none"> 1. Assistant Principal 2. Literacy Coach 3. Learning Leaders 4. Literacy Specialist from the CFN 304 5. Teachers grades K-2 6. Tax Levy Funds 7. A.I.S Team 7. Title 1 Funds 8. Contract for Excellence
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ol style="list-style-type: none"> 1. The results of the DIBELS and Reading 3D benchmark assessments. 2. The agenda and attendance sheets from all workshops. 3. Creation of a print rich environment throughout all lower grade classes. 4. Establish a Literacy activity suggestion board to coincide with book themes and units in order to give teachers fresh ideas. 5. A reading center will be established in each classroom that includes all materials related to increasing sight word awareness.

Subject/Area (where relevant): ELL students K-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the level of reading proficiency, at least one level, for the English Language Learners. 50% of the English Language Learners will move at least one proficiency level in beginning, intermediate, advanced or proficient, using the NYSESLAT assessment as evidence.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. A teacher-parent survey will be distributed to assess overall student needs. 2. The ESL teacher will use effective push-in/pull-out models for academic growth, through the use of the English language, in order for students to attain a better comprehension of the subject matter. 3. A Title III literacy support/homework help program will be established to assist the students with their academic deficiencies. 4. The ESL teacher will provide regular professional development to the classroom teachers to enhance their knowledge of ESL methodology and the new common core standards that will increase the comprehension of the ESL student. 5. The ESL teacher will create ELL/listening centers, in all classrooms, so that the children are able to extend their learning after a lesson is taught. 6. Parental workshops will be ongoing, in specific areas of concern, as the school works with parents/guardians and develops a relationship with the local library to assist our parents/guardians with community supports that can improve the child's academic capability. 7. The ESL teacher will consult with the AIS providers to incorporate scaffolding techniques to improve instructional strategies of the ESL students. 8. A four session Saturday class will be implemented to help the students in grades three, four and five with the NYSESLAT examination. 9. The use of the Treasure Chest program which allows the students to work on an overall theme, but differentiates instruction to suit their individual needs. 10. The ESL teacher will work with her CFN 304 counterpart to develop her own professional development in order to increase the rigor, differentiation and comprehension of English Language Learners. 11. Binders will be distributed to ELL parents/guardians, in their native language, on strategies they can use at home. <p>Continue to develop the art partnership that allowed ELLs to explore their cultural roots and produce representative paintings that will connect to their writing</p>

	<p>assignments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ol style="list-style-type: none"> 1. Assistant Principal 2. ESL Teacher 3. Title III Funds 4. ESL specialist from the CFN 304
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. NYSESLAT assessment results. 2. Interim assessment results that track growth. 3. Agenda and attendance forms. 4. Representative paintings with connected student developed literature. The teacher-parent survey.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11
– SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	25	25	N/A	N/A				
1	25	25	N/A	N/A				
2	20	20	N/A	N/A				
3	30	30	N/A	N/A	0	2	1	0
4	35	35	10	0	3	0	0	0
5	25	25	0	0	1	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Early childhood ELA is using Foundations. Upper grades are using Kaplan and individual skills mini lessons, and read alouds. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/push in model.</p>
<p>Mathematics:</p>	<p>Early childhood program uses hands on use of manipulatives and games to support Every Day math. Upper grades are using computer programs and games to support and deepen learning. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
<p>Science:</p>	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions. Data is used to continue secure goals and plan next steps All done during the day and as small group pullout/ push in model.</p>
<p>Social Studies:</p>	<p>Early childhood and upper grades use guided reading and small group solutions of open-ended questions. Data is used to continue secure goals and plan next steps. All done during the day and as small group pullout/ push in model.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The counselor services students on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist services students on needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school psychologist services families on a needs basis. She works in small groups or one to one as suited in individual cases. All done during the day.</p>

At-risk Health-related Services:	Our Fitness Committee works with individuals identified as at-risk. This team includes the guidance counselor, school social worker, gym teacher, school nurse and administration. All done during the day.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Language Allocation Policy: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Part 1: School ELL Profile 14K297

Part A: Language Allocation Policy Team Composition

By: ESL teacher and Leadership team

Leadership Teachers:

Joyce Covais

Mechelle L. Smith

Charles Rabbach –Chariman/UFT

John Toland

Administrators:

James Brown -Principal

Monica Stewart

Parents:

Debra Donato – PA President

Martha Alvarez

Maritiza Felicano

Grisell Morales

Part B: Teacher Qualifications

Number of Teachers - 1 Certified ESL teacher and no bilingual teachers

Other Staff - 22 classroom teachers without ESL certification

Part C: School Demographics

Grade Level(s) K-5 Number of Students to be served: 52 LEP 297 Non-LEP

ESL population is 14%

At The Richard Stockton School (14K297) we have a student population of fifty-two English language learners, which is about 14% of our entire student population. Their first language is one of the following: Spanish, Bengali, or Arabic.

School Building Instructional Program/Professional Development Overview

Part II: ELL Identification Process

When students are first enrolled in our school the registration team or secretary give the Parents the Home language Survey (HLIS) form. Each HLIS form is given in the home language of the parent and is only given once upon initial entry in the New York City school system. Then the certified English as a Second Language (ESL) teacher and a translator if needed will conduct a family interview to determine home language. Once the home language is determined, if the home language is other than English, the certified ESL teacher will assess the student within 10 days of entry, using the LAB-R. If the child passes the LAB-R then the parent will be notified and the child will be placed into a general education class. If the child does not pass the LAB-R then they will be assessed using the Spanish Lab if their home language is Spanish to determine language dominance and will be used for bilingual programs. Once the students' English language proficiency is determined, the ESL teacher will hold an orientation and will give parents choices and options for their child's placement in bilingual/ESL programs. Parents are informed about all three choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). During the parent orientation parent surveys and program selection is distributed to all parents.

Part III: ELL Demographics

Part A: ELL Programs

The English language learners at P.S. 297 are serviced using a Pull-out Model, kindergarten through fifth grade. Students are pulled out of class in small groups and work on Reading, Writing, Speaking, Listening and Multi-cultural awareness according to New York State Standards and Guidelines. Students are grouped by proficiency level and may or may not share the same native language. Furthermore, all students are serviced only using English Language to fully immerse students in our ESL program.

New students are tested for English proficiency when entering the school, as well as periodically throughout the school year to determine progress and eligibility for continued instruction

Part B: ELL Years of Service and Programs

Kindergarten

3 Beginners

2 Intermediates

6 Advanced

Total: 11

First Grade

4 Beginners (2 newcomers)

4 Intermediate

Total: 8

Second Grade

6 Intermediate (1 newcomer = Bengali speaker and 1 Arabic speakers)

1 Beginner

1 Newcomer

Total: 8

Third

2 Beginners

4 Intermediates

4 Advanced (1 Bengali speaker)

Total: 10

Fourth

5 Beginners (3 newcomers =2 SIFE Spanish speaking and 1 Bengali non-SIFE)

5 Intermediate

3 Advanced

Total: 13

Fifth

1 Beginner (1 newcomer)

2Advanced

Total: 3

Part C: Home Language Breakdown and ELL Programs

Total Number of ELLS: 52

Total Number of SIFE: 2

Total Number of Newcomers: 7

Total Number of Spanish native speakers: 50

Total Number of Bengali native speakers: 3

Total Number of Arabic native speakers: 1

Total Number of Special Education ELLS: 13

Total Number of ELLS serviced 4-6 years: 19 (7 Special Education)

Part D: Programming and Scheduling Information

Pull out Model

MAY 2010

Each English Language Learning student receives a minimum of 1 or 2 units of ESL consisting of 50 minutes according to their level of language acquisition and proficiency. Beginner and Intermediate students receive 8 periods a week in ESL instruction totaling a minimum of 360 minutes per week. Advanced students receive 4 periods a week of ESL totaling a minimum of 180 minutes per week. Furthermore, our English Language Learners are immersed in English in their classrooms throughout the school day and engaged in academic content. Classroom Teachers work collaboratively with the certified ESL teacher to adapt and accommodate classwork for the English Language Learners. This allows the ELLs to access the grade level curriculum and content in all subject areas in a meaningful way. ESL is taught using a Balanced Literacy Approach. Some components of this approach are: conferencing, mini lessons and small group instruction which are implemented as a part of the English as a Second language program.

Our at-risk students for the 2010-2011 received the following services:

- Third and Fourth graders received a 30 minute before school program.
- Before school program with their regular classroom teacher- Extended time (MAP Program-37.5 minutes)
- Small group instruction: Academic Intervention Services (AIS - Mathematics and Literacy)

SIFE (Students with Interrupted Formal Education)

Presently, we have one student who has an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program

The students who are X-Coded are mandated to take the NYSESLAT when it is being administrated and therefore are included as students who are part of the group. The groups of beginners and intermediate students that are enrolled in the ESL program receive eight periods of ESL instruction. The students that are at an advanced level receive four periods of ESL instruction. The 52 students that are enrolled in the ESL program all need additional support in reading, writing, listening and speaking. The ESL students are also part of the Academic Intervention Services group.

Part F: Professional Development

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

Throughout the 2010-2011 school year, there will be a minimum of four workshops held for teachers. It’s essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for

the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffold techniques to improve overall instruction for ELLS. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLS. Also the professional development will focus on second language acquisition, NYS standards and ESL strategies for the classroom teachers. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by the CFN 304. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department.

Part G: Parental Involvement

Parent Workshops

There will be a minimum of four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January, March, April, and May. These workshops will be held to assist parents in supporting their ELLS at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLS with new strategies when they are at home. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2010-2011 school year is to increase parent involvement especially amongst our ELL population. Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home.

Part IV: Assessments for English Language Learners

- **LAB-R (Language Arts Battery - Revised)** - This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given *only one time*, upon entry into the New York State Public School System, and within 10 days of admission into the System.
- **Spanish LAB** - This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered and should be administered during the same time period as the LAB-R.
- **NYSESLAT (New York State English as a Second Language Achievement Test)** - This assessment demonstrates the level of English language proficiency and determines continued instructional services for ELLs.

- **Interim Assessment - Pearson**

There were 21 students that were administered the English Language Arts exam in 2010 and the number of students that scored at a Level 1 was lower than the previous year. The number of students that scored at a Level 2, 3, and 4 was higher than the previous year.

Presently, we have four students who have an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach grades K-2 and a Whole Language Approach grades 3-5. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program.

Title III Program:

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students. 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 week.

We will use our Title III funds for the following programs:

Language Development ESL – There will be four Saturday sessions for grades 3-5 and an after-school program throughout the year for ELLS in grades 1-5 to help with test preparation for the NYSESLAT and ELA. These extra sessions will be for intermediate and advanced students in grades 1-4 who are taking the NYSESLAT assessment in May. These students will meet one day a week on Saturdays for 3 hours each from January to the end of May. Students will use Empire State NYSESLAT Test Prep materials, ELLS software and the Treasure Chest Program designed to increase second language acquisition, vocabulary development and instruct them for the NYESLAT and ELA exam. A certified ESL teacher will service these students. In order to further enrich students and keep a

teacher- student ratio of 12 to 1 a second teacher who is certified in ELA will co-teach with the ESL teacher. The ESL teacher will focus on NYSESLAT test preparation and the ELA teacher will focus on test preparation for the ELA with ESL strategies and differentiated tasks, which the ESL teacher will implement. There will be one large group of twenty-five students with two teachers and lessons will be differentiated by reading levels and proficiency level. Treasure chest is a program which has the same books title books in different reading levels and proficiency levels, so all students will be working on the same overall theme, but their independent work will be differentiated according to their level. During the Saturday Morning Program, the ELA teacher will work on reading strategies while the ESL teacher will work on overall proficiency and building vocabulary. We will use flexible grouping within the class and have center activities. There will be three groups one teacher per group and then the third group will use a center activity such as the computer center and work with ELLS. The supervisor is needed for Saturday program to ensure quality instruction and a safe environment for students and staff.

Saturday Test Preparation ELLS grades 3-5

2 Teachers x 2 hrs x 4 sessions x \$49.89 = \$798.24

1 supervisor x 2 hrs x 4 sessions x \$52.21 = \$ 417.68

Total per session: \$ 1,215.92

After School ELLS Program grades 1-5

2 Teachers x 79 hours x \$49.89 = \$7882.62

Total per session: \$7882.62

Materials

Treasure Chest for first and fourth grade complete kits: \$1601.01x 2 grades= \$3,202.02

Treasure Chest for third grade leveled library beginner-advanced \$1297.98 (leveled books only). Students will use the Treasure chest program as a supplement to the general education curriculum. In this program, students will have their own leveled readers which are matched at their individual English language proficiency level. In particular, this program will be implemented in the Saturday program to improve students' reading levels.

Software

ELLs software will be purchased to supplement the curriculum for ELLs who are at a beginner and intermediate level. ELLS Intro: teaches Basic English survival skills to beginning learners, including those who are preliterate. Middle Mastery: is a creative approach to grammar instruction and helps intermediate learners improve their communication skills.

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

Throughout the 2010-2011 school year, there will be a minimum of four workshops held for teachers. It's essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also

continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffold techniques to improve overall instruction for ELLS. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLS. Also the professional development will focus on second language acquisition, NYS standards and ESL strategies for the classroom teachers. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by the CFN 304. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department.

Parental Involvement:

Parent Workshops- There will be four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January, March, April, and May. These workshops will be held to assist parents in supporting their ELLS at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLS with new strategies when they are at home. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2010-2011 school year is to increase parent involvement especially amongst our ELL population.

Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home.

(1 teacher) 4 hours of parent workshops x \$49.89= \$199.56

Form TIII – A (1)(b) 14K297

School: PS297 **BEDS Code:** 331400010297

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

Budget Category	\$15,000.00	Professional salaries, supplies and materials and parent involvement.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session 	\$9,298.10	<u>Saturday Test Preparation Grades 3-5</u> 2 teachers x 8 hours \$49.89=\$798.24 1 supervisor x 8 hours x\$52.21=\$417.68 Saturday Program= \$1,215.92 <u>After School Program Grades 1-5</u> 2 Teachers x 79 hours \$49.89 = \$ 7,882.62 4 Parent Workshops (1 teacher) 4 hours of parent workshops x \$49.89= \$199.56 Total: \$9,098.54 + \$199.56
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$4,500.00	Treasure Chest first and fourth grade: \$1601.01x 2= \$3,202.02 Treasure Chest 3rd grade leveled library beginner-advanced \$1297.98 not complete set, just leveled books.

Educational Software (Object Code 199)	\$1,000.00	Pearson ELLIS software for beginners in Saturday program.
Travel		
Other	\$201.90	\$181.04 Supplies for Parent workshops (binders, materials, books).
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

ELLIS learners working at a Beginner and Intermediate level are receiving 8 periods of ESL instruction per week. The students who are working at an Advanced level are receiving 4 periods of ESL instruction per week.

When a Parent registers their child they must complete a Home Language Identification Survey. The HLIS form is then reviewed by a trained school pedagogue. If the form indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within 10 days of registration. The LAB-R is scored and reviewed. If the student scores at or below proficiency, the student is identified as an ELL. Parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session. At the orientation session, parents review the video and receive information on different program choices. Parents complete the Parent Assurance Survey and Program Selection Form; indicating the program choice that they

would like for their child, in their native language. The child is then placed in ESL depending on parent preference. This year, all parents preferred our ESL program and requested that their children are instructed in English only classes. During the 2009-2010 Progress Report, 26% of our school's population consists of English Language Learners. According to the Lab-R results 2010-2011 we have 13 Eligible ELLs; 5 scored at the beginner level and 3 scored at the intermediate level. According to the 2010 NYSESLAT, 28 were tested and 7 students were tested. 28% passed out of ESL, 46.15% scored Advanced, 20.52% scored at an Intermediate level, and 28.2% scored at a Beginning level.

Part B: Strategies and Activities

- 1. The school will translate all home communications in to Spanish, Bengal, and Arabic.**
 - 2. The school will provide a person to interpret for all parent meetings in Spanish and will use the DOE phone resource for Bengali, Arabic, and Spanish.**
 - 3. The school has inserted into the School Safety Plan procedures for ensuring that parents will be able to get instruction in home language. A copy of the attached form is posted at the main door, security desk and the main office.**
1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$313,707	\$44,094	\$357,801
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,134.07		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$440.94	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,685.35		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,204.70	
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,370.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		N/A	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: _____ 100% _____
9. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

School Parental Involvement Policy

PS 297 agrees to implement the following statutory requirements:

- **Meetings will take place at the beginning of year school year to consult with the parents of Title I students and establish the design of the plan for funding.**
- **The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.**
- **They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.**
- **The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.**

1. PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

2. PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in:

1. ESL
2. Computer usage
3. ELA
4. Math
5. Health Issues
6. Educational Trips
7. **PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**
 - a. Learning Leaders
 - b. Open Airways
 - c. GED Programs
8. **PS 297 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:**
 1. Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
 2. Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.
9. **PS 297 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - Grade wide meetings to explain the State and Common Core Standards in ELA and Math.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers

Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available. PS 297 is aware of the need for many parents to have a safe place to leave their none school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the PS 297 on 09/15/2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2009.

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

PS 297, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS 297 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.
3. Hold parent-teacher two conferences during which this compact will be discussed as it relates to the individual child's achievement.
4. Specifically, those conferences will be held in the Fall and again in the Spring.
5. Provide parents with monthly Progress Reports on their children's progress. In addition to the three scheduled report cards, the school will sent home individual reports on at-risk students and additional two times a year.
6. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
7. All staff has at least one non teaching period per day. The parents are notified of this schedule and are encouraged to request meetings during these times.
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy that permits parents and guardians the opportunity to enter classrooms as long as they are signed into the building and have an office pass.
9. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PTA and Leadership meetings.
10. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
11. All parents of Title I students are invited to attend the two annual meetings of the PIP.

12. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.
13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0
16. Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Note: Section IV: Needs Assessment pages 19-22
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.

Note: Section V: Annual goals pages 23-33
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.

Note: Section III: School Profile: pages 5-16

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.
Note: Section III: School Profile: pages 5-16

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.
Note: Section V: Annual School Goals pages 23-33

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.
Note: Section IV: Needs Assessments pages 19-23

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. **Note: Section III: School Profile pages 5 - 16**

The children of P.S. 297 are serviced by a very caring, dedicated, hard-working group of teachers and administrators. 100% of our staff is fully licensed and permanently assigned to the school with 75% having taught in P.S. 297 for more than 2 years. 65.6% of the staff has more than 5 years experience and 91.0% have a Masters Degree.

The ethnicity breakdown of the students at P.S. 297 is as follows: 48% African American, 48.3 % Hispanic, 2.4% White, and 1.2% Asian and Other. School District 14 ranks in the bottom third of the poorest districts in New York City, 100% of the P.S. 297 students are eligible for free lunch.

A major area of concern for P.S. 297 is the low academic achievement on the Standardized Tests. The results of the Spring 2009-2010 State assessments indicated that 74% of all our students are performing below State Standards (Level 3) in English Language Arts and 72% of all students are performing below State standards in Mathematics. The academic performance of our Special Education has made significant gains in both reading and math, with the groups meeting it's AYP in Math and also in ELA (with the use of safe harbor).

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education

program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. This plan reflects a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

The ELA/Reading Test results, the Department of Assessment and Accountability Spring 2010 identified __% Special Ed students and 53% General Education students and 22% of General Education students scored on Level 1. 47% Special Education Students and 39% General Education students scored on Level 2. The results of the Spring 2010 ELA test showed that 38.8% of all our students scored on Level 2 and 15.5% of our students scored at Level 1. These figures include all students – general education and special education. This year we implemented a new reading program in grades 3-5 ‘Treasures Chest’ which is a Whole Language Approach to literacy. We currently supplement our reading series with ELA by Kaplan, The Great Source Writing Program, Clues for Better Reading, Critical Literature in Reading, New York City Reading Coach, N.Y.S. English Language Arts Coach, Blastoff, Mastering the N.Y.S. Testing Program and Using Literature for Test Preparation.

With 28% of our 3rd, 4th, and 5th grade students scoring on, or above level we recognize the need to continue to improve. The results of the Spring 2010 State Math Exam for Grades 3-5 as posted by the Department of Assessment and Accountability indicated that 49% of our pupils scored at Level 2 and 23% scored at Level 1. The results of the Math test indicate that __% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. Grades 3-5 used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

The results of the Spring 2010 State Math Exam for Grade 4 as posted by the Department of Assessment and Accountability indicated that 45% of our pupils scored at Level 2 and 32% scored at level 1. The results of the Math test indicate that 33.8% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. The 4th grade used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

We have monthly School leadership meetings where as each constituent represented reports back to their constituency and provide feedback to the SLT. At each meeting we discuss the educational programs concerning the school. We hold monthly UFT and staff conferences to update, inform, and listen to feedback from the staff. The Parent Association holds monthly meetings to inform and

receive feedback from parents. The Principal, UFT Chapter Leader, and the Parent Association President have ongoing communication with each other and with members of the School Leadership Team, staff, and the Parent Association.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical

content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **28**
2. Please describe the services you are planning to provide to the STH population.

STH population children are served by having an opportunity to work with AIS personnel on each grade level in the building, are invited to attend our extended time program and are also invited to an after school program 'Groundwork' offered five days per week in the building.

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 the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 297 Abraham Stockton						
District:	14	DBN:	14K29	School		331400010297	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	18	18	18		89.8	90.6	90.6
Kindergarten	49	48	48	Student Stability - % of Enrollment:			
Grade 1	50	42	52	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	67	53	48		89.7	86.8	89.1
Grade 3	53	67	63	Poverty Rate - % of Enrollment:			
Grade 4	54	49	72	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	55	48	49		83.2	88.7	88.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		3	29	24
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		1	2	3
Grade 12	0	0	0	Special Education			
Ungraded	0	2	0	Suspensions (OSYD Reporting) - Total Number:			
Total	346	327	350	<i>(As of June 30)</i>	2007-	2008-	2009-
					2	14	5
					0	6	1
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
					0	0	0
					0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		34	32	32
# receiving ESL services only	38	51	TBD		7	6	7
# ELLs with IEPs	5	12	TBD		3	3	5
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.5	75.0	75.0
				% more than 5 years teaching anywhere	70.6	65.6	65.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		91.0	91.0	90.6
American Indian or Alaska Native	0.3	0.0	0.3	% core classes taught by "highly qualified" teachers	88.6	97.2	100.0
Black or African American	50.3	48.0	45.4				
Hispanic or Latino	46.0	48.3	50.6				
Asian or Native Hawaiian/Other Pacific	0.6	1.2	1.7				
White	2.9	2.4	2.0				
Male	56.9	56.9	50.6				
Female	43.1	43.1	49.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific							
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	36.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.7	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:	1.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	24.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.3		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 14	School Number 297	School Name Richard Stockton
Principal James Brown		Assistant Principal Monica Stewart	
Coach J. Cusumano		Coach D. Montague	
Teacher/Subject Area J. Covais ESL		Guidance Counselor J. Cashman	
Teacher/Subject Area J. Toland		Parent †	
Teacher/Subject Area C. Rabbach		Parent Coordinator	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

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

Part II: ELL Identification Process

When students are first enrolled in our school the registration team or secretary give the Parents the Home Language Survey (HLIS) form. Each HLIS form is given in the home language of the parent and is only given once upon initial entry in the New York City school system. Then the certified English as a Second Language ESL teacher (J. Covais) and a translator (Tina Guzman) if needed will conduct a family interview to determine home language. Once the home language is determined, if the home language is other than English, the certified ESL teacher (J.Covais) will assess the student within 10 days of entry, using the LAB-R. If the child passes the LAB-R then the parent will be notified and the child will be placed into a general education class. If the child does not pass the LAB-R then they will be assessed using the Spanish Lab if their home language is Spanish to determine language dominance and will be used for bilingual programs. Once the students' English language proficiency is determined, the ESL teacher (J. Covais) will hold an orientation and will give parents choices and options for their child's placement in bilingual/ESL programs. Parents are informed about all three choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). During the parent orientation parent surveys and program selection is distributed to all parents. The ESL teacher at P.S 297, Joyce Covais speaks English, Spanish, and Japanese. The ESL teacher is responsible for administering the proficiency exams and also the HLIS forms. At the end of each year students are given the New York State English as a Second Language Achievement Test (NYSESLAT) which is the annual assessment for English Language Learners. This test determines language proficiency and annual progress. The students are evaluated based on four modalities: Speaking, Listening, Reading and Writing. Each year the ESL teacher J.Covais evaluates proficiency levels using the LAB-R, Spanish Lab and NYSESAT scores. She then holds an orientation for all parents either informing them of continuation of services, termination of services and program options. The ESL teacher (J.Covais) holds on-going orientations for parents who need to select a program with in ten days of initial entry in a New York City School. In September, the ESL teacher evaluates NYSESAT scores and lists all students continuing services then sends home a continuation of service letter which parents sign, if they score proficient on the NYSESAT a letter goes home explaining that students no longer need ESL services. For students who are new to New York City Schools and do not score Proficient on the Lab-R test they are placed in general education classes and then their parents are given an orientation with in the first ten days which explains their program choices. Parents are given an orientation and the program choices are explained by the ESL pedagogue, then parents watch a video from the EPIC kit which continues to explain the program options, finally parents choose a program and fill out the parent selection form. We offer English as a Second Language program, if we have 15 students per grade with bilingual preference filled out on the parent option the school will open a bilingual program. However, this year parent's choice is English as a Second Language only. In the past few years we have not had more than 15 students per grade nor have we had a bilingual preference, the trend over the past few years is for ESL only classes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
Check all that apply	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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 #

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	13	8	8	6	8								48
Chinese														0
Russian														0
Bengali	1					1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	6	13	8	8	6	9	0	50						

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.

Pull out Model

Each English Language Learning student receives a minimum of 1 or 2 units of ESL consisting of 50 minutes according to their level of language acquisition and proficiency. Beginner and Intermediate students receive 8 periods a week in ESL instruction totally a minimum of 360 minutes per week. Advanced students receive 4 periods a week of ESL totaling a minimum of 180 minutes per week. Furthermore, our English Language Learners are immersed in English in their classrooms throughout the school day and engaged in academic content. In the content areas of English, Mathematics, Science, and Social Studies teachers teach their subject areas in English and use a variety of strategies to support ELL's. For example: graphic organizers are used consistently to support language acquisition. In addition students are grouped hetergenously in the classroom to make content area more comprehensively. Teachers read aloud to model readinf fluency for students and provide support on a one-to-one basis and create partnerships to support the second langauge learners. Classroom Teachers including CTT and self-contained classroom teachers assisted by the paraprofessionals work collaboratively with the certified ESL teacher to adapt and accommodate classwork for the English Language Learners. This allows the ELLs to access the grade level curriculum and content in all subject areas in a meaningful way. ESL is taught using a Balanced Literacy Approach. Some components of this approach are: conferencing, mini lessons, and small group instruction which are implemented as a part of the English as a Second language program.

Our at-risk students for the 2010-2011 received the following services:

- Third and Fourth graders received a 30 minute before school program. This is in addition to the school's morning program.
- Before school program with their regular classroom teacher- Extended time (MAP Program-37.5 minutes)
- Small group instruction: Academic Intervention Services (AIS - Mathematics and Literacy)

SIFE (Students with Interrupted Formal Education)

Presently, we have only a few students who have been identified as students with an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be

placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. Students will also continue to follow the Treasures Chest Program and have the option of helping the ESL teacher with lower grades to reiterate new skills, this is an option for students to come to additional ESL where they teach lower grade students word families and other new skills so while teaching the lower grade students they are learning and using the new language skills. The individual educational plans that will be created will provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program.

The students who are X-Coded are mandated to take the NYSESLAT when it is being administrated and therefore are included as students who are part of the group.

Newcomers are also given optional additional ESL periods, they may come during their lunch or with lower grades if it is in the best interest of the student and if the classroom teacher and ESL teacher feel the student will benefit from this strategy. Newcomers are given centers for their general education classroom where they have leveled readers, picture dictionaries, spanish dictionaries, ESL workbooks, audio books, and computer sites to work on.

Students receiving ESL for 4-6 years are pulled out during the day, offered an additional morning program before the school's morning program and are invited to ESL after school programs in addition to the SES (Supreme Educational Service) Program, and Groundworks for homework help. We currently do not have any students who have been serviced for six years. These after school programs also offer support in ELA and Math.

As far as transitional support, students who score proficient on the NYSESLAT and place out of ESL services are offered ESL during the day if the classroom teacher, ESL teacher and parent feel it is beneficial to the student. Also, all students in grades 3 and 4 who place out of ESL are offered the early morning ESL program which is an additional 30 minutes in the morning and they are also invited to ESL after school programs and any other after school program offered by the school such as: SES, Groundworks and the P.S 297 after-school. In the special education classrooms, teachers and paraprofessionals use visuals, story maps, hands-on materials, diagrams, graphic organizers, listening centers, and charts to support the ELL special needs students.

We are constantly looking for new ways to improve the ESL program at P.S 297. This year we extended after-school support in ESL. We now offer after-school in place of Saturday school so that students can get support more frequently. After hosting parent workshops we have learned that parents would like to see ESL classes offered by the school to parents so we are looking into offering ESL classes for parents.

Native Language support is offered mostly to newcomers and parents since we are an English only program. Students have books in their native language which is part of our lending library so that parents can work with their children at home. Also, notices from the school are sent home in the family's native language.

The groups of beginners and intermediate students that are enrolled in the ESL program receive eight periods of ESL instruction. The students that are at an advanced level receive four periods of ESL instruction. The 52 students that are enrolled in the ESL program all need additional support in reading, writing, listening and speaking. The ESL students are also part of the Academic Intervention Services group. This year students are grouped based on proficiency levels and grade. For the most part students are pulled-out based on grade, however, in upper grades students are pulled out based on their proficiency level and grade. Classes are heterogeneous with in each grade to ensure that all students are serviced by the mandated minutes according to CR-Part 154. Mandated minutes are insured by offering a daily K-1, 2-3 and 4-5 double period block. Students in beginning and intermediate levels stay the double period and students at an advanced level stay only one period. This year we are following the Treasure Chest for ELLs curriculum. Students are given leveled readers based on their reading level and their English proficiency level. Students are given picture dictionaries and workbooks in the program. The teachers differentiate for ELLs by teaching vocabulary before lessons, phonemic awareness, grammar and offer leveled reading and writing material.

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

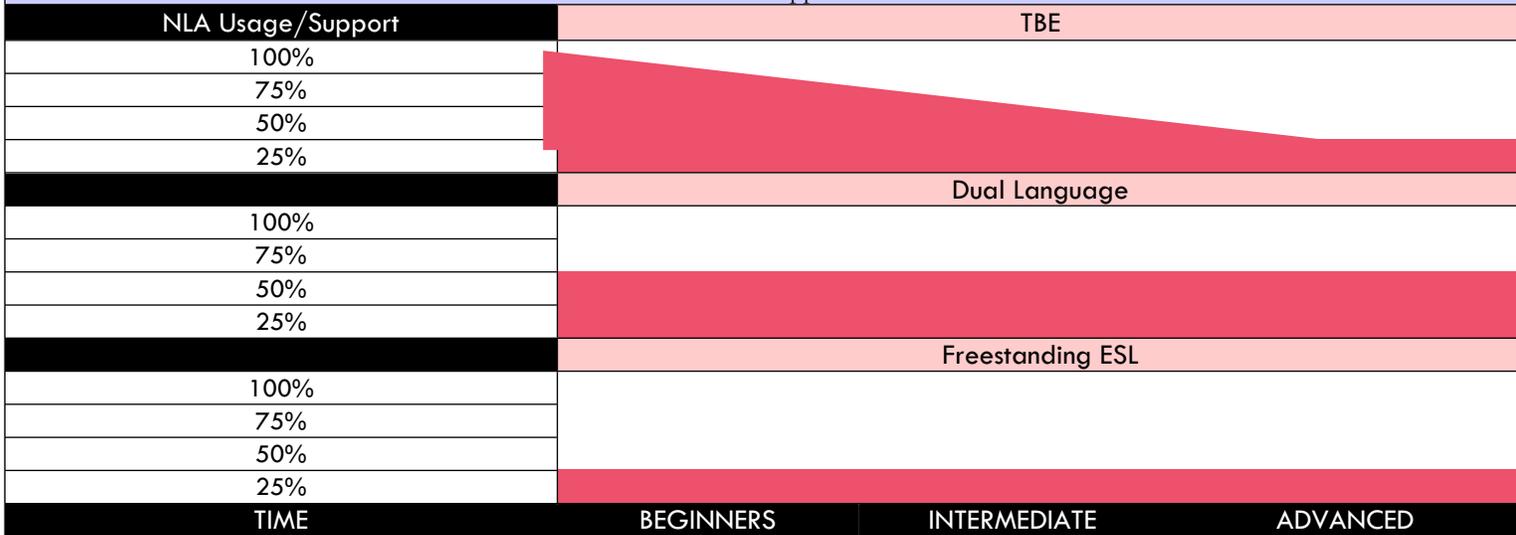
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

As far as transitional support, students who score proficient on the NYSESLAT and place out of ESL services are offered ESL during the day if the classroom teacher, ESL teacher and parent feel it is beneficial to the student. Also, all students in grades 3 and 4 who place out of ESL are offered the early morning ESL program which is an additional 30 minutes in the morning and they are also invited to ESL after school programs and any other after school program offered by the school such as: SES (Supreme Educational Support), Groundwork and P.S 297 after-school programs in academics. P.S 297 is also offering a fun Friday Enrichment program to enrich students in academics while having fun learning.

We are constantly looking for new ways to improve the ESL program at P.S 297. This year we extended after-school support in ESL. We now offer after-school in place of Saturday school so that students can get support more frequently. After hosting parent workshops we have learned that parents would like to see ESL classes offered by the school to parents so we are looking into offering ESL classes for parents. Native Language support is offered mostly to newcomers and parents since we are an English only program. Students have books in their native language which is part of our lending library so that parents can work with their children at home. Also, notices from the school are sent home in the family's native language.

The groups of beginners and intermediate students that are enrolled in the ESL program receive eight periods of ESL instruction. The students that are at an advanced level receive four periods of ESL instruction. The 52 students that are enrolled in the ESL program all need additional support in reading, writing, listening and speaking. The ESL students are also part of the Academic Intervention Services group. This year students are grouped based on proficiency levels and grade. For the most part students are pulled-out based on grade, however, in upper grades students are pulled out based on their proficiency level and grade. Classes are heterogeneous with in each grade to ensure that all students are serviced by the mandated minutes according to CR-Part 154. Mandated minutes are insured by offering a daily K-1, 2-3, and 4-5 double period block. Students in beginning and intermediate levels stay the double period and students at an advanced level stay only one period. This year we are following the Treasure Chest for ELLs curriculum. Students are given leveled readers based on their reading level and their English proficiency level. Students are given picture dictionaries and workbooks in the program. The teachers differentiate for ELLs by teaching vocabulary before lessons, phonemic awareness, grammar and offer leveled reading and writing material. This year we are using ELLIS software in addition to websites recommended by the ESL teacher and Studyisland.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Throughout the 2010-2011 school year, there will be a minimum of four workshops held for teachers. It's essential for us to offer an intensive professional development for teachers which will increase their level of understanding of the implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology and will also continue to be conducted for new teachers to assist them in instructing ELL students in the classroom. The entire staff including the ESL teacher will receive staff development which will incorporate scaffolding techniques to improve overall instruction for ELLs. Furthermore, part of staff development workshops will be to improve differentiation strategies for ELLs. Also the professional development will focus on second language acquisition, the NYS Standards and ESL strategies for the classroom teachers. Workshops would also include differentiate instruction, cultural awareness in the classroom, testing, and how to prepare ELL's in making the transition from elementary to middle school. This will be no cost since it will be during school hours.

The English as a Second Language teacher is exposed to ongoing professional development that is offered by the CFN 304. The ESL teacher is exposed to information that is useful appropriate and is implemented in teaching. Teaching is aligned with the standards that are set by the New York State Education Department. Students and their families work with the ESL teacher, classroom teacher and Guidance counselor for support in transitioning from one school level to another through parent workshops. All staff is expected to go to ESL workshops annually hosted by the CFN and the ESL teacher. These workshops add up to the 7.5 mandated hours of professional development. Furthermore, staff are constantly encouraged to conference with the ESL teacher on techniques and strategies to use in the general education classroom and to discuss individual students.

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?

There will be a minimum of four sessions for Parents to come to the school to learn techniques to help their children. An ESL teacher will conduct four one-hour sessions in January, March, April, and May. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. Many techniques will be demonstrated to parents with a focus in literacy. Then parents will be introduced to our library and books in their native languages. Parents can borrow books in their native languages to support their ELLs with new strategies when they are at home. In addition, parents will have a workshop on testing in ELA, Math, and the NYSESLAT, promotional policy, and ARIS. The parent coordinator collaborates with the assistant principal conducting ARIS workshops for parents of the general education, special needs, and ELL students. Research has shows that students who are read to at home improve tremendously on ELA test scores this also holds true to students who are read to in their native language. One of the goals for P.S 297 during the 2010-2011 school year is to increase parent involvement especially amongst our ELL population. Binders will be put together for parents in their native language on strategies in which they can use at home. Parents will be informed on curriculum and grade level expectations. Parents will also be given some books to take home. The Parent Coordinator constantly conferences with parents and sends home surveys for parents of ELLs to see how the school can better assist them.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	6	7	5	2	4								27
Intermediate(I)	3	4	1	2	0	3								13

Advanced (A)	0	0	1	1	2	2								6
Total	6	10	9	8	4	9	0	0	0	0	0	0	0	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	3	2	0	6
5	7	2	1		10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		3		1		1		8
5	9		2		1				12
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	5		3		2		1		11
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				
NYSAA Science				

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

Chinese Reading Test								
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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 a 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.

- LAB-R (Language Arts Battery - Revised) - This assessment is used for initial identification and determination of eligibility for English Language development support services. The assessment is given only one time, upon entry into the New York State Public School System, and within 10 days of admission into the System.
- Spanish LAB - This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered and should be administered during the same time period as the LAB-R.
- NYSESLAT (New York State English as a Second Language Achievement Test) - This assessment demonstrates the level of English language proficiency and determines continued instructional services for ELLs.
- Interim Assessments - Pearson, DIBELS, and Reading 3D

There were 21 students that were administered the English Language Arts exam in 2010 and the number of students that scored at a Level 1 was lower than the previous year. The number of students that scored at a Level 2, 3, and 4 was higher than the previous year. Presently, we have four students who have an interruption in the formal education (SIFE). We have an extended program that is offered before school where the students receive additional help in their academic subjects. They will be placed on the list to receive Academic Intervention Services (AIS) where they will receive additional help in a small group setting and will receive instruction in Balanced Literacy Approach grades K-2 and a Whole Language Approach grades 3-5. The students will also use the Rosetta Stone Software to help them strengthen their speaking skills. The individual educational plans that will be created to provide appropriated data that will be used to prepare the student with the opportunity to test out of the English as a Second language program.

Patterns across the NYSESLAT modalities have showed us that we need to concentrate more on Reading and Writing because these two areas are what ELLs are struggling with the most. This year we revamped our Literacy Program in ESL and also through out the upper grades. Next year we are looking to switch our Literacy program in lower grades and also offer Wilson to support staff including the ESL teacher. Periodic Assessments are allowing teachers to see how their Ells are progressing so that we can continue to push them to the next steps. It has helped us determine how to group students during the morning program and who needs additional support so that we can make our goals on the NYSESLAT exams.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 14K297

All Title I SWP schools must complete this appendix.

Directions:

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

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:	\$313,707	\$44,094	\$357,801
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,134.07	\$440.94	\$3,575.01
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,685.35	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,370.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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

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

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

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

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

School Parental Involvement Policy

PS 297 agrees to implement the following statutory requirements:

- Meetings will take place at the beginning of year school year to consult with the parents of Title I students and establish the design of the plan for funding.
- The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.
- They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.
- The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.

1. PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

- 2. PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.**

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in:

- 1. ESL**
- 2. Computer usage**
- 3. ELA**
- 4. Math**
- 5. Health Issues**
- 6. Educational Trips**
- 7. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**
 - a. Learning Leaders**
 - b. Open Airways**
 - c. GED Programs**
- 8. PS 297 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:**
 - 1. Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.**
 - 2. Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.**
- 9. PS 297 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - Grade wide meetings to explain the State and Common Core Standards in ELA and Math.**

- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers

Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available.

PS 297 is aware of the need for many parents to have a safe place to leave their none school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the PS 297 on 09/15/2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2009.

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

upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

Note: Section IV: Needs Assessment pages 19-23

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.

Note: Section IV: Needs Assessment pages 19-23

3. Instruction by highly qualified staff.
Note: 100% highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Note: Section V: Annual goals pages 23-33

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.
Note: Section III: School Profile: pages 5-17

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.
Note: Section III: School Profile: pages 5-17

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.

Note: Section V: Annual School Goals pages 23-33

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.

Note: Section IV: Needs Assessments pages 19-23

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. **Note: Section III: School Profile pages 5 – 16**

The children of P.S. 297 are serviced by a very caring, dedicated, hard-working group of teachers and administrators. 100% of our staff is fully licensed and permanently assigned to the school with 75% having taught in P.S. 297 for more than 2 years. 65.6% of the staff has more than 5 years experience and 91.0% have a Masters Degree.

The ethnicity breakdown of the students at P.S. 297 is as follows: 48% African American, 48.3 % Hispanic, 2.4% White, and 1.2% Asian and Other. School District 14 ranks in the bottom third of the poorest districts in New York City, 100% of the P.S. 297 students are eligible for free lunch.

A major area of concern for P.S. 297 is the low academic achievement on the Standardized Tests. The results of the Spring 2009-2010 State assessments indicated that 74% of all our students are performing below State Standards (Level 3) in English Language Arts and 72% of all students are performing below State standards in Mathematics. The academic performance of our Special Education has made significant gains in both reading and math, with the groups meeting it's AYP in Math and also in ELA (with the use of safe harbor).

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. This plan reflects a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

The ELA/Reading Test results, the Department of Assessment and Accountability Spring 2010 identified 53% General Education students and 22% of General Education students scored on Level 1. 47% Special Education Students and 39% General Education students scored on Level 2. The results of the Spring 2010 ELA test showed that 38.8% of all our students scored on Level 2 and 15.5% of our students scored at Level 1. These figures include all students – general education and special education. This year we implemented a new reading program in grades 3-5 ‘Treasures Chest’ which is a Whole Language Approach to literacy. We currently supplement our reading series with ELA by Kaplan, The Great Source Writing Program, Clues for Better Reading, Critical Literature in Reading, New York City Reading Coach, N.Y.S. English Language Arts Coach, Blastoff, Mastering the N.Y.S. Testing Program and Using Literature for Test Preparation.

With 28% of our 3rd, 4th, and 5th grade students scoring on, or above level we recognize the need to continue to improve. The results of the Spring 2010 State Math Exam for Grades 3-5 as posted by the Department of Assessment and Accountability indicated that 49% of our pupils scored at Level 2 and 23% scored at Level 1. The results of the Math test indicate that 22% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. Grades 3-5 used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

The results of the Spring 2010 State Math Exam for Grade 4 as posted by the Department of Assessment and Accountability indicated that 45% of our pupils scored at Level 2 and 32% scored at level 1. The results of the Math test indicate that 33.8% of our 3rd grade students performed at or above grade level. Therefore, the mathematics achievement of our students is a

major concern to us. More work on using manipulatives and computer assisted instruction is indicated. A continued grade-by-grade approach to the development of thinking skills is also necessary. The 4th grade used Test-Taking Strategies for the Mathematics Exam by Kaplan. Strategies for Open-Ended Questions and Multiple Choice Questions were adjusted for grades 1-5.

We have monthly School leadership meetings where as each constituent represented reports back to their constituency and provide feedback to the SLT. At each meeting we discuss the educational programs concerning the school. We hold monthly UFT and staff conferences to update, inform, and listen to feedback from the staff. The Parent Association holds monthly meetings to inform and receive feedback from parents. The Principal, UFT Chapter Leader, and the Parent Association President have ongoing communication with each other and with members of the School Leadership Team, staff, and the Parent Association.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$263,516.88	Yes	Pages 19-23
Title I, Part A (ARRA)	Federal	Yes			\$43,653.06	Yes	Pages 5-17
Title II, Part A	Federal	Yes			\$32,500	Yes	Pages 5-17
Title III, Part A	Federal	Yes			\$15,000	Yes	Pages 17-48
Title IV	Federal						

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

IDEA	Federal	Yes			\$70,253	Yes	Pages 19-23
Tax Levy	Local	Yes			\$2,296,622.30	Yes	Pages 5-33