



P.S. 316 ELIJAH STROUD

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 316 ELIJAH STROUD
ADDRESS: 750 CLASSON AVENUE
TELEPHONE: 718-638-4043
FAX: 718-230-5366

TABLE OF CONTENTS

As you develop your school's CEP, this table of contents will be automatically updated to reflect the actual page numbers of each section and appendix.

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)	Error! Bookmark not defined.
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS.....	Error! Bookmark not defined.
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010.....	Error! Bookmark not defined.
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error! Bookmark not defined.

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K31
6 SCHOOL NAME: P.S. 316 Elijah Stroud

SCHOOL ADDRESS: 750 CLASSON AVENUE, BROOKLYN, NY, 11238

SCHOOL TELEPHONE: 718-638-4043 FAX: 718-230-5366

SCHOOL CONTACT PERSON: Elif Gure EMAIL ADDRESS egure@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Damali Gray
<input type="text"/>	

PRINCIPAL:	
<input type="text"/>	Elif Gure

UFT CHAPTER LEADER:	Damali Gray
<input type="text"/>	

PARENTS' ASSOCIATION PRESIDENT:	Julia Grandy
<input type="text"/>	

STUDENT REPRESENTATIVE:

(Required for high schools) N/A

<input type="text"/>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT 17 SSO NAME: Empowerment Support Organization

SSO NETWORK LEADER:

Santana,Altagra
cia

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/RulesPolicies/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
Alexandra Smith	Parent	Alexandra Smith
Ann Marie Theodore	Parent	Ann Marie Theodore
Meghan Mosher	UFT Member	Meghan Mosher
Elif Gure	Principal	Elif Gure
Gray Damali	UFT Chapter Leader	Gray Damali
Lashawn Daniel	UFT Member	Lashawn Daniel
Julia Grandy	PA/PTA President or Designated Co-President	Julia Grandy
Karen Vincent	Parent	Karen Vincent
Theresa Middleton	DC 37 Representative	Theresa Middleton
Elizabeth Milan	Parent	Elizabeth Milan

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 316 is a small elementary school located in the Prospect Heights section of Brooklyn, servicing approximately 270 students in grades prekindergarten through fifth. Our school offers a rigorous learning environment for the development of the head, the heart and the hands through academics and the arts.

Our mission is to provide a developmentally appropriate, standards-based education which emphasizes high academic and social expectations for all students, the opportunities, resources and environment necessary to become lifelong learners, the skills and encouragement needed to be productive, responsible citizens and the support to develop a healthy self-concept leading to sound judgment and appropriate, ethical decision making. PS 316 faculty members and parents work collaboratively to promote the growth and development of the whole child. Our school fosters the intellect, nurtures the imagination, and recognizes the emotional life of each child. We strive to create a school environment that cultivates respect for self and for the broader community. Our aim is to inspire children to live engaged and successful lives and to prepare to meet the demands of their changing world.

Parents are viewed as partners at PS 316. Parental involvement is encouraged and facilitated by the school as well as the Parent Teacher Associated through a variety of activities and resources designed to educate and inform parents and bring them resources that would be beneficial in their everyday life. School Leadership Team is made up of equal number of parent and staff members who meet monthly to discuss and make collaborative decisions that relate to the life of our school.

PS 316 is presently a school in NCLB good standing, has received an A in the NYC School Progress Report Card and a proficient rating in the NYC Quality Review.

Our classes are heterogeneously grouped in all grades made up of students with mixed ability levels. We also offer collaborative team teaching classes in grades kindergarten through 5.

Students receive standards-based instruction through an integrated, differentiated and balanced approach to reading, writing and mathematics. Grade appropriate social studies skills and competencies are integrated into the classroom through content-based

reading instruction as well as integrated thematic units aligned with NYC Social Studies Scope and Sequence recommendations. Standards-based, hands-on Science instruction is provided through a cluster teacher to students in all grades. Balanced literacy and balanced mathematics framework and the workshop model allow our teachers to effectively tailor instruction to meet individual student's needs while providing appropriate instructional scaffolding at all stages of the learning process.

Our Book of the Month Initiative and the 30 Book Campaign continue to promote reading and writing and instill a life-long love for reading for all students.

Technology is viewed as an important teaching and learning tool and is consistently integrated into the curriculum through smart boards, laptops and projectors, document cameras which are readily available in each and every classroom. As a proud I-Zone school, our 4th and 5th grade teachers and students have been working together to incorporate integrated learning systems such as Success Maker and Time to Know to supplement traditional classroom delivery of instruction. Our physical education program has been enhanced by the new playground constructed by the main entrance of our school.

Consistent, ongoing and job-embedded professional development opportunities are viewed as valuable instructional improvement and enhancement tools by all staff members. On site professional development sessions are conducted by Aussie literacy and math consultants as well as by our literacy coach. External professional development opportunities are also widely advertised for all teachers to attend.

PS 316 is fully committed to the arts. Our visual arts and music programs are integrated with the core curriculum. In addition to the general music curriculum, Music and the Brain classes are provided twice a week to all students in pre-kindergarten through grade 2 and once a week for all students. The K-5 music program is taught by a professional and certified music teacher. He also conducts a school chorus and a band that performs a winter and spring concert at the school. Our school also offers a visual arts program taught by a certified visual art teacher. Student art work is displayed throughout the school. Special exhibits are organized several times throughout the year. We take advantage of the cultural riches of our community through partnerships with the Brooklyn Museum, Botanical Gardens, Prospect Park, Children's Museum and the Brooklyn Public Library. Furthermore, our pencil partnership with Scholastic affords our faculty and students to participate in author events, book readings and special projects to support literacy initiative in and out of our school.

Academic intervention services in reading and mathematics are provided by trained teachers in small groups that focus on the specific needs of our students who are yet to be within our school sphere of success. Trained teachers provide research-based intervention programs including Leveled Literacy Interventions, Read 180, One More Story, and Aha Math to support students in all grades. The extended day program serves all students in grades K-5 including all non-mandated and mandated students. All students receive small-group academic intervention services four days each week for 37.5 minutes daily.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 316 Elijah Stroud						
District:	17	DBN #:	17K316	School BEDS Code #:	17K316		

DEMOGRAPHICS										
Grades Served in 2008-09:	Pre-K	K	1	2	3	4	5	6	7	8
										Ungraded
Enrollment:				Attendance: - % of days students attended						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
Pre-K	35	25	20		91.6	92.6	TBD			
Kindergarten	38	38	49							
Grade 1	46	58	46	Student Stability: - % of Enrollment						
Grade 2	48	42	43	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	81	44	37		91.3	94.8	TBD			
Grade 4	69	78	41							
Grade 5	73	61	67	Poverty Rate: - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2005	2006-07	2007-08			
Grade 7	0	0	0							
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)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		2	3	TBD			
Grade 12	0	0	0							
Ungraded	0	0	0	Recent Immigrants: - Total Number						
Total	390	346	303	(As of October 31)	2006-07	2007-08	2008-09			

				3.0	0.0	5	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	52	44	47	Principal Suspensions	59	28	TBD
# in Collaborative Team Teaching (CTT) Classes	3	3	7	Superintendent Suspensions	62	19	TBD
Number all others	6	8	7	<i>These students are included in the enrollment information above.</i>			
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	29	24	20	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	31	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	10	13
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	6
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	97.1	100.0	100.0
American Indian or Alaska Native	0.5	0.3	0.3	Percent more than two years teaching in this school	80.0	77.4	73.3
Black or African American	88.2	88.7	87.8	Percent more than five years teaching anywhere	65.7	67.7	70.0
Hispanic or Latino	9.0	8.7	7.3				

Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.2	2.0	Percent Masters Degree or higher	77.0	77.0	73.0
White	0.8	1.2	2.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.7	91.2	86.7
Multi-racial							
Male	53.8	52.6	51.8				
Female	46.2	47.4	48.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/>	In Good Standing (IGS)		
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1		
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2		
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1		
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)		
<input type="checkbox"/>	NCLB Restructuring - Year ____		
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____		
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:	Restructuring Y 2	ELA:
	Math:	IGS	Math:
	Science:	IGS	Grad. Rate:
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:			
Student Groups	Elementary/Middle Level		Secondary Level
	ELA	Math	Science
	ELA	Math	Grad. Rate
All Students	√	√	√
Ethnicity			
American Indian or Alaska Native	-	-	

Black or African American	√	√	√			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Other Groups						
Students with Disabilities	YSH	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	4	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Ongoing review of the qualitative and quantitative data indicated the need for the integration of reading, writing, listening, speaking and viewing across the curriculum. All these elements are meant to function together; each is incomplete without the others. In an effort to support his integration, our English Language Arts program is divided into three "blocks" which helps teachers deliver a balanced literacy approach: Reading, Writing and Word Study. Leveled books and trade literature are used for reading and writing instruction to provide appropriate challenge and support. We expect our teachers to incorporate balanced literacy activities- reading, writing and word study - into everything we teach in all content areas throughout the day. Below is a brief description of our instructional programs and materials selected based on data analysis we will be utilizing during the 2010-2011 academic year.

Making Meaning is a reading comprehension curriculum that combines the latest comprehension research with support for students' social and ethical development. The program uses nonfiction and fiction read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers. Making Meaning materials are provided in grade-level packages—one for each classroom. The Teacher's Manual provides detailed lessons for strategy instruction, as well as a scope and sequence for teaching reading comprehension. The daily lessons revolve around clearly defined teaching objectives and partner work that build in complexity as students move through the program.

Writing Fundamentals is a teaching resource that will help us raise the quality of our students' writing. A ready-to-use writing curriculum and the most essential books from the writing craft and genre studies sets make up the Writing Fundamentals programs. The hands-on lessons and accompanying reproducibles provide teachers with instruction to develop genre studies and explore qualities of good writing. The program materials include ready-to-use lessons complete with teaching points, preparation and conference notes, extension activities and reproducible pages, four labeled baskets ready to display and use in your classroom, 40 books ideal for teaching and using as mentor texts to raise the level of student writing, readymade labels to keep your Writing Fundamental texts organized and accessible, lessons come on one easy-to-use compact disc.

Handwriting without Tears is a program designed to help students in Kindergarten, 1st and 2nd grade learn handwriting skills in the easiest, most efficient way. Beginning in Kindergarten with a review of the proper way to print letters and numbers, the program intensifies in 1st and 2nd grade focusing on good writing habits, legibility and speed. The HWT lessons are designed to be multisensory. Students should see, hear, feel and move with each letter. Some examples of each:

- Visual: Teacher gives step-by-step illustrations of each letter formation; workbook is presented in a clear and clean format; alphabet is hung around the room
- Tactile: Students can finger trace in the workbook; finger paint can be used to simulate letter writing; students can use wet fingers on dry chalkboards; students can build letter formation using blocks
- Auditory: Teachers consistently use child-friendly language when describing letter formation; music and song can help integrate the learning of letters; teachers can tell quick stories about each letter
- Kinesthetic: Students can trace letters using their whole body on the door; students can turn their own body into the letter

The lessons are taught in a specific order in which to ensure proper formation of students' letters. It begins with a review of the capital letters and moves into the lower case letters. In 1st grade, the lessons are designed using the same order in which they are taught in Kindergarten. The specific letters should be completed in which the order they are shown. For 1st grade, the lessons begin with a very quick review of the upper case letters and numbers. The lessons then pick up with the lower case letters. However, the lower case is not simply a review. For example: they teach lower case 's' by talking about making words plural. They quickly integrate whole word and sentences as well while reteaching lower case. The 1st grade lessons also incorporate punctuation. The 2nd grade lessons also review the upper and lower case letters following the same order, however, are done much more quickly. Upper and lower case letters are reviewed together integrating words, sentences and punctuation immediately. They also review singular and plural as well as introduce paragraphs. The lessons here focus much more so on spacing and size. New punctuation such as apostrophe and quotation marks are introduced as well as compound words and when we use capitals.

Handwriting without Tears should be used as whole group instruction. However, from an early start you will see disparity amongst your students. Please incorporate some of the multisensory activities as well as practice within your centers depending upon student need.

Testing Fundamentals is a program consists of instructional book sets (with teaching materials) centered on preparation for testing. Individual units are meant for grades 2 to grades 5. Each entire set comes with 9 books for whole-group. This program was designed and developed by testing experts across the country for smooth implementation into the reading workshop. These units do not replace reading workshop as is so often the case in test preparation. Instead, they enhance reading instruction within the reading workshop.

Word Study (Spellings/Phonics/Vocabulary) is incorporated in grades K - 2 using a systematic and explicit phonics, spelling and vocabulary program called *Words Their Way*. Students learn how letter patterns and word chunks, such as prefixes and suffixes, impact spelling. In addition, there is a list of priority words that students learn and cannot be misspelled in their writing. Vocabulary lessons examine multiple – meaning words, multi-syllabic words and words from other content areas. Students are grouped and regrouped based on spelling assessments and written samples.

Wordly Wise 3000 is a vocabulary development program designed for students in Grades 3, 4, and 5. Students with greater vocabularies have an easier time comprehending texts. Direct vocabulary instruction is useful for students at all ability levels, but is particularly helpful for those students who have limited reading vocabulary and little exposure to incidental vocabulary learning outside of school. In the past, students have been taught to look up word meanings and memorize them. This teaching approach only provides superficial and short-term learning of the words. Wordly Wise works with words in context and meaning in relation to the words around it. Each lesson is several pages long in the student workbook. They begin with a word list that gives pronunciation, parts of speech, definition and a sentence to show the word in context. There are then several exercises are part of the lessons for students to complete. There is a lot of flexibility in terms of how this program can be used.

The 4Rs is a conflict resolution and community building program taught through literature. Reading, Writing, Respect and Resolution is a program that will be implemented in grades K – 5 during extended day throughout the year. All of the units incorporate book talk with suggested activities – discussion, role play, writing, etc. as well as applied learning activities which consist of conflict resolution lessons related to the theme of the book.

Scott Foresman Science program provides inquiry-rich content with scaffolded inquiry activities; cross-curricular connections that link reading and science skills in every chapter; hundreds of Leveled Readers for differentiated instruction; and time-saving strategies—from lesson preparation to 30-second lab setup—allow the science and/or the classroom teacher to incorporate hands on, real life activities into weekly science instruction.

Social Studies Core Curriculum program for NYC has as its foundation the New York State Social Studies Core Standards. Through explorations of history, geography, economics, government, and civics, students learn about the people, places, eras, and events near and far that shaped our world. In grades K-2, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In grades 3-5, they are introduced to the diversity of world communities, the historic development of New York State, and the

similarities and differences among the nations that make up the Western hemisphere (North, Central and South America and the Caribbean). Our school this year is transitioning away from the exclusive use of textbooks. We will be integrating Social Studies content into the daily reading block through the use of trade books option of the core curriculum.

Music and the Brain is research based music program, which links early music instruction and cognitive ability. The repertoire includes classical, world and folk music, children's songs and a few original pieces written to teach specific concepts. Each Music and the Brain lesson focuses on a particular song from the piano book. The lessons usually begin away from the keyboards. Activities include singing, clapping rhythms, movement, listening and music games. Students analyze the piece of the day by studying the musical notation on a poster enlargement. Finally, students are sent to their keyboards to practice playing the piece. Having internalized the song in many different ways, students are better able to interpret the music and also to self-correct as they play. The music room is equipped with as many keyboards as can fit in the room with the goal of each student having their own keyboard and headphones.

Our ELA and Math test results appear to prove that our strategies have been appropriate to a certain extent as manifested by the ELA and Math in 2010. In the school year 2009-2010, our school has met its AYP target in all subject areas for all sub-groups. This presently places our school in good standing. In order to maintain our good standing identification and increase the achievement levels for all subgroups, we are continuing to provide our all students with additional strategies and interventions in ELA and Math. Our SWD group also has made improvement in moving from Level 1 to Level 2. The new focus will be placed on moving more students from Level 2 to Level 3.

Based on the NYS Testing data, our NYC Progress Report Card grade maintained its letter grade A.

Our greatest accomplishments, in the last few years, has been the placement of special education students from self-contained classrooms to integrated co-teaching classrooms where our SWD have the opportunity to learn from other children, to be exposed to ELA performance standards with clearer and higher expectations and to have their special education teachers co-teach with the general education teacher.

In the past year, P.S. 316 made bringing arts and music back to the school a priority. We have made budgetary and programmatic accommodations and began this academic year with a comprehensive visual arts and music program taught by certified and experienced teachers. Our programs are designed to integrate four art strands into every aspect of the school's curriculum. Therefore, this year, the school provides every class with visual arts, music, theater and writing through school-based cluster teachers. Enhanced collaborations with the Music and the Brain, Together in Dance, Brooklyn Museum and Brooklyn Children's Museum further expand our new programs in all classrooms, in school-time clubs and after-school programs. Special Education students are included in all of the activities of the arts offering them a wide range of experiences.

Our greatest instructional challenges occur in 3rd, 4th and 5th grade. We currently have 6 out of 35 third graders, 14 out of 34 fourth graders and 22 out of 36 fifth graders (5 of which are

designated as students with disabilities in a CTT class) who have started the grade below the expected Fountas and Pinnell reading level for September. 5 of 5 fourth graders in the self-contained special education class have also started the grade significantly below the expected Fountas and Pinnell reading level in September. Based on this reading level data, our greatest barrier to academic achievement in grades 3-5 is the lack of research-based literacy practices and rigorous reading, writing and word study curriculum in grades K-2.

We will target the above mentioned challenges and barriers to academic success for all students through care targeted goals and carefully designed action plans for the 2010-2011 academic year.

SECTION V: ANNUAL SCHOOL GOALS

—

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. *Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.*

Annual Goal	Short Description
<input type="checkbox"/> <p>Goal 1: By June 2011, the percentage of students in grades 3-5 who score at proficiency as assessed by the NYS ELA Test will increase by 2 percent.</p>	<p>As referenced in our needs assessment, we are anticipating a achievement loss in grades 3, 4 and 5 based on the below grade reading levels as baseline.</p>
<p>By June 2011, percentage of students in grades 3-5 who score at proficiency as assessed by the NYS Math Test will increase at least by 2 percent.</p>	<p>Based on the NYS Math Assessment Results for 2011, students in grades 3-5 who scored proficient increased only 1.2%. Therefore we are making increased achievement in Math a priority.</p>
<p>By June 2011, there will be at least one model classrooms/lab sites for each grade span (K-2 and 3-5) demonstrating the exemplary practices in the integration of technology into the core curriculum.</p>	<p>Based on our needs assesement, we are continuing to focus on utilizing newly purchased technology equipment (i.e. smartboards, laptops, projectors) which were not widely available in classrooms in the past.</p>
<input type="checkbox"/> By June 2011, at least 30% of parents will have attended Parent Teacher Association meetings and/or PTA sponsored events.	<input type="checkbox"/> Based on the previous years' low parental involvement rate, we are making an all out effort to publicize, advertise and disseminate information regarding all PTA meetings and school sponsored workshops for parents.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

ELA

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 1: By June 2011, the percentage of students in grades 3-5 who score at proficiency as assessed by the NYS ELA Test will increase by 2 percent.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identify all students in grades 3-5 who scored level 1 and 2 by grade and class. Identify proficiency ratings, one year progress and school's lowest 1/3 criteria for each student. Create an inquiry team made of teachers of grades 3-5, special educators, AIS providers and school administrators to select a target population from the pool of special education students identified in bullet 1. Consistently analyze periodic assessment results to identify common strengths and weaknesses among these students. Create two groups: Students who are significantly below grade level in reading and students who are close to being on grade level based on going running record assessments. Provide intensive pull-out Leveled Literacy Interventions and Read 180 reading intervention for the first group, the students who are significantly below grade level in reading. Provide intensive push-in skill and strategy instruction for the second group, students who are close to being on grade. Implement a 30 minute reading comprehension instruction daily using the new comprehension curriculum, Making Meaning, to increase reading comprehension across the curriculum. Implement a 50 min writing block daily to increase volume of writing instruction across the curriculum using the new writing program, Writing Fundamentals Starting January, alternate the Making Meaning block with Testing Fundamental, a contextualized test sophistication program through read</p>

	<p>alouds. Implement a 25 minute word study block increase phonemic awareness and word attack strategies through the new word study curriculum titled Words Their Way. Provide a 27 two hour session ELA Test Sophistication Academy for all students in grades 3-5.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Identify and train at least two academic intervention service providers Provide response to intervention training to all special education teachers and AIS providers Utilize computer based support/intervention programs such as Success Maker and Brain pop to increase student engagement. Utilize the Inquiry Team to monitor and revise the instructional actions taken around this population based on multiple data sources. Utilize the Literacy Coach in the training of the teachers and execution of the two-tiered intervention services to student. Utilize the ELA Aussie for pd on differentiated small group instruction in reading and writing.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly running record assessment indicating adequate movement in reading levels aligned with grade level and quarterly expectations. 2 % increase in grade level equivalent measure in each Scantron administration (every 8 weeks for Sped Students) 2 % increase overall % correct items in Acuity predictive administration from November to June.</p>

Subject Area

MATH

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, percentage of students in grades 3-5 who score at proficiency as assessed by the NYS Math Test will increase at least by 2 percent.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identify all students in grades 3-5 who scored level 1 and 2 by grade and class. Identify proficiency ratings, one year progress and school's lowest 1/3 criteria for each student. Create an inquiry team made of teachers of grades 3-5, special educators, AIS providers and school administrators to select a target population from the pool of special education students identified in bullet 1. Consistently analyze periodic assessment results to identify common strengths and weaknesses among these students. Create two groups: Students who are significantly below grade level in math and students who are close to being on grade level based on going Everyday Math end of unit assessments. Provide intensive pull-out concept development and remedial intervention for the through AHA Math Online Program for the students who are significantly below grade level in math. Provide intensive push-in skill and strategy instruction for the second group, for students who are close to being on grade level. Provide a 37 two hour session Math After School Test Sophistication Academy for all students in grades 3-5.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Identify and train at least two academic intervention service providers. Utilize computer based support/intervention programs such as Success Maker and to increase student engagement. Utilize the Inquiry Team to monitor and revise the instructional actions taken around this population based on multiple data sources. Utilize Math Aussie to provide pd on small group differentiated math instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly end of unit assessments indicating adequate movement in conceptual development aligned with grade level and quarterly expectations. 3 % increase in grade level equivalent measure in each Scantron administration (every 8 weeks for Sped Students) 3 % increase overall % correct items in Acuity predictive administration from November to June.</p>

Subject Area

TECHNOLOGY

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be at least one model classrooms/lab sites for each grade span (K-2 and 3-5) demonstrating the exemplary practices in the integration of technology into the core curriculum.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A school-based technology intern will serve as the push-in expert working side by side with classroom teachers in order to increase teachers' capacity in technology integration. School based technology specialist will identify at least one model classroom/lab sites for each grade span (k-2 and 3-5) and collaboratively develop specific exemplary practices in the integration of technology into the core curriculum. The school based technology specialist will utilize common planning periods to identify technology resources that support the delivery of core curriculum, differentiation of instruction including intervention as well as enrichment by grade. The school based technology specialist will Provide monthly school-based professional development in technology integration including the use of instructional websites, use of smartboards, labtops/projectors, web-based programs such as Treasures and Brain pop. Implement a school wide DOE email use policy for all staff in order to promote systematized technology based communication across the school. School administrators will schedule inter-visitations among the classrooms to share effective practices.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Hire a school-based technology intern Utilize the Technology intern and ELA Coach in identification of best practices in technology integration and creation of model classroom/lab sites. Purchase web and server based programs such as Read 180 and Aha Math Hire substitute teachers to provide coverage which will allow teachers to model lessons and attend debriefing sessions.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure;</i></p>	

projected gains

Subject Area

Parental Involvement

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, at least 30% of parents will have attended Parent Teacher Association meetings and/or PTA sponsored events.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Parents will be trained as Learning Leaders to oncrease the Learning Leader Capacity of the school. Parent Workshops for parents will be offered in literacy and math to review NYS assesment in reading and math focusing on how parents can help their child at home. Parent Workshops for Pre-Kindergarten-2ndgrade parents focusing on early literacy and math practies at home. Parents will be invited to class and/or music assemblies Parent involvement practices and strategies will be discussed at the SLT and PTA Quarterly Meetings</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><input type="checkbox"/> Utilize PTA meetings for workshops and training. Send notifications, flyers and related letters home. Invite guest speakers and community leaders to provide training and resources to parents.</p>

Indicators of Interim Progress and/or Accomplishment

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

There will be at least 4% of the total parent body represented at the monthly PTA meetings. At least 4% of the total parent body will be represented at workshops and trainings.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	43	43	N/A	N/A	4			
1	41	41	N/A	N/A				
2	48	48	N/A	N/A	9		1	
3	37	37	N/A	N/A	9			
4	37	37			11			
5	37	37					1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>LLI: Leveled Literacy Intervention (LLI) is an early intervention literacy program designed by Fountas and Pinnell. It is a short-term program designed to bring children up to grade-level performance in as little as 18–24 weeks. Intense, focused small group instruction in reading and writing is provided 5 days a week in 30 minute daily sessions for groups of 4.</p> <p>Read 180: A reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. It is an integrated reading instruction program involving direct instruction, books and computer assisted learning for grades 3, 4 and 5 in age, 2.5 to 8 in reading ability. Read 180 intervention is provided 3 times a week for 50 minutes in groups of 8-12.</p> <p>Extended Day Reading Intervention: Small group guided reading instruction as well reading strategy remediation is provided daily, Wednesday and Thursday for 37 1/2 minutes in groups of 10 for general education students and groups of 5 for special education students.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Aha!Math: A web-delivered, K-5 supplemental math curriculum designed to build students' computational fluency and conceptual understanding of critical math concepts. It is aligned to NYS Mathematics Content Standards and built on the NCTM Curriculum Focal Points and EDM Program. This intervention program helps students understand and apply concepts in thematic settings, tying new learning to concepts previously mastered. It features interactive, technology-based activities to help students grasp the how and why of the mathematical concepts and understand how to generalize that learning to new contexts, including high-stakes tests. Aha Math intervention program is provided daily for 20 min classrooms for students in groups of 4-6.</p> <p>Extended Day Math Intervention: Small group guided math instruction as well conceptual understanding activities are provided daily, Monday and Tuesday for 37 1/2 minutes in groups of 10 for general education students and groups of 5 for special education students.</p>

Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselor provides necessary academic, social, emotional guidance and counseling to at-risk students in individual and group counseling settings on a daily basis.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. School staff and administration and closely examined the ATS Home Language Reports (RHLA).
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. School-wide letters of a critical nature will be translated into Arabic Spanish, Bengali and Haitian Creole. Additionally, whenever possible major invitations and announcements will be translated as well.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Bilingual paraprofessional and family workers per session hours will be available for those staff members to translate communication after school hours. Online word processing software and keyboards will be utilized for the majority languages as indicated above. When necessary, DOE translation and interpretation services will be utilized.
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. Bilingual family worker and paraprofessional per session and Teacher per session---Oral interpretation will be provided by in house staff and parent volunteers.

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

At PS 316, we determine within 10 days of a student's enrollment the primary language spoken by their parents, and if such language is not English, whether the parent requires assistance in order to communicate effectively with us. We ensure timely provision of translated documents through our existing resources. Additionally, we provide interpretation services at group and one-to-one meetings upon request when such services are necessary for parents to communicate with us.

Home Language Identification Survey forms are reviewed to determine student eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Parents or guardians of newly enrolled students eligible to receive additional support services to develop proficiency in English have the opportunity to attend an orientation session which provides information in English and their native language on the different program options available. A "Parent Survey and Program Selection Form" indicating the program that each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as English Language Learners (ELL) are notified in English and in the native language of their child's placement in the appropriate ESL program. At the end of each school year parents are given a "Continued Entitlement" letter to select the ESL program of their choice for next school year. In order to have well-informed and active parental involvement, we also provide orientation workshops, on the state standards and assessment, health, safety, legal or disciplinary matters, school expectations, and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. All documents that contain critical information regarding their child's education are translated. When unable to provide required translation into one or more covered languages, we provide a notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request free translation or interpretation of such documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$265,301	\$31,125	\$296,426
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,653	\$311	\$2,964
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,265		
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,530	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 86.7%
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.
- Tuition support for graduate courses.

* 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.

P.S. 316, 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 2009-2010.

School Responsibilities

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: Promote comprehensive school reform through on going PD and collegial feedback. Instruction is facilitated through the workshop model in reading, writing, math, science, and social studies.
2. Hold parent-teacher conferences at least annually during the school year, which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: October and February
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be distributed three times a year. Periodic assessment results will be shared with parents. Student goal setting will be communicated with parents.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: On planning periods and during parent teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may make appointments with classroom teachers to visit classrooms. Parents also visit classrooms during learning celebrations.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SEO schools_, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parent of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of the parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of

academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meeting for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television 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.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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 has been completed in the needs assessment of this document. Please refer to the needs assessment section.

2. School wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
Differentiate instruction through flexible grouping and tiered assignments based on periodic assessment data

∅ Implement the newly adopted reading comprehension, writing and word study curriculum in grades Pre-K – 5 which emphasize differentiation of instruction and comprehension strategies across the curriculum

∅ Supplement and support the new curriculum with the implementation of a daily selected guided reading and independent reading block in order to increase volume of independent reading across the curriculum.

∅ Increase teacher expertise and capacity in the flexible incorporation of balanced literacy components across the curriculum.

∅ In addition to ARIS, utilize the formative and summative assessments in reading and Everyday Math Program.

∅ Through the work of the Inquiry Team we will make data informed decisions about differentiated instruction for targeted population.

∅ Continue to utilize Everyday Math curriculum in all classes on grades Pre-K-5

∅ Provide Academic Intervention Services through Leveled Literacy Interventions, Read 180 and AHA Math to students who need additional help to meet the state standards in ELA and Mathematics

∅ Continue to provide regular Professional Development in differentiating instruction through our literacy coach and Aussie consultants.

∅ Utilize scaffolding strategies to help meet the needs of special populations including special education students and English Language Learners.

∅ Offer before School Tutoring, After School Program, Saturday Academy and a Mid Winter Recess Academy to provide additional instruction in ELA, Mathematics, Social Studies and Science.

∅ Continue to promote social emotional learning initiatives and positive youth development to help maintain a safe and orderly school

Ø Strengthen Parental Involvement through weekly Home- School connection activities designed to support student achievement in ELA and Mathematics, and continue to offer Parent Workshops to parents.

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.

PS 316K Offer before School Tutoring, After School Program, Saturday Academy and a Mid Winter Recess Academy to provide additional instruction in ELA, Mathematics, Social Studies and Science.

- Help provide an enriched and accelerated curriculum.
 - PS 316K Implements the newly adopted reading comprehension, writing and word study curriculum in grades Pre-K – 5 which emphasize differentiation of instruction and comprehension strategies across the curriculum
 - PS 316K Supplements and supports the new curriculum with the implementation of a daily selected guided reading and independent reading block in order to increase volume of independent reading across the curriculum.
- Meet the educational needs of historically underserved populations.
 - PS 316K Utilizes scaffolding strategies to help meet the needs of special populations including special education students and English Language Learners.
 - PS 316K Provides Academic Intervention Services through Leveled Literacy Interventions, Read 180 and AHA Math to students who need additional help to meet the state standards in ELA and Mathematics
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

PS 316K:

 - Through the work of the Inquiry Team we will make data informed decisions about differentiated instruction for targeted population.
 - Provide Academic Intervention Services through Leveled Literacy Interventions, Read 180 and AHA Math to students who need additional help to meet the state standards in ELA and Mathematics
 - Offer before School Tutoring, After School Program, Saturday Academy and a Mid Winter Recess Academy to provide additional instruction in ELA, Mathematics, Social Studies and Science.
 - Continue to promote social emotional learning initiatives and positive youth development to help maintain a safe and orderly school
- Are consistent with and are designed to implement State and local improvement, if any. N/A

3. Instruction by highly qualified staff.
Highly qualified teachers will be developed through ongoing professional development by the coaches, consultants, and DOE/Network Team facilitators. In addition, tuition reimbursement will be available to eligible teachers to assist in their certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
 - Internal and external professional development will be provided on topics including Reading Strategies, Balanced Literacy Components, Read Aloud and Accountable Talk, Shared Reading, Comprehension Instruction, Data Driven Goal Setting, Guided Reading.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Vacancy notices will be posted on the internet and in school clearly indicating eligibility requirements and expectations as per NCLB
 - Mentoring will be provided
 - Highly qualified teachers will be given the necessary support and materials
 - Customized instructional programs will be offered to attracts highly qualified teachers

6. Strategies to increase parental involvement through means such as family literacy services.
 - Activities such as Parent Workshops, Literacy Events, Book Fairs, 30 Book Campaign will be organized to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - We utilize professional development that promotes continuity fro Pre-K– Kindergarten. Joint parent workshops and shared instructional experiences for students in Pre-K and Kindergarten

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.
 - A school-based inquiry team will be established. Common planning and gradewide planning as well as faculty conferences will be utilized to include teachers in the decisions regarding the use assessments to set goals for grades, classes, small groups and individual students.

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.
 - Focus group of students will be targeted as part of the inquiry team. Assessment results will be analyzed to pin point areas of weakness and gap in student knowledge. Instructional change strategies will be implemented and the impact of instructional changes will be closely monitored. In addition, AIS services will be provided in small groups utilizing the Leveled Literacy program as well as technology based intervention strategies will be implemented. Students in need of additional support will be targeted through after-school and Saturday academies in ELA and Math.

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.
 - We utilize CBOs such as Safe Horizon as part of our violence prevention plan.

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.

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.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	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	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal	✓					
Title III, Part A	Federal	N/A		✓			
Title IV	Federal	✓					
IDEA	Federal	✓					
Tax Levy	Local	✓					

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. –

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Our school will provide basic emergency supplies such as uniforms, school supplies, books or even glasses. We will also be providing services in the following areas as needed by each student in temporary housing:

- Academic programs and educational support services
- Transportation once the student is permanently housed
- Counseling services
- Parental involvement workshops and outreach
- Intervention programs
- Data collection to assess the needs/progress of STH

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 316 Elijah Stroud					
District:	17	DBN:	17K316	School		331700010316

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	20	18	18		92.6	93.6	93.5
Kindergarten	49	42	32				
Grade 1	46	41	42	Student Stability - % of Enrollment:			
Grade 2	43	48	43	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	37	35	50		94.8	91.4	86.1
Grade 4	41	38	46				
Grade 5	67	36	32	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.0	97.5	95.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	9	7
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	303	258	263	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	5	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	12	0	Principal Suspensions	28	4	0
# in Collaborative Team Teaching (CTT) Classes	7	19	40	Superintendent Suspensions	19	14	1
Number all others	7	8	5				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	30	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	13	6
# receiving ESL services only	20	14	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	4	6	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	92.0
				% more than 2 years teaching in this school	77.4	73.3	73.3
				% more than 5 years teaching anywhere	67.7	70.0	73.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	73.0	83.3
American Indian or Alaska Native	0.3	0.0	0.4	% core classes taught by "highly qualified" teachers	91.2	86.7	92.8
Black or African American	87.8	85.7	77.6				
Hispanic or Latino	7.3	8.5	15.2				
Asian or Native Hawaiian/Other Pacific	2.0	3.5	0.0				
White	2.3	1.2	6.1				
Male	51.8	55.0	54.8				
Female	48.2	45.0	45.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	68.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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 Santana 410	District 17	School Number 316	School Name Elijah G. Stroud Sch
Principal Elif Gure-Perez		Assistant Principal Atiba Buckman	
Coach		Coach	
Teacher/Subject Area Ellen Pratt, cert. ESL Tchr		Guidance Counselor Diana Grindea	
Teacher/Subject Area Damali Gray, CTT, SpEd		Parent Elizabeth Milan	
Teacher/Subject Area Alissa Porto, Teacher		Parent Coordinator Brenda Jones	
Related Service Provider Anthony Losardo, PhD, Psychol		Other	
Network Leader Altagracia Santana		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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	263	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.56%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

Paste response to questions 1-6 here

At enrollment, our fully certified ESL teacher meets with parents to make an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) -available in 9 languages- that parents complete to show what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language. Such translation being done by a staff member who speaks the child's native language. If necessary, we contact the translation unit to help conduct the informal interview via telephone.

Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the LAB-R to establish the child's English proficiency level. Students that score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLS. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB solely for purposes to determine native language literacy. The administration of the LAB-R takes place within 10 days of student initial registration into the school system.

Also within 10 days of registration parents are informed of the date to attend the parent orientation. It is at this orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language). The EPIC toolkit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation, and they listen and watch a DVD showing programs offered. All materials are translated into the major languages in our system. Any parent needing another language for this orientation process will be given a translator from the Translation Unit to ensure complete understanding of the programs and choices. After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. If a parent chooses a program not offered in this school they are given any and all information needed to find a school with the program of their choice. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified (phone calls and then through registered mail) if the forms are not returned within the time frame given. Necessary entitlement (or non-entitlement) letters are distributed to parents upon scoring of the initial (LAB-R) exam. All parent-related documents are taken from the EPIC toolkit. In the past few years, the trend has been that parents choose a Freestanding ESL program, the model offered by P.S. 316. While choices are for the existing program here, in the event 15 parents of students in 2 contiguous grades opt for TBE, we will hire a fully certified Bilingual Education teacher for those students, create a bridge class, and open a new program.

Ongoing assessment of student language acquisition proficiency is done through data delves into the NYSESLAT. We look at the past three years of NYSESLAT scores to see if there is movement; we also delve into the modality scores (reading/writing; listening/speaking) to see where areas of need exist. All data delves are done through the ATS/NYSESLAT reports.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11		2	1						12
Total	11	0	2	1	0	0	0	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

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.

Paste response to questions 1-4 here

PS 316 has a freestanding ESL program to service its ELLs, organized as a pull-out model. ELLs are services according to proficiency level. This year, the ELL register lends itself to an ungraded, heterogeneous (Beginner and Intermediate together in one group) and homogenous (Advanced-only in one group) program model. The Beginner/Intermediate group is comprised of K, 1, 2 and the Advanced group is comprised of 2, 3, 4 grades.

As per CR Part 154, our ELLs receive the mandated number of ESL instructional minutes: Beginner and Intermediate proficiency level (as per the LAB-R and NYSESLAT) receive a minimum of 360 minutes of ESL per week and Advanced proficiency level students receive a minimum of 180 minutes of ESL per week. Our certified ESL teacher has organized her schedule in order to meet all students for the required amount of time. Classroom teachers provide ELA instruction. The ESL schedule was designed to have a minimum impact on students' regular classroom instruction.

ESL instruction is informed by standards-based content area curriculum and includes units based on all subject areas - Reading, Writing, Math, Science, Social Studies, and Geography. ESL instruction follows an eclectic approach, drawing on a variety of ESL methodologies, as needed, such as SIOP, sheltered English, content-based instruction, scaffolding, collaborative learning, inquiry-based learning, and others. ESL texts such as the Pearson-Longman Cornerstone series and the Rigby On Our Way to English series are selectively employed. Guided reading, Interactive Writing, a focus on academic vocabulary and on critical thinking skills are utilized.

It is critical to provide differentiated instruction for all students, but particularly for ELLs in a heterogeneous grouping. Differentiating can come in the form of varied means of instructional delivery (visual, auditory, interactive, verbal, collaborative, independent, physical, musical, artistic, etc.). Often, a range of tasks are assigned to meet students' needs and abilities.

While we do not currently have SIFE students, we are prepared to plan for instruction for any student who registers and is found to be a Student with Interrupted Formal Education. SIFEs will be administered a variety of tests in order to accurately determine their strengths and weaknesses which will serve to guide instruction and delivery of AIS services. At minimum, they would receive the mandated number of ESL minutes. Standards-based lessons could be adapted so that they cover the key information in a way that is accessible, culturally relevant, and age-appropriate, without infantilizing the material. Newcomer ELLs, depending on their needs, receive intensive instruction in basic language skills such as alphabet recognition in cases where a different alphabet system is used in the home language, pronunciation, phonics, decoding, and vocabulary-building. Specialized newcomer texts and materials are employed. The students are in the classroom with their English-speaking peers and conversation and groups work are encouraged between all students to enhance English language acquisition. Additionally they receive the same instructional information through differentiated instruction from the ESL teacher and classroom teacher who has been given professional development in best practices for ELLs. Both the ESL and classroom teacher incorporate ELA test material instruction, including test-taking skills, mock tests, and deconstruction of the test format as well as the test material.

ELLs receiving 4-6 years of services are assigned individualized supplemental work so they can have additional at-home practice to enable their progress. Small group differentiated instruction is provided during regular class time, ESL, extended day, AIS, and the After-School program. Additionally, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition employing strategies to strengthen all four modalities -listening, speaking, reading and writing.

There are no long-term ELLs presently, but instruction for those students would include mandatory sessions of Reading Rescue with trained classroom assistants, Read 180, Fontas and Pinnel Leveled Literacy Intervention, and various computer programs such as Brainpop and Aha Math. Long-term ELLs often possess fluency in BICS, but are weak in CALP. A strong focus on academic language, sentence structure, and higher level thinking skills would be provided to address these deficiencies.

ELLs with special needs receive the mandated amount of ESL instruction, as per their IEP. Frequently, they participate in guided instruction groups that match the students' IEPs along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. They receive the same intervention supports, as appropriate, as other ELLs and non-ELLs. Students who are x-coded may not receive the full amount of mandated ESL minutes, but they are often included in special activities within the ESL class, such as pumpkin carving, or singing activities. They are also included, as appropriate to the individual student, in direct test prep for the NYSESLAT, seeing as they are required to take the test.

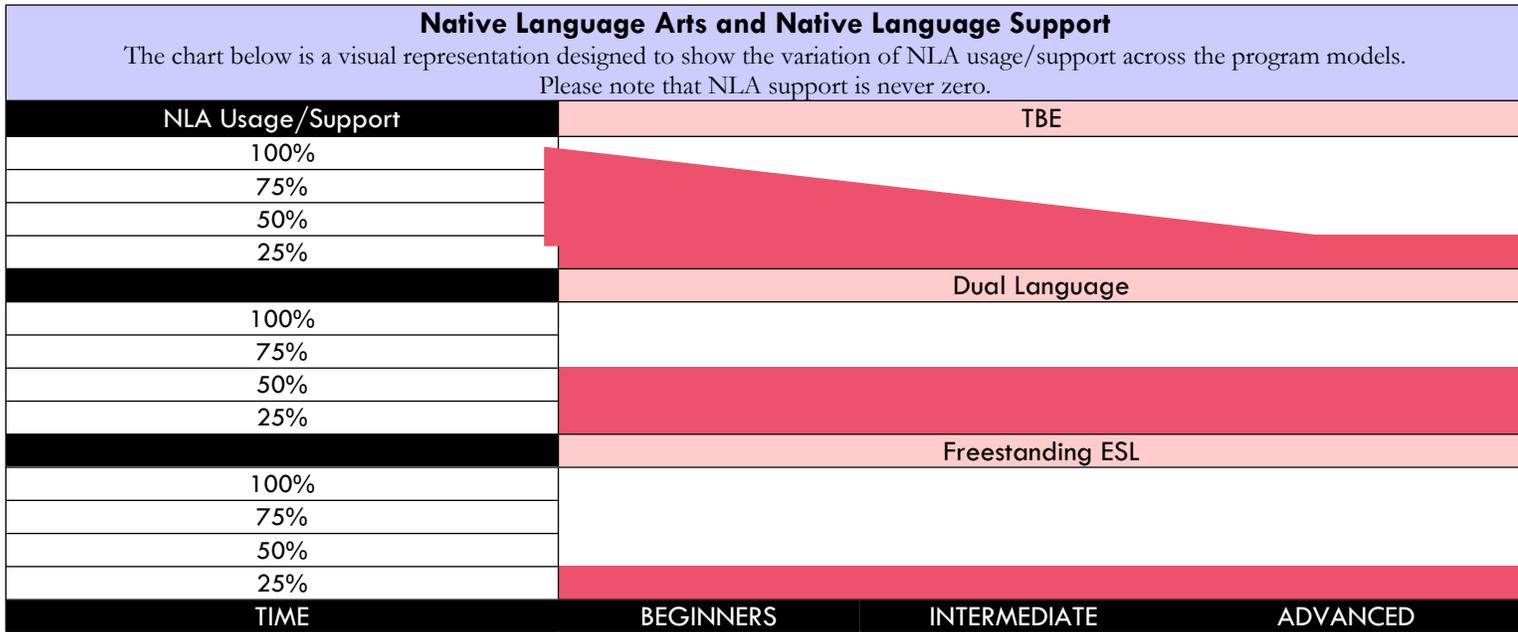
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Targeted intervention programs for ELLs in content areas include Brain Pop, Reading Rescue, Fontas and Pinnell Leveled Literacy Intervention, AHA Math, and One More Story. In addition, our school's Data Inquiry Team is focusing on devising new instructional strategies to improve math comprehension for all students, especially struggling students, including any ELLs. ELLs will continue to receive the instruction and practice they need in order to pass the NYSESLAT. ELLs of testing age are additionally offered supplemental instruction in the Afterschool Program to better enable their success in the ELA and Math state tests. Students are taught and encouraged to use computer technology both in the classroom and at home to supplement their learning. Students are given individualized ESL instructional materials, and taught various content areas in differentiated learning contexts to support and enrich classroom instruction.

The ESL coordinator collaborates with the general education classroom teachers to ensure that ESL instruction is aligned with and supports classroom instruction in all content areas with emphasis on Literacy and Math. The ESL coordinator ensures that all lessons include teaching objectives and strategies related to the NYSESLAT so that ELLs are able to advance towards proficiency. ELLs who reach proficiency on the NYSESLAT will continue to receive testing modifications (such as extended time) as well as transitional instruction from the ESL teacher for two years after reaching proficiency as per the NYSESLAT.

During the upcoming school year, students will continue to use the Leveled Literacy Intervention and Read 180 programs as well as Reading Rescue and Brainpop (with closed captions). At present, none of the ESL services or programs will be discontinued. ELLs are encouraged to participate in all school programs and supplemental services. The school offers Academic Intervention Services during school hours as well as an after school Test Prep program; both of which are offered to ELLs. Such participation enhances their English acquisition and socialization skills. All ELLs stay for extended day. ELLs are also encouraged to participate in all enrichment activities as well.

A great deal of instruction, for ELLs, involves technology. Individual laptops in the ESL classroom are used by students. Programs such as AHA Math (available in Spanish and English), One More Story, Smart Board lessons, audio lessons, and other internet programs, such as Starfall and others, that are interactive and use strong visuals enrich and support classroom learning. Brainpop, while used with all students, is differentiated by use of the closed caption option to enhance reading skills. Brainpop gives our ELLs a pre-knowledge of all content areas, and can be accessed at home for parental involvement in the work and curriculum of their children. Research shows parental involvement enhances student performance in school. Also, once familiar with these programs, students can continue to use them for additional at-home practice.

Native language support is delivered with small group instruction consisting of students of varying proficiency levels who all share the same native language. Classroom libraries include native language titles and text and picture bilingual dictionaries. Students receive bilingual glossaries for content areas such as math, science, and social studies. Classroom teachers are encouraged to build word walls with all languages in the classroom represented.

Required services and resources are available to all students, including ESL students. Resources and services are designed to appropriately meet developmental and academic states of all ages, grades-levels, and language proficiency levels. Resources include a school library, classroom libraries, classroom laptops, and Smart Boards in every classroom. An enriched curriculum for all students, including Music class with keyboards, musical instrument instruction, chorus, art class, drama class, and school-wide performances, Foss hands-on science, physical education, and class trips, all provide a rich curriculum contributing to language learning and building broad background knowledge.

Newly enrolled ELL students are able to tour the school, and receive information regarding resources and services available in the community, including the numerous and varied programs at our nearby public library and museums such as the Botanic Garden, the Brooklyn Museum, and the Brooklyn Children's Museum. Information about the NYC public school system as well as procedures, curriculum, and services specific to our school are made available.

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.

Paste response to questions 1-3 here

Professional Development for all personnel who work with ELLs (including ESL, grade-level classroom, and cluster teachers, assistant principal, paraprofessionals, and the parent coordinator) is delivered through our Network ESL Instructional Specialist as well as Lunch and Learn sessions presented by our ESL teacher. Special Education teachers who work with ELLs receive 10 hours of professional development. Further, teachers are encouraged to attend professional development offerings through Protraxx, the Office of English Language Learners, and BETAC, in addition to internal and external professional development opportunities. Typically, teachers who attend professional development sessions turnkey the training to other teachers during faculty conference, lunchtime workshops, or grade-level conferences. In order to assist ELLs in transition to middle school, the ESL coordinator works with the guidance counselor and is available to provide staff with the tools and support they require. The proximity of a middle school just one floor up in the same building provides opportunities for graduating elementary students to investigate middle school questions and options. Such support includes information to parents on schools with programs geared toward ELLs and any translations of information necessary for parent understanding (through the Translation Unit). The minimum 7.5 hours of ELL training for all staff will be done primarily in-house during Lunch and Learn workshops provided by an ESL-certified colleague, after school, and/or offered externally through Protraxx and our Network support team. All professional development participation is recorded by the school payroll secretary for record-keeping, as well as through sign-in sheets and agendas.

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?

Paste response to questions 1-4 here

Parents, including parents of ELLs, are involved in all programs and activities offered by the PTA and by the school. In addition, all parents are offered afterschool classes. One class being offered is an art class where parents may learn about and develop art projects with their children. Our afterschool art program offers a chance for parents to work alongside their children in an interactive and enjoyable setting. Parents are also welcomed to engage themselves in the learning and development of their children in the presence of their child's teacher. Family activity nights and school concerts are well-attended by families.

The programs presently offered to parents are primarily in-house, however the PTA and school family workers are in contact with other agencies and community-based organizations for parents who are interested in additional or alternative services. Our school is in partnership with a community-based organization that provides off-site after-school child care, where children receive help with homework and enrichment activities.

Parents' needs are addressed in PTA meetings and school surveys. School administration and/or staff attend PTA meeting where they are able to ascertain parent needs and concerns. The parent coordinator has daily contact with parents and conducts ongoing assessment of parents' needs. As new student are enrolled, the ESL teacher is called to the office to meet with the parent, at which time she is able to engage and evaluate their needs. Prior to school events such as parent teacher conferences or parent workshops, ELL parents are personally contacted by the ESL teacher.

Our afterschool programs and parent workshops offers parents the skills they will need to facilitate communication with the language of their child's instruction, and will expose parents with the same challenges their children are facing - learning a new language in an academic setting.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4					0

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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								

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 and 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?

Last year only one student was eligible to take the NYS tests, receiving a level 1 for ELA and a level 2 for MATH.

ELLs, as are all students, are administered the Teacher's College Reading and Writing Record Assessment which provides the ELLs' reading levels and pinpoints the target areas that need to be focused on when planning instruction. Results reveal a need to strengthen phonemic awareness, to improve reading fluency, and to reinforce comprehension strategies to improve reading comprehension.

Data patterns across proficiency levels and grades reveal that the majority of Beginners are Newcomers. No prominent pattern is evident across grade levels.

Examination of combined modality scores from the NYSESLAT indicate that in general, students' listening/speaking skills are stronger than their reading/writing skills, as can often be the case. Therefore, we will use this strength area to enhance reading/writing modalities by practicing dictation to writing skills, and note-taking skills to write paragraphs or sentences. Furthermore, speaking and listening skills will be used to practice reading student-created material (stories in higher grades, storytelling from pictures in lower grades). It is evident that students' weaker reading/writing skills (rather than listening/speaking) hold them back from testing out of ESL. This indicates a need for greater instructional emphasis on high level writing and reading skill development. Item analysis of NYSESLAT directly informs instructional objectives.

During ESL instructional time, students are exposed to a variety of learning situations that make use of all 4 modalities. For instance, differentiated strategies are used to improve reading fluency and support reading comprehension. Additionally, listening and writing assignments meet the testing requirements for the NYSESLAT. The teacher meets with students individually or in small groups in order to regularly assess the speaking modality. Student weakness and progress continue to guide instruction.

Currently in P.S. 316, none of our ELLs have significant academic background knowledge in their native language and many do not have fluent verbal communication skills either. Therefore instruction is exclusively given in English. However, students with the same native language are sometimes grouped together to support each other in small-group instructional contexts.

Periodic assessments being used right now are teacher created. The ESL teacher shares findings, along with running record data to collaborate with the classroom teacher to plan lessons and differentiate instruction for ELLs. Along with this information, the ESL teacher shares modality data from the RNMR report based on the NYSESLAT.

Inasmuch as we are a freestanding ESL program we do not use native language assessments or in classroom instruction. When appropriate, the native languages of our ELLs are used as a learning tool for all students, such as word walls, and vocabulary activities.

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		