



P.S. 327 DR. ROSE B. ENGLISH

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 327 DR. ROSE B. ENGLISH
ADDRESS: 111 BRISTOL STREET
TELEPHONE: 718-495-7801
FAX: 718-495-7828

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300010327 **SCHOOL NAME:** P.S. 327 Dr. Rose B. English

SCHOOL ADDRESS: 111 BRISTOL STREET, BROOKLYN, NY, 11212

SCHOOL TELEPHONE: 718-495-7801 **FAX:** 718-495-7828

SCHOOL CONTACT PERSON: STEPHEN APPEA **EMAIL ADDRESS:** SAppea@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Genevieve Mohamad

PRINCIPAL: STEPHEN APPEA

UFT CHAPTER LEADER: Nicole Gordon

PARENTS' ASSOCIATION PRESIDENT: Priscilla Smith

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** CFN 309

NETWORK LEADER: PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Stephen Appea	Principal	Electronic Signature Approved. Comments: Most SLT members were not available in July
Genevieve Mohamad	Admin/CSA	Electronic Signature Approved. Comments: Not available on July 9th
Nicole Gordon	UFT Chapter Leader	Electronic Signature Approved. Comments: Not available
Donna Dewar	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Not available
Belinda Missouri Jackson	Parent	Electronic Signature Approved. Comments: Not available
Angelette Pemberton	DC 37 Representative	Electronic Signature Approved. Comments: Not available
Priscilla Smith	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Not available
Marilyn John	UFT Member	Electronic Signature Approved. Comments: Not available

* 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.

□

NARRATIVE DESCRIPTION OF THE SCHOOL

The Dr. Rose B. English School services 780 students within the Brownsville community of Brooklyn from grade levels Pre-K – 8. Our school organization includes 35 classes: 26 general education, 1 Collaborative Team-Teaching, and 6 self-contained special education classes divided into 3 Divisions: Early Childhood Academy (Grades Pk-2), the Elementary Division (3-5) and the Preparatory Academy, (6-8).

We conceptualize our instructional program within a Response to Intervention framework designed to meet the broad needs of our children using a variety of programs and strategies.

Our core instructional ELA programs include: Reading First in the Early Childhood Academy, Time to Know for grades 4-5, and Glencoe Literature for grades 6-8. Every Day Math is used in grades Pk-3, Time to Know (Math) in Grades 4-5 and Impact Math in grades 6-8. Although we follow NYS Standards in Social Studies and Science using the Harcourt and Glencoe programs, our children in grades Pk-3 also benefit from the interdisciplinary, sequence of English, History, Geography and Fine Arts through our Core Knowledge program. The specific content in the Core Knowledge Sequence provides a solid and coherent foundation on which to build skills instruction. All students in grades 3-6 also participate in the 100 Book Challenge program to build reading stamina and motivate a love for reading that is specific to their reading level. Students in the Preparatory Academy engage in interdisciplinary novel studies in addition to their core programs.

At risk students or above average students whose instructional needs are not met by the above core programs are provided with academic intervention services. Voyager Passport, Ticket To Read, iStation and V-Math Live as well as Study Island are the primary programs used for our lower performing students. Enrichment programming such as interdisciplinary, technology integrated Culture Quests, and showcase projects as well as the Thursday Afternoon at the Arts program are used to challenge our higher performing students at all grade levels. Advanced students in the Preparatory Academy take the Integrated Algebra; Foreign Language and Earth Science courses preparing them for an opportunity to earn Regents based high school credits.

Our special needs services include: Special Education Teacher Support Services, speech therapy, counseling, and adaptive physical education. Counseling is also available for students without IEPs through a partnership with the Brooklyn Center for Psychotherapy, a partnership that provides us with 2 additional full-time social workers. Our English Language Learners benefit from an ESL pull-out program as well as Imagine Learning for those ELLs with little to no English proficiency.

Guidance and Dean's office staff conduct our Positive Behavior Intervention Support program including a broad range of school wide citizenship and social and community activities, Emotional Literacy and character education. A team of performance coaches facilitates the development of our community building, conflict resolution and test anxiety reduction in our Elementary and Prep School Divisions.

Through our partnership with YWCA Scholars, we also provide out-of-school-time cultural enrichment and athletic programming for our K-5 students. Our enrichment school fitness programs cater toward our middle school-aged students in grades 6-8 and include: Basketball, Dance and Double Dutch. Our Arts programming also geared primarily for middle school includes: Culinary, Needle Point, Media-Tech, Robotics, Dance, Drama, Instrumental and Vocal music and Peer Mediation Arts.

A key feature of our school's vision to provide students with the tools to prepare them to become successful, productive citizens of the future is the integration of technology into teaching and learning. As a result, many students, parents and teachers receive training in and benefit a wide variety of instructional and professional development in technology based programs.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 327 Dr. Rose B. English			
District:	23	DBN #:	23K327	School BEDS Code:

DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		89.3	90.2	TBD		
Kindergarten	61	62	73						
Grade 1	78	73	83	Student Stability: - % of Enrollment					
Grade 2	80	79	77	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	85	76	91		94.5	89.36	TBD		
Grade 4	85	83	95						
Grade 5	82	73	70	Poverty Rate: - % of Enrollment:					
Grade 6	86	82	63	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	97	91	85		87.4	80.6	86.3		
Grade 8	84	89	101						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	63	TBD		
Grade 12	0	0	0						
Ungraded	3	4	5	Recent Immigrants: - Total Number					
Total	777	748	779	(As of October 31)	2007-08	2008-09	2009-10		
					0	2	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					

(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	46	51	Principal Suspensions	12	75	TBD
# in Collaborative Team Teaching (CTT) Classes	15	20	20	Superintendent Suspensions	31	32	TBD
Number all others	41	39	42				
<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)				2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	25	24	42	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	3	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	53	58	TBD
				Number of Administrators and Other Professionals	19	16	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	6	5	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	2	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	73.6	65.5	TBD
Black or African American	83.5	82.4	79.6	Percent more than five years teaching anywhere	67.9	63.8	TBD
Hispanic or Latino	14.9	15.4	17.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	1.1	1.4	Percent Masters Degree or higher	79	79	TBD
White	0.8	1.1	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.8	100	TBD
Multi-racial							
Male	48	47.2	47.4				
Female	52	52.8	52.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
--------------------------------------------------------------------------------------------	------------------------------------------------

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

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	Improvement Year 1
<input type="checkbox"/>	Improvement Year 2
<input type="checkbox"/>	Corrective Action (CA) - Year 1
<input type="checkbox"/>	Corrective Action (CA) - Year 2
<input type="checkbox"/>	Restructuring Year 1
<input type="checkbox"/>	Restructuring Year 2
<input type="checkbox"/>	Restructuring Advanced

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					

Multiracial						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	76.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6	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

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

SECTION IV: NEEDS ASSESSMENT

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

Early Childhood Academy

Literacy

We are a *Response to Intervention* school. Grades K through 3rd are guided by the instructional and assessment plan outlined by the former Reading First program and customized by the collaboration of our internal Reading First Support Team and school administration. The Early Childhood Academy uses Harcourt's Story Town as the core curriculum. Story Town provides teachers with student anthologies, guided reading books, library books and support materials to address the needs of all learners with intensive, strategic and advanced instructional needs. Teachers use Story Town assessments to monitor student progress. They also use various periodic assessments provided by Reading First and the City of New York. Throughout the school year, teachers administer DIBELS, Terra Nova, PPVT, and EPAL to select grades. Teachers monitor students using DIBELS Progress Monitoring, Story Town and iStation assessments and are able to track student progress through the Wireless Generation MClasshome management system.

PS/IS 327 was awarded the Reading First grant in June 2007. As outlined in the terms of the grant teachers received professional development throughout the year. Professional development focused on specific content areas, test administration, data management and analysis, the core curriculum, and effective planning. Although the grant funding has been discontinued by State we will be using our own funding to sustain as much of the program as we can. Middle of Year (MOY) and End of Year (EOY) goals were set of each grade based on Beginning of Year (BOY) DIBELS Assessments scores. Action plans were created for students with instructional needs. Additional individual and/or small group instruction was provided by classroom teachers, paraprofessionals and support staff during AIS and the 37½ extra instructional period. Our End of Year data (June 2010) showed that Grade K did not meet their EOY benchmark goal. Grades 1-3 have met their EOY Benchmark goals.

P.S./I.S. 327 – DR. ROSE B. ENGLISH SCHOOL
READING FIRST BENCHMARK GOALS

2010-2011

Grade Level

Grade	Intensive	Strategic	Benchmark
K – BOY	(7%)	(38%)	(53%)
K – MOY	(6%)	(24%)	(70%)
K – EOY	(2%)	(13%)	(85%)
1 – BOY	(36%)	(21%)	(43%)
1 – MOY	(13%)	(21%)	(66%)
1 – EOY	(10%)	(21%)	(69%)
2 – BOY	(22%)	(21%)	(57%)
2 – MOY	(16%)	(23%)	(61%)
2 – EOY	(12%)	(18%)	(70 %)
3 – BOY	(27%)	(34%)	(39%)
3 – MOY	(24%)	(33%)	(43%)
3 – EOY	(22%)	(29%)	(60%)

School Level

	Intensive	Strategic	Benchmark
K-3 BOY	63 (22%)	82 (29%)	137 (49%)
K-3 MOY	53 (19%)	69 (21%)	160 (60%)
K – 3 EOY	41 (15%)	50 (15%)	191 (70%)

BOY (Beginning of Year) (9/2010)
 MOY = Middle Of Year (1/2011)
 EOY = End of Year (6/2011)

Professional development are structured based on our needs assessments. Leap Frog systems are used to provide support of struggling learners and challenge advanced learners. We remodeled our AIS and Extra Instruction periods and work closely with teachers to help them set, identify and meet student goals.

We also devised a modified technology plan along with the Leap Frog TAG systems for grade 1. Voyager and Earobics programs are in place to address our AIS students. We have modified our AIS plan by having cluster teachers push in to the classrooms to reduce class size and enhance differentiated instruction.

Implications for the Early Childhood Literacy Instructional program are:

- ELA PD needs to be targeted to improve specific skills instruction
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased
- Increased time for constant and consistent modeling
- Increased time for feedback reflection and discussion
- Increased observation and monitoring of ELA instruction should occur.

Mathematics

June 2010 EC Math Data

CLASS	SUBJECT	# Students	Level 1	Level 2	Level 3	Level 4	% Passing (Levels 3 and 4)	Class Average
K1 – Bascom	Math	22	1	3	13	5	82%	83%
K2 – Davis	Math	21	4	3	11	3	67%	72%
K3 – Daniels	Math	23	2	4	14	3	74%	77%
101 – Parris	Math	26	0	0	4	22	100%	91%
102 – Levy	Math	27	4	12	8	3	41%	73%
103 – Reese	Math	25	4	7	8	6	56%	76%
201 – Smythe	Math	21	0	2	14	5	90 %	87 %
202 – Abdurrahman	Math	26	4	17	5	0	19%	59%
203 – Egbuchulam	Math	20	3	11	6	0	30%	68%

Early Childhood Math Needs Analysis

- 66 Kindergarten students were assessed using a standardized test. 74% are passing as of June 2010
- 78 First graders were assessed using a standardized test. 65 % are passing as of June 2010.
- 67 Second grade students were assessed using a standardized test. 46% are passing as of June 2010.
- Based on kid watching, formal and informal formative assessments, students in grades K-2 displayed weaknesses in number sense.

Core Knowledge Social Studies, Science, Music and Art

We are a Year 4 Core Knowledge School. We follow the National Core Knowledge Sequence, which is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science and the fine arts. As the content core of our Pk-6 curriculum it provides a solid, coherent foundation of learning, while allowing flexibility to meet our students' needs. The Core Knowledge sequence is a guide to coherent content from grade to grade, designed to encourage steady and academic progress as our children build their knowledge and skills from year to year. Most of our programming follows the NYS Core Curricula, which is heavily focused on skills acquisition. The National Core Knowledge curriculum provides our students with a specific content foundation on which to build skills instruction. Since the Sequence provides a specific plan that builds year to year, it prevents repetitions and gaps in instruction that can result from sometimes-vague state curricular guidelines. Due to the tremendous effort required in maintaining a quality Core Knowledge program in addition to the NYS Core Curricula, we decided to hire a full-time Core Knowledge staff developer to model, observe and conference with teachers about the planning and provision of the Core Knowledge Sequence. The Core Knowledge Coordinator also assists with unit planning, interdisciplinary instruction and assessment. A next step is creating curriculum maps that include Core Knowledge content with NYS mandates.

General Implications for the Early Childhood Academy Instructional Program

The Early Childhood English Language Arts and Mathematics programs will be strengthened by:

- Providing increased, focused and differentiated staff development for early childhood classroom teachers.
- Utilizing the Early Childhood Coordinator to assist in the implementation of the Reading First program and Everyday Mathematics.
- Providing increased supervision of literacy and mathematics instruction using technology
- Continued implementation of the literacy, math blocks and prototypes
Focusing on small group instruction on student weakness within the basic reading comprehension skills and the Seven Key Ideas in mathematics.
- Identifying students for appropriate academic intervention services such as targeted small group instruction, individualized tutoring, and counseling
- Encouraging parents to use parenting strategies provided by the Parent Coordinator
- Provide literacy instruction through the use of technology for all grades. Library media services will be provided for all grades through our technology.

Elementary Division

ELA Needs Analysis

Grade 4-5 teachers of our Elementary Division use Time to Know as the core ELA and Mathematics program. Grade 6 teachers use Glencoe Literature Reading with Purpose as their core ELA program. The 100 Book Challenge program from the American Reading Company is used a supplement to both of these core programs in order to provide our students with rich literature for their independent reading. Grade 3 teachers also use 100 Book Challenge in addition to the Reading First program. 100 Book challenge equips each teacher with the tools to align, motivate, and monitor all students in order to ensure that they are reading on or above level. Each student is made aware of his or her goals, performance and practice targets are set, and each student is monitored and rewarded for progress.

Many programs have been put in place to help us achieve our ELA goals. AIS periods are utilized for additional content instruction which is tailored to the needs of each child serviced.

In addition to the aforementioned interventions, new technology based programs have been introduced into the ELA curricula of Elementary Division students. For example, all students utilize the Ticket to Read and Study Island programs. Both are programs that are used on a daily basis in the school and at home. The programs increase student's comprehension rates of materials presented and focus on preparing students for the NYS test on their grade level.

Math Needs Analysis

Grade 3 – 5 teachers of our Elementary Division use Time to Know Mathematics, and grade 6 uses Glencoe's Impact Math. In addition to these textbooks, grades 3 – 6 also utilize Houghton Mifflin's consumable workbook, Math Steps and Destination Math. Math manipulatives are provided with the texts allowing teachers to enhance lessons with a hands-on component. Each publishing company has their own website that is teacher, student and parent friendly. The websites are a great resource for teachers. The sites include printable activities that can target several classroom needs such as modification, remediation, skill drill, or enrichment. Some sites are even available in Spanish great for our ELL population. The websites can also be used in conjunction with the classroom Smart Board technology.

There are several programs in place to help us achieve our goals in math. For example; utilizing AIS periods for content strand intervention based on skills analysis. In addition to these interventions, the use of the internet-based technology Study Island Math program can be attributed to this increase. We have utilized the data from the Acuity Program to create monthly unit practice and test simulations for each of the grades. The monthly sample tasks, in the format of open-ended response are also aligned with the Everyday Math and Impact Math programs.

In addition to student programs we also provide opportunities for staff regarding development of math instruction. Some include; differentiated staff sessions for new and experienced teachers in math content during after school and "Lunch and Learns". There is additional training in the implementation of test sophistication materials such as Kaplan, Options, or STARS.

Other staff conferences are scheduled on a regular basis. There are weekly grade study groups addressing Everyday Math and Glencoe Math unit planning and assessment. Meetings regarding student work using teacher created math rubrics and their implication on instruction are used on an ongoing basis throughout the school year. Further analysis utilizing regional and school wide assessment skills analysis, such as Acuity, are used by teachers in order to differentiate instruction.

Thus far this year there has been a renewed focus on adhering to pacing calendars and prototypes with an emphasis on mathematical strands within each of the outlined standards. Refining a standard based curriculum that drives instruction allows teachers to expose student strengths and weakness early in the school year creating an environment that lends itself to differentiated instruction targeting a variety of student needs.

Establishing data and analyzing it has been an ongoing development among our staff. This year we have added staff support by providing data through our item analysis technician. This empowers teachers to have student and class information quickly. In turn it can be reviewed and then appropriate lesson plans and grouping can be developed and executed. We have also developed our portfolio assessments emphasizing problem solving strategies and critical thinking. Student portfolios have become a collection of a wide variety of student work that can help teachers, students and parents recognize trends and patterns in student work.

Continuing this year is the Lead Teacher and Mentor program targeted to support and work with new teachers. This program provides staff with a colleague that can help them with their strengths and weaknesses whether it be content, management, the analyzing of student work, or lesson planning and delivery.

Attendance has also been an issue for us. However, already this school year there has been a significant difference. With our parent coordinator and attendance staff our attendance has consistently been over 90%. With more students in attendance, instruction is able to target a larger population on a regular basis.

Since AIS extended time has been introduced to the school system there have been many changes. More students stay than ever before and more learning is taking place. The AIS period has been developed into an opportunity for teachers to continue with small group instruction and target students through differentiated instruction.

Social Studies Needs Analysis:

The elementary division uses the Houghton Mifflin Harcourt Social Studies unified Core Curricula in grades 3-5 and the Scott Foresman Social Studies program in Grades 6. Both programs address the New York State Standards in Social Studies, and give students an opportunity to learn through the

use of primary documents, the integration of reading and writing skills and strategies. Teachers use a formative variety of assessments to monitor the students' understanding and progress in the development of the concepts taught. A monthly school-wide assessment is administered to gain an understanding of how student will perform on the state exam in Grade 5. State assessments are used as a guide in Grades 3, 4 and 6 to develop tests aligned with the topics taught specifically in those grades, but in the format of a state test.

Continued use of the Extra-Instructional period during the first two months of the school year as a period focused on the review of 3rd and 4th grade curriculum will be done to help improve our scores. The weekly schedule was also adjusted so that every 5th grade class received an additional 90 minutes of social studies instruction by the social studies cluster teacher on a weekly basis for the 2010-2011 school year. We have continued using the test sophistication workbook, Mastering the Grade 5 Social Studies, which we have found to help students become familiar with the format of the assessment.

Analysis of recent practice assessments shows a weakness in the construction of a well-organized, document-based essay. To address these concerns, the use of the various types of questions occurs during instruction, and the review workbook focuses on each of these types of question as it cycles through topics like geography, history, economics, and government. Technology-based programs like Study Island Social Studies and Brain Pop videos have been use in great lengths to further support the acquisition of knowledge in the grade 5. Its use has become a regular part of daily instruction and practice.

A possible barrier to continuous improvement has been the weak early childhood foundation in the subject area. However, with the introduction of the Core Knowledge program in the last three years, we are looking for a solid foundation upon which to build on during the elementary years.

Implications for the Elementary Divisional Social Studies Program:

- Social Studies professional development will target the grade-wide deficiencies based on an analysis of state scores of the previous year and opportunities to differentiate instruction
- Increased monitoring and observation will occur in the subject area ensuring adherence to pacing calendars
- Teacher and administration will develop an individualized professional development plan addressing areas of concern based on the students' first practice assessments
- Implementation of more social studies field trips that will culminate the units of study in all grades

Science Needs Analysis:

Grades 3 through 6 use the New York City Core Curriculum which has been customized to New York City for instruction in science. Harcourt Science is a text-based program that is supplemented with hands-on activities which supports unit instruction. Teachers also rely on the Scott Foresman Science text which aids students' comprehension of the concepts, and provides independence and variety in how the concept is covered. As with other subject areas, monthly assessments in science are given that simulate past state tests as well as assess a student's mastery of the current topic been taught.

Ongoing and coordinated instruction in science by the classroom and cluster teachers will help improve our scores. Also, the teachers instructing students in grade 4 have spent several years on the grade in order to hone and strengthen their instruction. Part of the collaboration of the teachers results in hands-on performance activities throughout the year.

An analysis of the September and October school-wide assessment shows strength in the interpretation of organized observations, simple patterns and the relationship between plants and their physical environment. A common weakness across the grade was matter and its observable characteristics and energy. We will work on addressing these concerns by creating small group instruction for each science standard. The use of Measuring Up Science in the past has provided a clear review of each of these standards and subtopics while presenting a test preparation format that supports the students' test taking skills in science.

Implications for the Elementary Divisional Science Program:

- Science professional development will target the use of the scientific method to perform experiments and address inquiries into hypotheses students make
- Increased monitoring and observation will occur in the subject area ensuring adherence to pacing calendars
- Teacher and administration will develop an individualized professional development plan addressing areas of concern based on the students' first practice assessments
- Implementation of more science field trips that will culminate the units of study in all grades
- Increase awareness of the interconnectedness of math and science and the use of it to present opportunities to differentiate instruction

General Implications for the Elementary Division

In order to continue growth in the elementary division, the focus of the professional development program is based on the areas where students' performance show a lack of growth or a decrease in attaining satisfactory achievement. For example, the results of the Teacher Goals and Expectations from the beginning of the Year Conference goals in the following areas:

- The use of the technology programs to differentiate instruction
- Organizing for instruction to maximize student growth within each lesson
- Management of time for completion of student work

Teachers and support personnel in every subject area within each grade should identify overall trends in student outcomes. Professional development workshops offered by Lead Teachers and professional support personnel should continue to develop teachers so that instruction is tailored to meet the needs of the students in these identified areas. This training should take place on a weekly basis during study groups and grade conferences. Teachers are encouraged to share their best practices with one another during the remaining weekly common prep periods.

To further address the implications of our analysis, within each classroom and as part of the academic intervention program, technology in the form of the Voyager: Passport and V-Math programs have begun to be used on an ongoing basis. Each computer-based program assesses students and provides a detailed and individualized course of study in ELA and MATH. As part of both programs, small group instruction supplements the computer-based program. Generally the program is utilized during the day as part of the academic intervention periods, but use of the program should be extended to times before and after school.

Interdisciplinary instruction is highly encouraged and used to strengthen our students' understanding of concepts like volume of cylinders and rectangular prisms. There is an emphasis on the use of

social studies and literacy within the programs used to teach the subjects, like Scott Foresman Social Studies, and Houghton Mifflin Social Studies. Lead teachers and support personnel should expand staff development to include more of an interdisciplinary focus.

Preparatory Academy – Grades 7 and 8

ELA Preparatory Academy Needs Analysis

Our Preparatory Academy (grades 7-8) uses Glencoe Literature's blend of classic and contemporary literature as our core ELA program. Selected novels supplement the anthology in order to provide our students with integrated reading, writing and language arts skills instruction. Teachers use Glencoe lesson and unit assessments and monitor skills progress using our school wide monthly assessments as well as Acuity and ARIS data.

Students in grade 7 demonstrated a 12.6% increase over their counterparts the previous year: rising from 43.4% to 56% meeting or exceeding the standards. While 60% of general education students met or exceeded the standards only 48% of our 29 seventh grade students with disabilities met the standards.

The continued strategy of a significantly reduced class size in the 7th grade is continuing to pay academic dividends. Our Extended Day and technology-based academic intervention programs are also helping teachers to differentiate instruction to meet students' needs. Our Voyager Passport and Scientific Learning Fast ForWard programs successfully supported half of our students with disabilities though the other half still need continued academic intervention.

Students in grade 8 exhibited a 6 point increase from 39 to 45% meeting or exceeding the standards. While 54% of general education students met the standards only 12% of our 17 8th grade students with disabilities met the standards. Notably very few of our students with disabilities in the 8th grade were unable to receive the Fast Forward and Passport programs due to extenuating circumstances.

Implications for Preparatory Academy Division ELA Instructional program are:

- ELA PD needs to be targeted to improve specific skills instruction
- PD in differentiated ELA instruction should be increased
- PD in instructional intervention strategies should be increased
- Increased observation and monitoring of ELA instruction should occur
- More integrated SETTS – General Education teacher collaboration to better meet the needs of students with IEPs.

Math Preparatory Academy Needs Analysis

Our Preparatory Academy (grades 7-8) uses a wide variety of resources. Glencoe's Impact Math materials are used as the core program. Comprehensive Math Assessment, Math Handbook, and the supplementary Impact mathematics materials including Math Advantage are used to supplement the core program. There are many selected supplementary materials taken from the TFA resource exchange to provide our students with integrated problem solving, analysis, and processing skills instruction. Teachers use Glencoe lesson and unit assessments as resources and monitor skills progress using the school wide monthly assessments as well as separate diagnostic data.

Students in grade 7 demonstrated a substantial 22.6% increase over their counterparts the previous year: rising from 48.4% to 71% meeting or exceeding the standards. While 78% of our general education students passed the exam, 77% of our 30 students with disabilities passed the test.

The extensive use of our Lead Teacher to teach all 7th grade math classes as well as the continued strategy of a significantly reduced class size in the 7th grade are clearly significant factors contributing to our success story in 7th grade math. Our Extended Time and technology-based academic intervention programs are also helping teachers to differentiate instruction to meet students' needs.

Students in the 8th grade exhibited a 5.6% decline from 47.6 to 42%. While 46% of the general education students passed only 26% of our 19 students with disabilities met or exceeded the standards.

Part of this decline can be attributed to the inexperience of a new, first year math teacher. Fortunately she has responded to professional development and coaching support provided by the school and our 8th grade monthly assessments have indicated progress. The gap between general education and special education students is surprising considering the lack of such a gap in the 7th grade. It should be noted however that both the 8th grade Math teacher and the 8th grade self-contained teacher were new teachers last year and struggled with classroom management. They have been supported, mentored and coached and we are expecting improved results this year.

Implications for Preparatory Academy Division Math Instructional program are:

- Math PD needs to be targeted to improve specific skills instruction
- PD in differentiated Math instruction should be increased
- PD in instructional intervention strategies should be increased
- Increased observation and monitoring of Math instruction should occur
- Classroom management coaching should be continued so as to reduce a strictly content-driven instructional approach which disregards student needs.
- More integrated SETTS – General Education teacher collaboration to better meet the needs of students with IEPs.

Science Preparatory Academy Needs Analysis

Our Preparatory Academy Science teachers instruct students with the Glencoe Science program that provides a complete selection of core topics outlined in the NYC Science pacing calendar along with the NYS Intermediate Level Science Core Curriculum. The Glencoe Science program includes long and short term planning to ensure that the core curriculum and standards are followed and met. Within the program the core curriculum science process skills are based on a series of discoveries where students learn more effectively when they have a central role in the discovery process. By incorporating more hands-on graphic organizers, worksheets, directed reading, section focuses,

reviews, skill words, mini-labs, hands-on labs, virtual labs and by incorporating technology into the science curriculum our students gain a more diverse and intensive way of learning. This year's science program also incorporates learning standards for Mathematics, Science, ELA, and Technology as well as the History of science. The overall program provides our students with the background and stimulates curiosity sufficient to prompt investigation of important issues in the world around them.

Our second year with 8th grade students yielded an extremely disappointing 22% meeting or exceeding the standards down from 37% passing during the previous year. Content and skill-related weaknesses were exhibited across the board in all 3 areas: living, environmental and physical science. This is especially surprising in light of our stellar 4th grade science performance in all 3 areas, though of course it should be noted that we usually lose most of our high achieving students after 5th and 6th grade to the area Gifted, Magnet and 6-12 High Schools.

As a result, our Middle School Science Improvement Plan has resulted in our middle school science teachers receiving 2 monthly off-site PD training sessions. Mentor students have been recruited from nearby Teacher's Prep High School to assist our 8th grade science students. A co-teacher in the 8th grade science classes was added for most of the month of October. Selected students now receive 30 minutes of Extra Instructional science 2 afternoons per week. There has also been an emphasis on interdisciplinary planning to increase science-related student skills. Finally classroom management consultant coaching was provided for the science teacher.

Implications of the needs analysis include the following:

- Increased science education professional development is needed in physical, living and environmental curriculum areas
- Continued classroom management PD for the middle school level science classroom
- More science equipment needs to be ordered
- More hands on, inquiry based experiences should be designed especially since we do not have a proper middle school level science facility. We have finally been approved for a science lab and we are hoping it will be completed by 2011.
- Increased technology integrated lessons

Social Studies Preparatory Academy Needs Analysis

Our 7th and 8th grade Social Studies students use the Globe Fearon's One Nation: Many People text. The Glencoe American Journey text is used to challenge more advanced readers. Many lessons make use of primary source documents and teachers regularly use the Internet via the newly acquired classroom smart boards as an engaging way of providing current and past historical information.

Our 8th grade demonstrated a 1% decline in social studies from 40% to 39% meeting or exceeding the standards. This is disappointing considering the increase in ELA scores

Implications of the needs analysis include the following:

- PD in the use of incorporating ELA skills into Social Studies instruction is needed
- PD in the integration of technology including blogging and podcasting into Social Studies instruction and student projects should be continued
- PD in the use of wrap around concepts is needed
- PD in the use of mnemonic devices and memory strategies is needed

- PD in the use of PAR 4 and other note-taking systems is needed

General Implications for the Preparatory Academy include the following:

Our middle level students have different social, emotional, physical and cognitive needs and our teachers need different skill sets than their elementary colleagues in order to more effectively meet the needs of adolescent learners. A few of our new middle-level teachers for example, are extremely content-driven. Although getting through the required pacing is an important requirement, a lack of proficiency in student engagement pedagogy has hindered their efforts to meet our students' social-emotional and academic needs as adolescent learners. Therefore more specialized professional development needs have been funded and provided thanks to our receipt of a \$248,000 middle school improvement grant.

More time needs to be scheduled and funded for structured teacher reflection, discussion, observation and inter-visitation. Comparative international educational research has shown that Japanese math teachers for example, have far more schedule time for structured reflection about their lessons than do their American counterparts. Our programming includes weekly common preparation time for teachers in our math department, and grant funds have also been allocated to provide for sufficiently experienced on and off-site consultant staff developers for structured discussions and professional development.

The use of mnemonic strategies to improve learning is a pedagogical skill-set that has been previously reserved for the pedagogically elite; With the advent of recent advances in brain based learning, educators now have a wealth of practical knowledge available to them in order to meet varied learning needs. If we are to take advantage of these new strategies, our teachers will need professional development in their use in addition to classroom based cycles of modeling, observation and feedback.

Most of our technology acquisition objectives have been achieved for this year and plans are in effect to provide professional development which must keep pace amidst time competition for subject area staff development. Our middle level teachers need continued training in how to integrate this powerful tool into their instruction. Much was accomplished during the 2008-2009 school year thanks to the hiring of a part-time technology staff developer. Due to budget cuts we lost funding for this position and clearly it will take a further investment in technology-based, teacher-leader capacity building in order for our technology to be more effectively integrated into teacher practice.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> After conducting our needs assessment and reviewing our End of Year benchmark data, we observed an across the board weakness in phonemic awareness, phonics, vocabulary and comprehension measures in grades 1-3. As a result we have set an overall goal which we feel is realistic. By June 2011 70% of all K-3 students will achieve one year’s growth in measures of Dynamic Indicators of Basic Early Learning Skills (DIBELS).	<input type="checkbox"/>
<input type="checkbox"/> After conducting our needs assessment and reviewing our beginning of the year data, we felt it would be prudent to set a realistic goal with regard to performance on the 2011 ELA test. By June 2011 overall state testing grade ELA performance will improve by 10% as measured by our school wide monthly assessments. As a consequence of this goal, by June 2011 our State testing grade ELA performance will improve by 5% as measured by the state 2011 ELA test.	<input type="checkbox"/>
<input type="checkbox"/> After reviewing our needs assessment, we decided it made sense to have two sub goals as follows: By June 2011 overall Science State testing grade performance will improve by 10% as measured by our school wide monthly assessments. As a consequence of this goal, 4 th grade performance will remain above 90% passing and 8 th grade performance will increase as measured by the State Spring 2011 exam.	<input type="checkbox"/>

SECTION VI: ACTION PLAN

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

Subject Area

Literacy (K-3)

(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"/></p> <p>After conducting our needs assessment and reviewing our End of Year benchmark data, we observed an across the board weakness in phonemic awareness, phonics, vocabulary and comprehension measures in grades 1-3. As a result we have set an overall goal which we feel is realistic. By June 2011 70% of all K-3 students will achieve one year’s growth in measures of Dynamic Indicators of Basic Early Learning Skills (DIBELS).</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"/></p> <p>Teachers will instruct students using the Reading First Program. Teachers will use item analysis from DIBELS, Terra Nova, monthly Story Town and iStation assessments to differentiate instruction focusing on the needs of each student. Peer learning along with student partnerships and independent activities can allow the teacher more opportunities to conference with each student and become more familiar with the needs of each student.</p> <p>Teachers will integrate technology into lessons to address different modalities and learning styles.</p> <p>Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.</p> <p>Students in grades K-2 identified as at-risk of performing below grade level will receive small</p>

group/one-to-one extra instruction. The following programs will be used:

Kindergarten – Earobics, Voyager Passport, Ticket to Read

Grade 1 – iStation, Voyager Passport, Ticket to Read

Grade 2 – iStation, Voyager Passport, Ticket to Read

Grade 3 – Voyager Passport, Ticket to Read

Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from DIBELS, iStation, monthly assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students at risk of reading failure in the second grade will receive iStation programming twice per week during after school Extended Day sessions.

Cluster teachers will work on skills areas with small groups of students performing below grade level during their AIS periods. This information will come from Reading First benchmark assessments and progress monitoring, iStation assessments and monthly Story Town assessments. The ESL teacher will use the program Moving Into English to support ELL students in grades K-3. The ESL teacher will use data from DIBELS, iStation and monthly assessments to differentiate instruction for each student. Students will be monitored using assessments from Moving Into English in addition to weekly progress monitoring by classroom teachers.

Ongoing professional development sessions with teachers and service providers will be conducted by the Early Childhood Assistant Principal as well as the Early Childhood Coordinator. Target audiences for each session will be based on student data and needs, teacher needs, and curriculum mapping.

The Early Childhood Coordinator will model and share effective strategies and techniques for classroom instruction on a daily basis.

The Early Childhood Coordinator and the Parent Coordinator will conduct workshops for parents. Topics will be selected according to student need and data.

The school will provide a wide assortment of high quality instructional materials, including integrated and aligned intervention materials. We will increase the amount of technology used

	to help us address the needs of all learners.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> School Wide Projects funds, ARRA funds and Tax Levy funds will be used to fund personnel and OTPS allocations.</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><input type="checkbox"/></p> <p>Students in Grades K-3 will be assessed 3 times a year using DIBELS Benchmark Assessments. All intensive students will be progress monitored weekly using DIBELS Progress Monitoring Assessments. Strategic students will be progress monitored twice per month and benchmark students will be monitored at least monthly. Students are expected to reach benchmark goals for each individual strand.</p> <p>Students in Grades K-3 will be assessed once a month using formative assessments from iStation. All students are expected to make at least a one year gain by June 2011.</p> <p>Students in Grades K-3 will be assessed monthly using assessments from the Story Town Core curriculum.</p> <p>Students in Grades K-3 will receive MOY and EOY cumulative benchmark assessments using the Story Town Core Curriculum. See p12 chart for projected MOY and EOY gains.</p> <p>All Kindergarten students will be assessed twice a year using the PPVT Assessment. 50% of students are expected to demonstrate age specific mastery of receptive vocabulary by the end of the school year.</p> <p>Terra Nova will be used as an outcome assessment for students in grades 1-3.</p>

Subject Area

ELA Grades 3-8

(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"/></p> <p>After conducting our needs assessment and reviewing our beginning of the year data, we felt it would be prudent to set a realistic goal with regard to performance on the 2011 ELA test. By June 2011 overall state testing grade ELA performance will improve by 10% as measured by our school wide monthly assessments. As a consequence of this goal, by June 2011 our State testing grade ELA performance will improve by 5% as measured by the state 2011 ELA test.</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"/></p> <p>Grade 3 ELA teachers will instruct teachers with the Harcourt Story Town anthology as part of the Reading First program. Grade 4-5 teachers will instruct students using the Time to Know Reading Program. Grade 6-8 teachers will instruct students using the Glencoe Literature program. Data-driven planning will be used to inform differentiated instruction using the core programs. AIS programs such as Voyager Passport, Journeys, Ticket to Read, Study Island, Extended Time, Extended Day (using Achieve 3000 programming) and Saturday Academy will be used to provide intervention for lower performing students. The same AIS programs as well as technology integrated presentation projects will be used to challenge higher performing students. Staff developers will assist teachers with progress monitoring and supervisors will ensure program fidelity and proper pedagogical practice.</p> <p>Students will receive daily intervention and weekly monitoring. Students with special needs will receive a personal intervention plan based on data from monthly unit assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. Students in grades 3-8 will receive Scientific Learning Fast ForWord programming to boost language skills, memory, concentration, auditory and visual processing.</p> <p>Item analysis will be used to identify small group needs. Teachers along with the staff developers will generate tests that are in alignment with the necessary standards and expectations of each grade. School staff including family workers, the parent coordinator and guidance counselors will maintain ongoing contact with parents regarding student progress.</p>

	<p>ELL students will be supported with the technology based program Imagine Learning,</p> <p>Ongoing professional development will be given to teachers and service providers with a focus on modeling and sharing effective strategies and techniques for classroom instruction. Students are expected to demonstrate proficiency on each unit or school-wide test. Students are expected to make at least a one-year gain by June 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy Fair Student funding, School Wide Projects, ARRA and Contract for Excellence funds will be the main funding sources for personnel and OTPS expenditures. All Level 1, 2 and 3 students will receive specific, targeted instruction during the extra-instructional time.</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><input type="checkbox"/> Students at risk of reading failure will be progress monitored at least weekly with teacher assessments. Students at grade level will be monitored twice per month, and all students will be monitored monthly with school wide monthly assessments. Student Ticket to Read usage will double by February 2011 from their October levels through both in school and at home program participation. Projected academic gains on our monthly SWMA are 2% per month for a total of 10% for the year.</p>

Subject Area

Science Grades K-8

(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"/></p> <p>After reviewing our needs assessment, we decided it made sense to have two sub goals as follows: By June 2011 overall Science State testing grade performance will improve by 10% as measured by our school wide monthly assessments. As a consequence of this goal, 4th grade</p>
------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>performance will remain above 90% passing and 8th grade performance will increase as measured by the State Spring 2011 exam.</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"/></p> <p>Teachers will instruct students using the Harcourt (grades K-5), Glencoe Science (Textbook) and Study Island technology based program (grades 6-8). Teachers will differentiate instruction focusing on the needs of each student. Teachers will integrate technology into lessons to address different modalities and learning styles. Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis.</p> <p>Students identified as at-risk of performing below grade level will receive AIS programming such as Extended Time, Extended Day, Saturday Academy and small group / one-to-one tutoring.</p> <p>Students will receive daily intervention and weekly monitoring. Students with special needs will receive a personal intervention plan based on data from monthly unit assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.</p> <p>Item analysis will be used to identify small group needs. Teachers along with the staff developers will generate tests that are in alignment with the necessary standards and expectations of each grade. School staff including family workers, the parent coordinator and guidance counselors will maintain ongoing contact with parents regarding student progress.</p> <p>Ongoing on and off-site professional development to be given to teachers and service providers. Focus will be on modeling and sharing effective strategies and techniques for classroom instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in</i></p>	<p><input type="checkbox"/> Tax Levy Fair Student funding, School Wide Projects, ARRA funds and Contract for Excellence funds will be the main funding sources for personnel and OTPS expenditures. All Level 1, 2 and 3 students will receive explicit targeted instruction during the extra-instructional time.</p>

<p><i>this action plan.</i></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><input type="checkbox"/> Students will be assessed monthly using unit tests from the core curriculum. Students are expected to demonstrate proficiency on each unit test. Students are expected to make at least a 2 % monthly improvement on our Science SWMA and a one-year gain by June 2011 as measured by the NYS Science Exam.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	15	15	N/A	N/A				
1	17	17	N/A	N/A			2	
2	22	19	N/A	N/A	4	2	4	
3	36	25	N/A	N/A		3	12	
4	26	26	26	26		1	2	
5	35	35	20	20	2	1		
6	30	30			3	2		
7	34	28			2	1	4	
8	55	55	15	15	2	1	7	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Grades K through 2 – Reading First Intensive/Strategic Intervention Kits, Earobics, Voyager Passport, Leap Frog Tag Readers, Ticket to Read and iStation. AIS services provided Monday through Friday during the extra instructional period and during the school day Monday through Friday. Small group instruction and one-to-one tutoring. Grades 3-8: Extra Instruction Period - Monday–Friday, small class ELA skills review including Study Island, Fast ForWord and Ticket to Read. Grades 3-8: Saturday Academy – 8 Weeks - 3 hours of Small Class ELA remedial instruction Grades 3-8: Extended Day, 8 Weeks - 3 hours weekly after school skills instruction
Mathematics:	<input type="checkbox"/> Grades K through 2 – Small group instruction during the school day Monday through Friday. Grades 3-8: Extra Instruction Period- Monday-Friday, small class math standards strand review including V-Math Live, Destination Math and Study Island online programming.
Science:	<input type="checkbox"/> Grade 4 – Extra Instruction Period, Monday-Friday, CC Review, Measuring Up, Study Island Online Programming Grade 7 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming Grade 8 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming

Social Studies:	<input type="checkbox"/> Grade 5: 3 Weeks Additional Scheduled SS Class Periods – 3 hours of Core Curriculum Review Grade 5: Extended Day – 10 hours afterschool CCR Extra Instructional Period - Monday-Friday, Measuring Up Grade 7: Instructional Period - Monday-Friday, CC Review Grade 8: Instructional Period , Monday-Friday, CC Review
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> ERRSA Counseling in multiple grades by multiple counselors
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> ERRSA Counseling
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> ERRSA Counseling
At-risk Health-related Services:	<input type="checkbox"/> n/a

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

NCLB/SED requirement for all schools

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

Se attached.

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 24

Non-LEP 5

Number of Teachers 1
Other Staff (Specify) n/a
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.

Our PS/IS 327K services a total of 30 ELL students. Based on our parents' program choice, we have a free standing ESL program that accommodates all 18 beginners, 8 intermediates and 4 advanced students. We currently have one certified ESL teacher at our site that uses both models of instruction (push-in and pull out). Our core instructional program is Imagine Learning which focuses on the essential components of effective literacy instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. This research based approach to strategic language support is embedded within a technology based platform that supports the ESL teacher as she delivers personalized instruction to address individual learning needs. After analyzing the NYSESLAT data, we observed that our ELLs greatest needs are in writing. Therefore, careful attention will be paid to writing as infused in all instructional core and supplementary program components. Our ELL Saturday Academy will invite all current ELLs and former ELLs students from grades 3-8. Our general instructional focus is in literacy, math and the arts. We will be servicing 34 students whose instructional needs vary across the grades. However, because one common academic need for all ELLs is writing the ELL Saturday Academy will sharpen these writing skills by exposing students to rich rigorous literary plays and short stories. All students will work on specific comprehension skills in which they need more support and instruction. Students will be exposed to various genres and will have the opportunity to write a response to a short story or play. They will be encouraged to write their own plays and perform for their parents and classmates. The arts will be infused through the performances and stage creation of the theme of their literary performance. All students will be working collaboratively in designing their own costumes based on the character they will be portraying.

Our ELL Saturday Academy will commence on Saturday, February 12, 2011 through June 18, 2011. The program will be offered the following days: February 12, 2011, March 5, 19, 26, April 2, 9, 16, 30, May 7, 14, 21, 28, June 4, and 18. Our students will receive four hours of instructional time. The ESL teacher will be strategically planning her instruction based on various data, such as the NYSESLAT, monthly

school wide assessments, Imagine Learning, Achieve 3000 and Acuity assessments. Differentiation of instruction is driven by the data provided by these assessments.

In terms of instructional materials, the ESL teacher will be utilizing Imagine Learning, Achieve 3000, Renzulli Arts program, and teacher’s guide of Great Scenes and Monologues for Children ages 7-14.

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.

The ESL teacher is supported by meaningful building professional development including Core Knowledge, Classroom Management, Elementary and Upper Grade Literacy workshops as well as grade conferences and study groups. Literacy issues, teaching strategies and ethnic sensitivity and awareness are often discussed. The professional development is an ongoing process involving in and out of building meetings for our ESL teacher. In building meetings and trainings occur weekly and out-of-building staff development is offered monthly. Once per month off-site professional development for the ESL teacher is designed to encourage exchange within the staff. ESL meetings are held by the ELL district / CFN. Classroom teachers are trained to have a better understanding about ESL curricula, assessments and instructional strategies for ELL students

Section III. Title III Budget

—

School: PS/IS 327
BEDS Code: 332300010327

Allocation Amount:		
\$15,000		
Budget Category	Budgeted	Explanation of expenditures in this category as it relates to the program narrative for this title.

	Amount	
	\$15,000	
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	2 teachers at \$41.98 and 1 administrator at \$43.93.	<input type="checkbox"/> 63 hours of per session for ESL teacher, and 14 hours of per session for 1 general education teacher to teach acting, 1 administrator. (ESL teacher per session rate \$41.98 x 63 hours without fringe = \$2644.74. General Education teacher per session rate \$41.98 x 14 hours without fringe = \$587. 72 and administrator per session rate @\$43.93 x 63 hours without fringe = \$2767.59). The total salary for teachers and administrators is \$6000.05
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,000	<input type="checkbox"/> Math manipulative, dictionaries, ELA materials,
Educational Software (Object Code 199)	n/a	<input type="checkbox"/>
Travel	\$1500	<input type="checkbox"/> Trip to watch a live play, this include bus transportation
Other Stage supplies and materials	\$1000	<input type="checkbox"/> Materials to create the stage for live performance in the school.
Snacks	\$1495.00	Breakfast and snack for students.
TOTAL	\$15, 000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following are ways that are used to assess the school's written and oral translation interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand:

- Students' home language data is checked using ATS
- Parents are interviewed
- The annual school report card demographics information is reviewed

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.

The school's written translation and oral interpretation needs have been met. Our needs are met using the following:

- Workshops are given by the PTA and school
- Memorandums are sent home
- The staff is informed of the needs of the community by way of faculty and grade conferences
- Direct parent letters are given to the students to deliver to their parents or guardians
- The school's new website offers translation of virtually all content upon demand

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.

The school will duplicate and distribute translated copies of letters to the parents of non-English speaking parents. We will use the Department of Education's translated copies of centrally distributed letters and in-house school staff will provide Spanish and French letter translations of school based letters.

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.

School staff will provide Spanish and French translations as necessary for parents of non-English speaking students.

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>.

The school will provide copies of the Parent Bills of Rights to all parents and will post it in conspicuous places within the school. The school safety plan will include procedures for ensuring that parents are in need of language assistance services and are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	685,300	150,439	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,853		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,235	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,530	*	

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

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

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

Dr. Rose B. English School – PS/IS 327 Title 1 Parent Involvement Policy

This policy is written in collaboration with the parent members and the appointed administrator of the school. This team develops the mission, establishes purpose, and defines the roles and objectives of the Parent - Advisory Council (PAC) of PS/IS 327.

The Dr. Rose B. English School – PS/IS 327 receives funds under the Title 1 No Child Left Behind Act of 2001. The NCLB Act was created to implement supplemental instruction programs for students. The procedure outline here constitutes PS/IS 327 policies for parental involvement, support services and activities regarding Title 1 funding.

For the purpose of this parental policy involvement policy “parent” will be defined as:

- Legal guardian
- Custodial
- Foster Care
- Persons in Parental Relations

The purpose to this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at minimum, proficiency on challenging State academic standards and State academic assessments.

The Dr. Rose B. English School – PS/IS 327 Title 1 Parent Involvement Policy will address four major components; consultation, annual meetings, parental activities, and visitation.

1. Consultation - Parents will be involved in the planning, evaluation, and implementation of programs relating to Title 1 and the NCLB Act. Also, there will be a reasonable support for these activities. Parents will be given a comprehensive range of opportunities to become informed in an ongoing manner of all Title 1 programs. Consultation will be provided for parents for their input so parents and educators can work together to our school's objectives through the following:

- Parent Advisory Council - Keep all parents notified and informed on an ongoing basis of Title 1 programs and objectives.
- P.T.A. /PA – Parent, Teacher, organization of the school, whose duty is to represent parent's issues and concerns.
- SLT - Parents review CEP, policies, and instructional standards of the school.
- Parent Coordinator – Create a welcoming environment for parents, conduct outreach to engage parents in their child's education and to support and work closely with the P.T.A, PAC, SLT, and community organizations.

PS/IS 327 PAC will create a schedule that lists its monthly meetings to inform parents of their rights and responsibilities pursuant to the Title 1 guidelines. Written programs will be provided to parents for the discussion, review and recommendations. Information will be distributed to parents as well. Our CEP will be jointly developed by parental input.

A final draft copy will be available to the parents, P.T.A. President and PAC Chairperson at least 10 days before June 30th of every year. Additional copies will be made available to interested parents at our Annual Title 1 meeting in October. Copies of the CEP shall also be kept for parental review in the offices of the Parent Coordinator and the P.T.A. President.

PS/IS 327 and parents will conjunctively work together to attain high student performance by the following:

- Extended school days
- Afterschool programs
- PD for teachers
- Saturday Academy
- Review school data (school report card, grow report, CEP)
- Students on time and prepared
- Volunteering (Learning Leaders, P.T.A.)
- Attending P.T.A/PAC meetings and Parent Conferences
- Requesting school-based services
- Princeton Review
- Make sure H.W. is done every night

Written parent concerns regarding Title 1 funds shall be forwarded to the PAC Chairperson at P.S. 327/I.S. - 111 Bristol Street Brooklyn, NY 11212.

Parental notification of instructional programs, performance standards and assessments instruments as well as their child's individual student assessment results and proficiency levels and their meaning; promotion policy, after school, and summer programs will be address through the following:

- Annual meeting in October
- End of school term meeting in May
- Monthly P.T.A. /PAC and CBO's meetings and workshops
- Monthly Parent Coordinator Meetings
- ELA, Math and Social Studies Workshops

In order to increase the participation of parents with disabilities, PS/IS 327 is a barrier free school. Parent meetings and workshops will be conducted on the first floor. Family workers can make home visits to parents who cannot come up to the school.

Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day.

Parents will be notified through monthly calendars, newsletters, and flyers. Meetings are scheduled at various times during the day and after the school day to encourage parents.

PS/IS 327, supports and encourages parents in getting the skills and outreach they may need to be more effective in their child's education. The following programs and workshops have been designed or implemented by PS/IS 327 and parents:

- Parent Math and Literacy Development (GED, College of New Rochelle)
- Involving more fathers and male role models in our school.
- Parenting Skills/Family Support Resources.

- Leadership Development
(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
 - Understanding and participation of instructional initiatives
 - Workshop on Title 1 laws and the No Child Left Behind Act of 2001
 - Brownsville Library Parent Program
 - Dial - a Teacher
 - School-Based Support Services
 - Provide the coordination, technical assistance, and other support e.g.
(Parent Coordinator, Math and Literacy Coaches) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - Conduct outreach activities and training parents, especially new parents and non-English-speaking parents.
 - Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities (P.T.A./PAC room 108.)
 - Provide resources for family outreach to assist and inform parents, and involve them in the school community.
2. Annual Meetings – Every year in the month of October, each parent will receive at the start of the new school term a letter of invitation to our annual Title 1 meeting. At our annual Title 1 meetings parents are informed of opportunities for involvement in the development of policies, program activities and procedures for ongoing involvement at PS/IS 327. The principal, parent coordinator and the PAC chairperson will work during the summer to schedule PAC meetings for the school prior to October of each school year.
3. Parent Involvement Activities - Each Title 1 school within District 23 must set aside no less than the minimum of 1% of Title 1 project funds for parental involvement activities which includes but not limited to:
- Funds may be used for transportation, materials supplies, postage, and refreshments at the monthly meetings
 - Funds will be provided for parents who at any Regional/District/Citywide workshops. Reasonable expenditures for refreshments of food particularly when such sessions/meetings /workshops extend through mealtime will also be covered
 - Project funds may be used to support a Title 1 Conference or Region II Parent Conference
 - Project funds may be used to support a parent retreat for the purpose of budget and program planning with district staff. This will support allowable expenditures for parent involvement.

To increase school staff and parental relations, PS/IS 327 will do the following:

- Educate the principal, vice-principals, parent coordinator, teachers, pupil personnel and other staff members to work with parents as equal partners.
- Encourage regular visits by parents to come in to our school.
- Provide parents with training and resources to help them help their child.
- Plan celebrations, clubs, and workshops that will build on school-staff and parent relationships.

PS/IS 327 - is committed to its efforts of developing strong ties with our parents and our community. We believe in the policies put forward for our school and for our parents. We believe to improve the academic and social skills of a child, it takes more than just the school, it is a mutual effort of the parents and community as well. We will continue to identify and tear down barriers that have set limits to what our students can achieve. By evaluation and review of this parental involvement policy, we can promise our students and parents a better future for tomorrow.

The Role and Responsibility of the Parent Advisory Council – (PAC)

The No Child Left Behind Act requires meaningful consultation with the parents of

Title 1 participating children. To uphold this policy - the planning, development, implementation and evaluation of Title 1 programs, PS/IS 327 and the (PAC) in partnership will work together on the following:

- Have at a minimum (5) meeting per school year.
- Distributing to their membership a written Parent Involvement Policy Statement.
- Informed parents about our annual Title 1 meeting in October.
- Distribute information and parental outreach to parents to attend annual meeting.
- Attend conferences, workshops, National and Regional Title Conferences.

Qualifications of the PAC

Members of the PAC of PS/IS 327 must be a parent of a child attending a school in District 23, Region 5 and /or meet the following criteria;

- Their child must receive Title 1 services or attend a SWP school.

Election/Voting Procedures

Members of the PAC of PS/IS 327 will abide by the following election/voting procedures:

- Elections will take place every two years on the 2nd Wednesday in June.
- Nominations committee will be formed in May
- A quorum of (7) parents must present to conduct official business of the PAC.
- Absentee ballots/nominations or voting by proxy is not permitted.
- Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

The Duties of the PAC - Chair, Vice Chair and Secretary

The Chairperson Duties:

- Speak out for parent's issues and concerns and the needs of all Title 1 students.
- Work with the Parent Coordinator and the P.T.A. to actively increase parental involvement.
- Have meetings during the day and evening to accommodate all parents.
- Provide up-to-date information and workshops on the No Child Left Behind Act
- Provide parents with information to educational programs, meeting and workshops that will help to support their child's academic success.

The PAC Vice-Chair Duties:

- Take the place of the PAC Chair if he/she is unable to fulfill their duty at a parent meeting or consultation.

The PAC Secretary Duties:

- Keeping an accurate record of all minutes and agenda's.
- All P.S. 327's Parents -School Compacts, Title 1 Policies and Budget Proposals on file for distribution and review.

Review of Title 1 Policies should take place every year at a determined date set by PAC chairperson and principal. Any amendment should be brought to the PAC executive board to be voted on at a later date by the general assembly.

Term of Officers

All PAC Officers are elected to serve for a two-year term. No officer should have more than a four year term unless there are no parents to fill in the PAC executive board positions.

4. Visitations Regular school visitations by parents are always encouraged by the Parent Coordinator, the PAC Executive Board, and by our school Principal.

PAC's should conduct a least (5) public meetings per year and maintain records of meetings including agendas, minutes and attendance sheets.

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

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

□

Dr. Rose B. English – PS/IS 327
School – Parent Compact
September 2010

The Dr. Rose B. English School – PS/IS 327 receiving funds under Title 1, Part A of the Elementary and Secondary Education Act (ESEA), must develop a written school-parent compact jointly with the parents for all children participating in Title 1, Part A activities, services, and programs. This compact is part of the school's written parental involvement policy developed by the school and parents under section 111(b) of the ESEA. This compact will outline how parents, 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 New York State high performance standards.

School Responsibilities

The Dr. Rose B. English School PS/IS 327 provides a 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:

The Chancellor's Balanced Literacy program is utilized in all grades and is scheduled and apportioned by our Balanced Literacy Prototype. Grades K – 2 use Reading First materials to provide phonemic awareness instruction and Core Knowledge materials to provide an interdisciplinary curriculum of coherent, sequenced, specific knowledge. Other early childhood programs such as iStation and Voyager Passport are used as supplementary elements of our Balanced Literacy instruction. In addition, the early childhood writing cluster develops students' phonemic awareness through the literacy – writing program. Weekly staff development study groups conducted by the Early Childhood and Core knowledge Coordinator, and other staff developers provide teachers with quality professional development in English Language Arts instructional techniques and strategies. Monthly tests, ECLAS, DIBELS, PPVT, iStation and DIBELS progress monitoring are used to provide ongoing assessment. Full-day paraprofessionals work with all Pre-K and Kindergarten teachers to reduce class size and provide additional instruction and support. All of the students in grades K-3 receive the benefit of reduced class size afforded by Early Childhood Reduction funds. The elementary division ELA Balanced Literacy program utilizes the Time to Know technology based program, supplemented by the 100 Book Challenge program and DEAR (Drop Everything and Read) time (silent reading of a book of a student's choice for 75 minutes per week), skill-based guided reading groups in addition to usage of Kaplan and STARS for test preparation. Early Childhood Level I students at risk for reading failure are referred for Harcourt, Voyager, Earobics and iStation interventions. Elementary Level I students are referred for Voyager and Study Island interventions as well as Extra-instructional Time, Academic Extended Day and Saturday Academy. Finally, the Early Childhood Coordinator, Lead Teacher and ELA consultants provide intensive modeling, conferencing and feedback sessions to assist new teachers with instructional strategies.

With regard to mathematics instruction our school uses the Chancellor's Everyday Math program for Grades K-5. Grade 6-8 utilizes the Time to Know Math technology based program, Math Advantage and March-to-March programs. Regular math professional development by the Early Childhood Coordinator and Math Lead Teacher positively impacts our math instruction by providing teachers with specialized coaching in effective math pedagogy as ELL as cycles of modeling, observation, inter-visitations and feedback for new teachers and teachers whose children are not meeting their goals. Supplementary use of Math STEPS, Kaplan Math, Measuring Up, NYS Math Coach, Study Island and Dimension-M as well as usage of Math games and manipulatives significantly focuses our instructional and test preparation and test sophistication programs. Pull-out and push-in math tutors assist with the provision of skills-based math instruction, monthly school-wide practice tests, the citywide Interim Assessments (predictive and diagnostic) and teacher-made tests.

Our early childhood program also embraces the CORE knowledge program by E.D. Hirsch. Social Studies and Science instruction is provided using this national curriculum adapted for our own NYS State and City standards. This intensified content area approach is designed to heighten learning and interest, as well as meet the needs of the state mandates in our Early Childhood division. Elementary and Middle grade students follow the state standards using the Harcourt and Glencoe NYC programs and also receive a science lab component.

The Core Knowledge curriculum is also the focus of our Art and Music programs. Art projects based on the content of the CORE knowledge program are created and designed in this cluster class. We also offer instruction in Music Appreciation as well as a violin, cello, and recorder program for over 100 students. Our music program also includes an extensive collaboration with the Brooklyn Music School and Brooklyn Arts Council. This partnership has thrived over the past 20 years. We have a program where four Artist – in-residents come weekly for approximately 15 weeks, to work individually with the violin students. There is an additional instructor who teaches theory. In addition to this program we have Music in the Words, which is an integration of music and literacy, and Dance in the Words, which introduces movement to our children. These two programs impact students in grades 1-5 including special education. These programs (BMS – String program, Music and Dance in the words) are funded by Project Arts monies and SWP funds. Computer technology and physical education are provided through the

cluster program. Our Thursday Afternoon at the Arts programming provides Arts programming including: Instrumental Music, Visual Arts, Dance, Drama, Vocal Music, Mediation Arts, Digital Media Arts, Culinary Arts, Robotics, and Needlepoint Arts. Each middle school student receives a choice of 2 Arts electives per semester.

Our in-house after school and Saturday program is primarily geared toward academic improvement and test preparation but our collaborations with community based organizations, such as YWCA Scholars and Brooklyn Center for Psychotherapy bring additional arts, music, theatre, crafts, values clarification and athletics programming as well as other extracurricular activities such as Home Economics, Fashion and Dance into the building. Our Fit for Life sports programs feature the winning PS/IS 327 Wizards basketball team (JV and Varsity levels) and the Double Dutch national champion Baby Jazzy Jumpers.

In addition to our academic and extra-curricular programming, students receive training in conflict resolution, social and self-awareness, sound decision-making and stress management. These programs when combined with services provided by our school based support team (guidance counselors, social worker, and school psychologist), the Dean's office guidance intervention, conflict resolution and crisis intervention programs promote a calm, safe and orderly environment where students' learning is prioritized and maximized. The Dr. Rose B. English School is truly a successful Center for Learning building community through partnership.

Parent – Teacher Conferences:

PS/IS 327 will hold two Parent–Teacher Conferences which will be held in November and in March. Teachers will receive staff development on the compact and how the Parent-Teacher Conferences should be conducted. Parents will receive materials on what they should ask and how the compact affects the student achievement. In addition four progress reports will be delivered so as to inform parents of their child's academic progress.

Providing frequent reports on their child's progress:

PS/IS 327 will provide parents with frequent reports on their child's progress by in-house testing, regional and state testing, and monthly progress reports. Parents will also receive materials on how to access the ARIS Website for information on their child's test scores and monthly progress reports when the Department of Education makes this resource available.

Providing parents reasonable access to staff:

P/IS 327 will provide reasonable access to staff by having an open door policy. Our Parent Coordinator is here to create a welcoming environment for our parents and to coordinate any meetings between parents and teachers. If applicable, teachers could meet with parents on prep periods. Sometimes, they may have to be advance notice. Parents can meet with the parent coordinator, guidance counselor or assistant principal in the morning before the school day has started. Parents also have the option of calling the school, and if possible, have a phone conference with the teacher.

Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

PS/IS 327 will provide volunteer training twice a year through the Learning Leaders Program. Parents can be elected to the P.T.A., PAC, SLT, etc. We also offer an "Open House" for parents and we have a first day "Back to School" celebration for parents, teacher, and students to

interact in the classroom. Parents can observe their child's classroom by appointment or school tour given by the P.T.A. They can observe their child's class work and folders by appointment, or at the Parent-Teacher Conferences.

Parent Responsibilities

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

- Making sure our children attend school each day
- Making sure homework is completed everyday.
- Monitoring amount of television their children watch
- Volunteering in the school (Learning Leaders)
- Attending P.T.A./PAC meeting, workshops
- Attending Parent-Teachers Conferences
- Staying informed about my child's education and communicating with the school by promptly reading all notices, flyers from the school and responding in a timely manner.
- Serving, if possible on the PAC, SLT or other school advisory groups.
- Review on an everyday basis, all notebooks brought home. Check notebook or book bag for notices, flyers from the school.
- Where possible provide computer and internet capability for our children to receive online interventions provided by the school.

Student Responsibilities

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

- Come to school every day on time and prepared to learn.
- Wear our uniforms every day.
- Respect teachers and other staff members.
- Respect ourselves and other classmates.
- Read at least 30 minutes every day outside of school time.
- Hand in our homework and assignments every day.

Teachers Responsibilities

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

- Preparing relevant lessons plans daily for each subject area taught.
- Providing opportunities for student performance through challenging experiences.
- Communicating with parents of children needing additional support.
- Monitoring class work, homework, and student progress.
- Attending scheduled Parent-Teacher Conferences, meetings, and conferring with parents as needed.
- Participating in weekly staff meetings, professional development, study groups, and grade conferences.
- Ensuring a safe learning environment where all students are encouraged to achieve.
- Hand out notices and flyers in timely manner to our students.

Services Offered

PS/IS 327 has a wide range of intervention services and resources to help our students achieve the highest level of enrichment and academic success and ensure that social/emotional needs are address through the following:

1. Guidance Counselor Intervention
 - Group and individual counseling
 - Students not meeting Promotional/Performance Standards
 - Students experiencing behavioral/emotional/family issues negatively impacting on learning.
 - Referrals to supportive agencies
 - High School Articulation
2. School Psychologist
 - At risk resource room
 - Group or individual counseling
 - Testing academic and performance levels
3. Social Worker
 - Small group instruction or individual counseling
 - Peer Mediation Group
 - Referrals to supportive agencies

4. ESL Teacher

- Works with students and parents who speaks English as a second language or have minimal proficiency with English.
- Provides testing

5. Dean

- Address behavioral and discipline procedures
- Informs and updates parents
- Referrals to internal service providers

6. Brooklyn Center

- Two licensed social workers are available on a full-time basis to work with our students and parents.

7. Student Enrichment Services

- Extended Time Sessions
- Saturday Academy
- After School Reading and Math Programs
- Small group tutoring
- Reading First Intervention
- Ticket To Read
- V-Math Live
- Study Island
- Renzulli
- Fast ForWard
- Istation
- Achieve 3000 Reading
- 100 Book Challenge
- Art Programs including Thursday Afternoon at the Arts, Stars of Tomorrow and Drum and Bugle Corps
- Instrumental Music Programs
- SETTS – Resource Room

- Adaptive Physical Education

School/Parent/Community Support

Teamwork through Collaboration is the key to our success! Parents are Parents in their child's education. We believe the school, parents and community based organizations (CBO's) all play a part in the education, emotional, and social needs of a child. PS/IS 327 will play a pivotal role in our responsibility to create an environment that is conducive to parental involvement and establishing resources for all parents by the following:

1. Parent Coordinator

- Build a positive relationship with the members of the school community; including the principal, parents, teachers and the students.
- Accessible to assist parents with issues and concerns related to their child and/or the school.
- Assist parents in knowing how to support their child's learning.
- Provides training for parents to become Learning Leaders volunteers.

2. Community Education Council Member

- Address issues and concerns within the community.
- Address policy within District 23.
- Meetings are provided for parents once a month at different schools.

3. P.T.A. and P.A.C.

- Represent the parent and teacher membership
- Holds meetings monthly
- Responsible for updating parents and sending home important information that affects the parent membership
- Plans workshops and celebrations in the school
- Make Title I Parental Involvement funding decisions in consultation with the principal

4. Community Based Organizations

- Provide extracurricular activities, such as dance, music, theatre, home economics, and arts and crafts.
 - Provide outreach to parents and includes parents in activities as well.
 - Provide enrichment activities to testing grades.
5. College of New Rochelle
- Parents can receive their GED with 24 college credits
 - Parents can receive their Bachelors Degree in many different courses of study t he College of New Rochelle has to offer.
6. Brownsville Library
- Parents can use this resource for numerous workshops that deal with issues within our community.
 - GED Program
 - Reading program for adults
7. Brownsville Youth Association
- Job Readiness
 - Security Training
 - Resources in the community
8. Brownsville Heritage House
- Workshops, seminars, and conferences are given throughout the year.
 - Provides a wonderful resource on African – American Heritage.
 - Provides a useful learning resource within the community.

Parent and Community Engagement Needs Assessment and Action Plan

Needs Assessment:

P.S. /I.S. 327 located in district 23 will foster parental involvement towards ensuring student's academic, social, and emotional success. Through school parent and community partnership we will be able to increase student achievement.

During the school year of 2009-2010 there were a number of opportunities for parents to participate in the school. They were offered flexible scheduling times to attend monthly morning and evening meetings via PTA/PAC and the Learning Leader Program. Parents were able to attend workshops such as the "Core Knowledge Workshops for Early childhood "and The Core Content areas relating to the ELA, Math and Social Studies state Exam.

There were 10 learning leaders recruited for the 2009-2010 school year. 6 were active in the building. Parents were allowed to engage with staff and students during our Open house sessions and our annual "First Day Back to school celebration". The creation of our monthly Newsletter to our parents keeps them informed of upcoming events and schedules during the month. Our School Leadership Team (SLT) developed, modified and evaluated their CEP and also participated in PBD (Performance Driven Budgeting). There was about a 50% improvement rating in attendance at our meetings and workshops

Within this new school year 2010-2011 we will continue to use the strategies of last year to engage our parents. Early this school year we had our first annual Family day cook out and various community organizations such as health care programs were invited. Parents will have access to the school website in which they will be able to see posted homework and announcements from their Childs classroom. There will also be a Parent resource link so they can have 24/7 access to information. We will begin to use the auto-dialer for mass phone calls and post cards for increase parent communication regarding student attendance. We will be offering our parents and eight week course conducted by Cornell University on Health and Nutrition. At the end of the program each parent will receive a certificate. We will continue to use parental incentives to increase attendance at meetings and workshops. We would like to recruit 30 new parents in our Learning Leaders Program. Overall our goal this year is to increase parent involvement by 60%.

Part E: Action Plan – Parent and Community Engagement

Annual Goal (From Part C):	P.S. /I.S 327 District 23 will have a functioning School Leadership Team, which will develop their schools' Comprehensive Educational Plan linked to the Performance Driven budgeting system. P.S. /I.S 327 District 23 will foster parental involvement towards ensuring students' academic, social and emotional success.
Related Objective (Numbered in Part C):	By April 2011, P.S. /I.S. 327 will have been provided training/development in creating their CEP's. By June 2011, P.S. /I.S.327 will demonstrate an increase in parental involvement. By June 2011, the School Leadership Team of P.S. /I.S. 327 will have developed, modified and evaluated their CEP. By June 2011, the School Leadership Team of P.S. /I.S. 327 will participate in PDB (Performance Driven Budgeting).
WHAT needs to be done to accomplish objective? ➤ Refer to specific actions, strategies, and activities described in Part D.	PTA meetings held twice monthly, PAC held monthly, evening and morning sessions. PAC and DAC representation at district meetings, Learning Leaders Program – workshops held monthly for training in parent involvement. Monthly workshops for parents in core content areas Open House sessions, creation of a monthly Newsletter to parents, school website, auto-

	dialer for mass phone calls, post cards sent out regarding student attendance,
<p>FOR WHOM?</p> <ul style="list-style-type: none"> ➤ Identify Target Population (Include ELLs and students with disabilities) 	ALL PARENTS-and the surrounding community; vendors and churches.
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>Sept. – June 2010-2011</p> <p>PTA meetings twice monthly (one and one half hours) PAC meetings once monthly (one and one half hours).</p> <p>Learning Leaders workshops scheduled for a minimum of 6 per year (2 hr. sessions). Initial training followed by City Wide all day sessions.</p> <p>Open House – per grade 90-minute session, by grade scheduled in Sept. and again in January.</p> <p>Monthly Newsletter to parents distributed last week in each month. School website 24/7 access, auto-dialer for mass phone calls (monthly), post cards for monitoring for student attendance (as needed).</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible (* denotes Lead person) 	Parent coordinator, PTA /PAC executive board, guidance counselors, family workers, administrators, Teachers.
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.) 	<p>In Kind</p> <p>Newsletter – Parent Involvement funds Title I – SWP</p> <p>Administration, Teachers, coaches, parent coordinator, PTA/PAC Executive Board, School Leadership Team</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains 	<p>Increased parent involvement in the daily life of the school. Attendance at meetings increase by 60%. Increase number of parents volunteering during the school day, chaperoning on trips. Learning Leaders if parents of the students are not available. Two parents are needed for every 20 students to meet the Chancellor’s regulations or goals. Decreased neg. behavior of students as indicated by visits to the ALC and suspensions. Increase in student scores by 2% on classroom and standardized exams.</p>

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Section IV

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section IV

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Section VI

o Help provide an enriched and accelerated curriculum.

See sections V and VI

o Meet the educational needs of historically underserved populations.

See sections V, VI and Appendices 2

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Appendix 1

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

Professional development efforts will be aligned with teachers needing assistance based on supervisory review of each teacher in regards to the new NYC teacher rating sheet.

3. Instruction by highly qualified staff.

See Section VI and Appendix IV

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

See Professional Development Plans in Appendix IX, from p88

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

Through our partnerships with TFA and NYCTF we have a continual supply of highly qualified staff in our high need school.

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

See our Parent Involvement Policy and our Parent Compact . Our parent committee has also conducted a needs analysis of our parental involvement and a corresponding action plan.

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.

See our Early Childhood Transition Linkage Plan

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.

Teacher leaders and staff developers are regularly consulted regarding our academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See our AIS schedule

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.

The principal coordinates the administration and implementation of all of our applicable NCLB supported programs.

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 specifically identified needs of its students.

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.

		Yes	No	N/A		Check(x)	Page#(s)

1Reminder: 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.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.



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

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

NCLB / SED STATUS: School in Good Standing **SURR 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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of July 8, 2010 we serve 30 students who officially reside in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

We start with an interview of the student and parent conducted usually by the principal or assistant principal. Then a phone or in-person meeting is held with the shelter family worker or representative. The parent coordinator and or attendance staff monitor the attendance of these students and the guidance counselor or social worker monitor any behavioral issues noted by teachers.

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).

As of July 8th, 2010 we officially serve 30 students who are Temporary Housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Attendance, guidance and academic outreach services to parents.

Direct tutoring to STH students in need.

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.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 327 Dr. Rose B. English					
District:	23	DBN:	23K327	School		332300010327

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	36	36	36		89.3	90.2	89.5
Kindergarten	62	73	60				
Grade 1	73	83	82	Student Stability - % of Enrollment:			
Grade 2	79	77	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	76	91	91		94.5	89.4	89.5
Grade 4	83	95	87				
Grade 5	73	70	85	Poverty Rate - % of Enrollment:			
Grade 6	82	63	61	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	91	85	76		87.4	86.3	86.3
Grade 8	89	101	84				
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		7	63	93
Grade 12	0	0	0				
Ungraded	4	5	5	Recent Immigrants - Total Number:			
Total	748	779	757	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	51	66	Principal Suspensions	12	75	72
# in Collaborative Team Teaching (CTT) Classes	20	20	11	Superintendent Suspensions	31	32	32
Number all others	39	42	33				

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	53	58	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	16	11
# receiving ESL services only	24	42	TBD				
# ELLs with IEPs	3	6	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	6	5	10

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
	2	3	23	% fully licensed & permanently assigned to this school	100.0	100.0	89.8
				% more than 2 years teaching in this school	73.6	65.5	79.6
				% more than 5 years teaching anywhere	67.9	63.8	68.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	98.8	100.0	87.4
Black or African American	82.4	79.6	80.7				
Hispanic or Latino	15.4	17.3	17.8				
Asian or Native Hawaiian/Other Pacific	1.1	1.4	0.5				
White	1.1	1.5	0.1				
Male	47.2	47.4	46.2				
Female	52.8	52.6	53.8				

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	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	27.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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	District 23	School Number 327	School Name Dr. Rose B.English
Principal Dr. Stephen Appea	Assistant Principal Mrs. Genevieve Mohamad		
Coach Cynthia. Herbert	Coach		
Teacher/Subject Area Mrs. Johane Bryant	Guidance Counselor Angela Hayde,		
Teacher/Subject Area Ms. Lombardi	Parent Angelica Rodriguez		
Teacher/Subject Area Ms. Brown	Parent Coordinator Sherry M. Young		
Related Service Provider Ms. Brutis	Other		
Network Leader	Other		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	762	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	3.94%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

When a parent registers their child in the New York City School District for the first time, the assistant principal Mrs. Genevieve Mohamad or the ESL teacher Mrs. Johane Bryant administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about that child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.

All parents of students identified as ELLs are contacted and students are tested within 10 days. In most cases, the initial interview and identification is immediate and then subsequently confirmed by the LAB-R. Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parents' native tongue. The video offers parents three programs options (Transitional Bilingual Education, Dual Language, and Freestanding ESL). The video, brochures, and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher Mrs. Bryant also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL is obligated to help parents find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parent's native language are also given at the orientation so that the parents could review the different choices that are available to them. Parent Surveys and Program Selection forms are given out at the orientations so that parents could decide on what option is best for them and their family based on their understanding on the different programs that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education program, the student would be placed in a school that offers Transitional Bilingual Education. ESL teacher would follow up with parents with a phone call in the Parent's native language and to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice Option.

After reviewing the Parent Survey and Program Selection forms for the past four to five years, we found out that all our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones. The ESL program offered at our school is aligned with parents' requests. The program that is available is very technology oriented and embraces all different types of language. Many of the programs that the students use offer students information in their native language. We work on preparing students for the 21st century. We provide information to our ELL parents through different avenues such as newsletter, school website, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, and to get a better understand of their options.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2	2	2					18
Total	2	2	2	2	2	2	2	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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	22	1	2	5		2	2		1		29
Total	22	1	2	5	0	2	2	0	1		29

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-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		3	3	6	3	4	1	2	4					26
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	4	3	6	3	4	1	3	4	0	0	0	0	29

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.

Instruction is delivered in a collaborative fashion where the ESL teacher works together with the general education, and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all the English Language Learners in the school. The ESL teacher work together with other teachers to differentiate instruction so that all students are able to understand the lesson being taught. The organizational models for instruction is push in / pull out method. Many of the ESL students who are in the same grade are placed in the same class. The ESL teacher pushes in on these classes to work with the instructional teacher. Instructions in these classes are differentiated and students are group based on their levels, their understanding of the English language, and the skill that is being taught that period. The ESL teacher work closely with the ESL students to make sure that they understanding what are being taught in the class. There are instances where it is necessary to pull out students for one period to provide a more in depth focus on particular skills that students are having trouble with. During pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.

All staff members in the building are given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be service based on their proficiency level, and when they will be serviced. Students labeled

as beginners or intermediate receive 360 minutes of instruction per week in a push in / pull out way method. Advance students receive 180 minutes of instruction in both a push- in and pull out method.

In a push in method the teachers work collaboratively using differentiating methods, visuals, technology and grouping to provide instruction to ELL students. In a pull out method, teacher work on the same subject and topic as the classroom or core subject teacher, and the SIOP method is used to provide instruction to the students. During a SIOP lesson the ESL teacher use many visuals, hands on, Total Physical Response (TPR) and technology.

Our SIFE student is assessed to identify their weakness and strengths. We conduct individual meetings with parents and provide them with individual plan for each SIFE student. A complete assessment for these students would be conducted to find out their areas of deficiency to help them get necessary learning strategies in place. At the same time, we refine and enhance their students' prior knowledge and boost their self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies.

For ELLs having special needs, the ESL teacher familiarizes himself with students' IEP and works closely with the Special Education teacher. Each student is different; therefore, the ESL teacher tries to accommodate their special needs, and improve their four language skills.

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

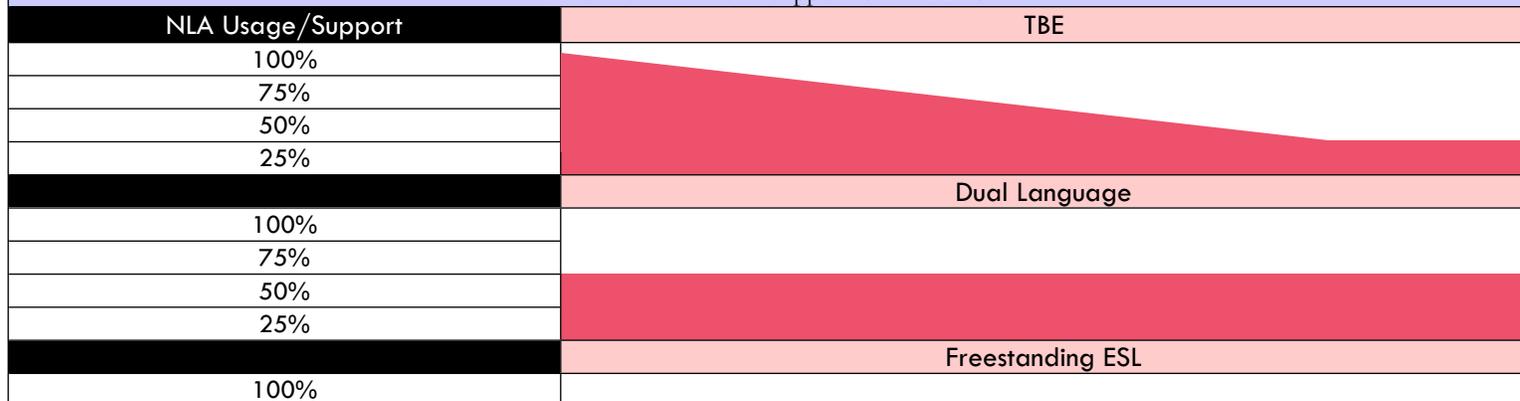
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Several different intervention programs and services are in place to support our ELL population. Some of the program that are in place I-Station is for grades K-3, Achieve 3000, Voyager, Destination Math, Brainpop ESL, Big Brainz for grades 4 and 5 students. Title III after school program is another form of intervention that is in place for the students. An additional 150 minutes of instruction is provided to all ELL students every week.

The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support many different ELL components. SIOP lesson plans are also used tie together the different subjects in the school. Many visuals, and hands on materials are included in this lesson format lesson. Total Physical Response (TPR) and technology are also used in the lesson.

Technology plays a big role in ESL. Imagine Learning Program is the main technology program that is used in the class. Brainpop ESL is also used to support instruction, along with Achieve 3000, and Destination Math. The Voyager program , V-Math, Scott Foresman –ESL program, English Now, and NYSESLAT and Beyond are all used to provide instruction to the students. Focused is placed on students to develop their language, reading, speaking, and writing skills. An additional 150 minutes of instruction is provided for ELL students and former ELL students for extra support in English Language Art and Math. Title Three afterschool program is also offered to current and former ELL students as a form of additional support to the students.

Students who have mastered the NYSESLAT are provided extra support by being pulled out of their class.

There are no ELL programs that have discontinued in the school this year.

A new program called Cook Shop will be offered to students in grades K-2 starting December 2010. All students will be able to participate including our ELL population. This is a hand on program that uses math, science, social studies, writing, and reading. Students will be able to communicate with other students in the grade, and will be able to learn about different subject using food.

All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to all the students.

Title three after school program is offered to all ELL current and former students. Student will be able to attend the afterschool program where they will work on ELA, Math, Science, Social Studies, and communication.

Native Language of students is embraced in the ESL program. Different activities celebrating the students' native language are used in the ESL program. Dictionaries and thesaurus in the students' native language and English is provided to assist the students in the class.

New York State standards and curriculums are used to plan instruction and activities in the class. The different activities are differentiated based on the students' age, grade, level of proficiency and ability.

Welcome Back Barbecue and Summer Parent workshop is offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.

Spanish is the only language that is offered in the school.

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.

General Education teachers will receive 7 ½ hours and Special Education teachers will receive 10 ½ hours of professional development on how to make your class ESL friendly and how to meet the needs of ESL students. A certificate will be printed out when you complete that training. Dictionaries, thesaurus, and plenty of visuals for the ELL students in the class is also important provided to the teachers to support the ELL students in the classroom. The transition team interfaces with students, parents, and personnel from perspective high school. Students attend different high school trips, meeting, and receive extra training for test preparation.

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?

The parents in the school are very involved in the different activities that take place in the school. The Parent Advisory Council (PAC) is also very involved in the different activities that take place in the school. Pac work with the Parent Teacher Association (PTA), and different organizations in the community to provide training, and information sessions to parents and members in the community. Different surveys are handed out to the parents to fill out during different meetings. Parents can also come to the school to make suggestions of their needs. Based on the different feedback that parents give to the PTA, PAC, the needs of the teachers can be identified. The different activities are developed are not only to meet the needs of the school, students, and parents. Parents are the one who come up with the different activities that are offered in the schools

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	3	1	2	2		1	1	3					14
Intermediate(I)		1	1	4	1	2								9
Advanced (A)			1			2		2	1					6
Total	1	4	3	6	3	4	1	3	4	0	0	0	0	29

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	2							3
5			1	1	2				4
6						1			1

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Different assessment tools are used in the school to assess early literacy skills of ELLs. The school uses Dibels, Reading First, Terra Nova, I-Station and many other skills. Upon review of our LAB-R, RLAT and NYSESLAT data, the number and percentage of ELL students at different proficiency levels is as follows:

Beginner – 15

Intermediate – 8

Advanced – 6

The data patterns reveal an uneven language development in the four modalities. Students usually demonstrated better scores in listening and speaking than reading and writing. Speech scores were superior to listening. The patterns across proficiency levels reveal the weakness in listening, reading and writing. For listening, we will have our ELLs do more phonics work, listen to more audiocassettes, so they can enhance their listening skill as well as familiarize themselves with the standard spoken language. For reading and writing, students learn more strategies such as recognizing cause and effect, comparing and contrasting and making predictions, etc. and practice more writing exercises

Additional Information

Intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary.

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		
	Other		
	Other		
	Other		