



PHYLLIS WHEATLEY PUBLIC SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K328

ADDRESS: 330 ALABAMA AVE. BROOKLYN, NY 11207

TELEPHONE: 718-345-9393

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K328 **SCHOOL NAME:** Phillis Wheatley

SCHOOL ADDRESS: 330 Alabama Avenue, Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-345-9393 **FAX:** 718-345-6566

SCHOOL CONTACT PERSON: Douglas Avila **EMAIL ADDRESS:** Davila@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: William Furse

PRINCIPAL: Douglas Avila

UFT CHAPTER LEADER: Ann Marie Hurt

PARENTS' ASSOCIATION PRESIDENT: James Butler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADERS: Martha Rodriguez-Torres and Patricia Tubridy

SUPERINTENDENT: Rose Marie Mills

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/Constituency Represented	Signature
Douglas Avila	*Principal	
Ann Marie Hurt	*UFT Chapter Chairperson	
James Butler	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
William Furse	<i>Parent /Co -Chair</i>	
Nelson Fritz	<i>Parent</i>	
Sonia Tavares	<i>Parent</i>	
Teresa Tapia	<i>Parent</i>	
Ellen Lee	<i>Parent</i>	
Barbara Hope	Teacher /Co-Chair	
Alecia Patrick	Teacher	
Wanda O’Neal-Beedles	Teacher	
Dawn Brown	Teacher/Guidance Counselor	
Tina Harmon	DC 37 Representative	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

At Public School 328 we are dedicated to educating the mind and spirit of each child. Our vision is to prepare our students to become productive citizens that are independent readers and learners. We emphasize the principles of dignity and self worth and respect for diversity. We believe in an academic program that is challenging, applying the Core Standards and Performance Standards to achieve excellence in all academic areas. We hold the same high standards of excellence for all students in General Education and Special Education. Our parent community and school staff work together as partners for progress. Our students are encouraged to exhibit responsibility for themselves, their friends, their teachers, their school and their community.

We provide a strong balanced-literacy based curriculum that connects to math, science, and social studies. Early childhood literacy continues the tenets of the “Reading First Program” providing a research-based, data-driven foundation to our students in their learning of phonemic awareness, phonics, vocabulary, fluency and comprehension. Additional literacy resources being used are: *Wilson Reading System* strategies and the *Voyager* Intervention program – both are exemplary, and aimed at providing a foundation for building reading skills and techniques. Themes of ‘Core Knowledge’, a nationally recognized research-based school reform model, guides our students so that they pursue a global view which will enable them to participate intelligently in the 21st century. A grade-by-grade sequencing of topics ensures that students are prepared with a shared core of knowledge and skills, following the basic psychological principle that we learn new knowledge by building on what we already know. Everyday Math and Impact Math offer scaffolded, comprehensive grade appropriate lessons. The NYC DOE core science program promotes science explorations. The DOE social studies core program has been introduced. Our ESL services support our English language learners. The middle school has implemented an advisory program to support students’ social-emotional development. Our school jazz band continues to grow, as requests for performances outside the building rise.

We offer early morning programs for students in physical education, including C.H.A.M.P.S., and music. After school SES programs are offered for intervention and test prep support for all students. Our CBO organization Groundwork supports students in the late afternoon; including an ELT [Expanded Learning Time] model that strengthens its collaboration with daytime school initiatives. Counselors from the CBO join forces with day school counselors to better service students. We continue to offer Saturday ESL classes for both parents and students; and a Saturday basketball academy.

Our school continually uses a wide range of relevant data to understand school and student performance. The students with particular needs receive timely interventions that enhance their progress. Our dedicated staff demonstrates care and concern for students’ social, emotional and academic well-being. The classrooms are print-rich organized environments that support student learning and, our colorful hallways, celebrate our students’ success.

“We believe it, so that we can achieve it”

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT												
School Name:		P.S. 328K, Phillis Wheatley School										
District:	19	DBN #:	19K328	School BEDS Code:	331900010328							
DEMOGRAPHICS												
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7			
	* 8	● 9	● 10	● 11	● 12	* 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				29	33	35				90.4%	87.5%	89.9%
Kindergarten				70	56	62						
Grade 1				76	91	59						
Grade 2				75	61	77	Student Stability: % of Enrollment					
Grade 3				55	59	56	(As of June 30)			2007-08	2008-09	2009-10
Grade 4				73	56	59				90.4	87.5	
Grade 5				70	66	53						
Grade 6				68	58	55	Poverty Rate: % of Enrollment					
Grade 7				55	58	57	(As of October 31)			2007-08	2008-09	2009-10
Grade 8				45	46	50				99.7	99.8	98.6
Grade 9				0	0	0						
Grade 10				0	0	0	Students in Temporary Housing: Total Number					
Grade 11				0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 12				0	0	0				8	42	
Ungraded				14	7	5						
							Recent Immigrants: Total Number					
							(As of October 31)			2007-08	2008-09	2009-10
Total										8	7	4
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number								
(As of October 31)				2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-				53	45	52						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	19	12	18	Principal Suspensions	42	35	
Number all others	16	20	17	Superintendent Suspensions	39	39	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
				2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	55	58	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	2	18	(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			
				66			
				59			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
				17			
				13			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				5			
				5			
Ethnicity and Gender: % of Enrollment				Teacher Qualifications:			
				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
American Indian or Alaska Native	0.8	0.2	0.2	% fully licensed & permanently assigned to this school	100.0	100.0	0
Black or African American	59.8	61.4	59.9	Percent more than two years teaching in this school	57.6	72.9	
Hispanic or Latino	37.5	37.7	37.3	Percent more than five years teaching anywhere	56.1	64.4	
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.9	Percent Masters Degree or higher	86.0	90.0	
White	1.3	1.2	1.6	Percent core classes taught by "highly qualified" teachers	99.0	97.0	
Multi-racial							

DEMOGRAPHICS

Male	51.0	53.5	49.8	(NCLB/SED definition)			
Female	49.0	46.5	50.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:	
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Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>

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

Differentiated Accountability Phase (Check ✓)	Category (Check ✓)		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)		✓	

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)	Secondary Level (✓)
	ELA: ✓	ELA:
	Math: ✓	Math:
	Science: ✓	Grad. Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	√sh	√	-				
Limited English Proficient	--	--	--				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	44.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well develop
School Environment (Comprises 15% of the Overall Score)	3.0	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	3.3	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	33.4	Quality Statement 4: Align Capacity Building to Goals	Well Develop
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on our Progress Report, Report Card, and Quality Review, Phillis Wheatley Public School over the years demonstrated continuous progress in ELA and Math.

ELA

Grade 3:

Based on the February 2010 Predictive Assessments our students in grade three performed as follows:

- 12/45 or 26% of the students did not meet and 34/45 or 74% met the criteria for passing these exams in February 2010.

Based on the ITA 1 and ITA 2:

- 27 students or 60% showed a decrease from the first ITA to the second ITA
- 12 students or 26% showed an increase and six students or 13% remained the same.

Using the April 2010 NYS ELA results our students performed as follows:

- Grade 3:

	Number of Students	Percentage
All Students	47	32%
General Education	42	36%
Special Education	5	0%
Black or African American	21	-
Hispanics	24	25%
Females	24	38%
Males	23	26%
English Language Learners	5	0%
Total	47-Average 655	32%

- Grade 4:

Based on the February 2010 Predictive Assessments our students in grade four performed as follows:

- 25/52 or 48% did not meet the criteria for passing and 25/52 or 48% did meet the criteria for passing these exams in February 2010.

Based on the ITA 1 and ITA 2:

- 21/51 students or 41% showed a decrease from the first ITA to the second ITA
- 23/51 students or 45% showed an increase and 7/51 or 14% remained the same.

Grade 4: Based on the NYS ELA scores; the following are results of the exams:

	Number of Students	Percentage
All Students	58	17%
General Education	39	23%
Special Education	19	5%
Black or African American	34	18%
Hispanics	23	0%
Females	29	10%
Males	29	24%
English Language Learners	10	10%
Total	58-Average 644	17%

Grade 5:

Based on the February 2010 Predictive Assessments our students in grade five performed as follows:

- 16/48 or 33% did not meet the criteria for promotion and 29/48 or 66% did meet the criteria for passing these exams in February 2010.

Based on the ITA 1 and ITA 2:

- 19/45 students or 42% showed a decrease from the first ITA to the second ITA.
- 23/45 students or 51% showed an increase and 3/45 or 6% remained the same.

Using the April 2010 NYS ELA results our students performed as follows:

Grade 5:

	Number of Students	Percentage
All Students	49	18%
General Education	37	24%
Special Education	12	0%
Black or African American	26	19%
Hispanics	22	-
Females	26	27%
Males	23	9%
English Language Learners	8	0%
Total	49-Average 651	18%

Grade 6:

Based on the February 2010 Predictive Assessments our students in grade six performed as follows:

- 11/35 or 28% did not meet the criteria for passing and 25/35 or 71% did meet the criteria for passing these exams in February 2010.

Based on the ITA 1 and ITA 2:

- 11/43 students or 25% showed a decrease from the first ITA to the second ITA.
- 25/43 students or 58% showed an increase and 5/43 or 12% remained the same.

Using the April 2010 NYS ELA results our students performed as follows:

Grade 6:

	Number of Students	Percentage
All Students	47	11%
General Education	30	17%
Special Education	17	0%
Black or African American	30	17%
Hispanics	17	0%
Females	21	10%
Males	26	12%
English Language Learners	6	0%
Total	47-Average 647	11%

Grade 7:

Based on the February 2010 Predictive Assessments our students in grade seven performed as follows:

- 23/41 or 56% did not meet the criteria for passing and 18/41 or 44% did meet the criteria for passing these exams in February 2010.

Based on the ITA 1 and ITA 2:

- 19/44 or 44% showed a decrease from the first ITA to the second ITA.
- 25/44 or 56% showed an increase from the first ITA to the second ITA.

Using the April 2010 NYS ELA, results our students performed as follows:

Grade 7:

	Number of Students	Percentage
All Students	50	16%
General Education	46	-
Special Education	4	-
Black or African American	25	8%
Hispanics	25	24%
Females	26	19%
Males	24	13%
English Language Learners	4	-
Total	50-Average 649	16%

Grade 8:

Based on the February 2010 Predictive Assessments our students in grade eight performed as follows:

- 22/51 or 43% did not meet the criteria for passing and 27/51 or 47% did meet the criteria for passing these exams in February 2010.

Base on the ITA 1 and ITA 2:

- 9/51 students or 17% showed a decrease from the first ITA to the second ITA.
- 26/51 or 50 % showed an increase from the first ITA to the second ITA and 16/51 or 31% remained the same.

Using the April 2010 NYS ELA, results our students performed as follows:

Grade 8:

	Number of Students	Percentage
All Students	58	26%
General Education	49	31%
Special Education	9	0%
Black or African American	37	27%
Hispanics	20	-
Females	31	29%
Males	27	22%
English Language Learners	5	0%
Total	58-Average 645	26%

MATH

Grade 3:

- Instructional Targeted Assessment 1: November 2009: 57% on grade level;
- Instructional Targeted Assessment 2: March 2010: 66% an increase of 9%
- Predictive Assessment: February 2010: 48%

NYS Mathematic scores demonstrates the following information:

	Number of Students	Percentage
All Students	49	33%
General Education	44	34%
Special Education	5	20%
Black or African American	22	-
Hispanics	25	40%
Females	25	28%
Males	24	38%
English Language Learners	7	29%
Total	49-Average 676	33%

Grade 4:

- Instructional Targeted Assessment 1: November 2009: 68% on grade level;
- Instructional Targeted Assessment 2: March 2010: 63%, a 5% decrease.
- Predictive Assessment: February 2010: 49% on grade level

NYS Math scores demonstrates the following information:

	Number of Students	Percentage
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All Students	60	37%
General Education	40	50%
Special Education	20	10%
Black or African American	36	42%
Hispanics	23	-
Females	29	38%
Males	31	35%
English Language Learners	10	40%
Total	60-Average 659	37%

Grade 5:

- Instructional Targeted Assessment 1: November 2009: 50% on grade level;
- Instructional Targeted Assessment 2: March 2010: 50% on grade level; no growth.
- Predictive Assessment: February 2010: 31% on grade level

The NYS mathematics exams demonstrate the following information:

	Number of Students	Percentage
All Students	49	12%
General Education	37	16%
Special Education	12	0%
Black or African American	26	15%
Hispanics	22	-
Females	26	15%
Males	23	9%
English Language Learners	8	0%
Total	49-Average 643	12%

Grade 6:

- Instructional Targeted Assessment 1: November 2009: 54% on grade level;
- Instructional Targeted Assessment 2: March 2010: 58% on grade level, a 4% increase.
- Predictive Assessment: February 2010: 46% on grade level

The NYS Math exams show the following information:

	Number of Students	Percentage
All Students	47	28%
General Education	30	43%
Special Education	17	0%
Black or African American	30	37%
Hispanics	17	12%
Females	21	29%
Males	26	27%
English Language Learners	6	17%
Total	47-Average 658	28%

Grade 7:

- Instructional Targeted Assessment 1: November 2009: 38%, on grade level;
- Instructional Targeted Assessment 2: March 2010: 53%, a 15% increase.
- Predictive Assessment: February 2010: 40% on grade level

The NYS mathematics exams demonstrate the following information:

	Number of Students	Percentage
All Students	50	34%
General Education	46	-
Special Education	4	-
Black or African American	25	28%
Hispanics	25	40%
Females	26	31%
Males	24	38%
English Language Learners	4	-
Total	50-Average 653	34%

Grade 8:

- Instructional Targeted Assessment 1: November 2009: 45% on grade level;
- Instructional Targeted Assessment 2: March 2010: 52%, a 7% increase.
- Predictive Assessment: February 2010: 42% on grade level

The NYS Mathematics exams show the following information:

	Number of Students	Percentage
All Students	57	39%
General Education	48	44%
Special Education	9	11%
Black or African American	37	41%
Hispanics	19	-
Females	31	45%
Males	26	31%
English Language Learners	5	20%
Total	57-Average 669	39%

Social Studies:

In Social Studies, our students in grade 5 under performed as only 40% of the students are on grade level.

Grade 5: November 2009:

- Level 1: 21/52 or 40%
- Level 2: 10/52 or 20%
- Level 3: 21/52 or 40%

A great accomplishment at PS/IS 328 has been in students' academic progress each year. Although expectations for larger growth into Levels 3 and 4 on NYS exams has not yet been met, we continue to see individual growth from year to year as measured on the NYCDOE Progress Report:

NYCDOE Progress Report	Earned Additional Credit for "Closing the Achievement Gap"	
	<i>Overall</i>	<i>Special Education Students</i>
2007-2008	1.5	X
2008-2009	6.8	<i>Improved by at least one-half a proficiency level +1.5 ELA +1.5 Math</i>
2009-2010	4.5	<i>75th growth percentile or higher +1.5 ELA</i>

		+0.75 Math
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Challenges to our academic growth appears to be in the development of student writing. Examination of student work, student portfolios and extended responses on practice tests indicates this as an on-going need. In February of 2010 multiple-choice responses on the DOE Predictive Assessments indicated a much higher level of possible success on the upcoming NYS ELA exam; yet actual NYS exam levels are lower. Reflection indicates the written responses overall were poor.

<i>Grade</i>	<i>Feb. DOE Predictive</i> <i>*achieving passing criteria</i>	<i>April NYS ELA</i> <i>*achieving Level 3 or 4</i>
3	74%	32%
4	48%	17%
5	66%	18%
6	71%	11%
7	44%	16%
8	47%	26%

School staff agrees, professional development for writing instruction has become a priority.

Overall, a key concern is our Students with Disabilities group as they continue to underperform on these exams. Our school will continue to support the students with extra academic and emotional support as many of these students are emotionally unstable and have a difficulty in concentrating in their academic work. The number of suspensions for this group, and our at-risk general education students, shows recurring patterns. The school will continue to direct staff and resources towards enabling these students to increase their attention towards academic requirements, thus elevating yearly achievement.

As a “Re-structuring School, Advanced, Comprehensive” our staff is challenged to increase the academic rigor throughout our classes. In the spring of 2011 we will be visited by a Joint Intervention Team [JIT]. The resultant report, with their feedback about our school, will help us to shape further strategies for the school’s improvement.

ATTENDANCE

For the 2009-2010 our attendance averages 89.9%.

An accomplishment here has been to provide student support services to the students and families that face daily challenges at home that interfere with timeliness to school. We have developed a three tier reporting system that identifies patterns of lateness and those that are chronically late. Our school guidance counselor, as well as three family assistants, each service targeted students on a need basis.

Some barriers are maintaining consistent contact with some homes; as we are faced with constantly changing home and cell phone numbers.

Some aids are a team of attendance staff that meets periodically to review routines, targeted students, and to strategize on improvements that will make incentive programs effective.

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.

Goal 1:

By June 2011, using a balanced literacy program that highlights differentiated tasks and inquiry focus groups, the percentage of students overall, including Students with Disabilities, in the lowest performing third of students will decrease by 5%, and increase 10 % in Levels 3 & 4 based on the NYS ELA and NYSAA exams.

After conducting the needs assessment, the SLT, Inquiry and PD Teams found that overall our students performed lower than expected on April 2010 NYS ELA exams. The Students with Disabilities group has under performed all the other subgroups for several years. As a result, we have made progress for all our students a priority goal for the 2010-11 school year.

Goal 2:

By June 2011, using DOE core mathematic programs that offer continual teaching resources and manipulatives to meet differentiated needs, we will decrease by 10% the number of students in Level 1, and increase by 10% in Level 3 the number of Students with Disabilities; as measured by the NYS Mathematics Assessment.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that Students with Disabilities have performed consistently below other subgroups. As a result, we have made developing teaching practices to differentiate lessons and tasks, and to increase the use of manipulatives, as a factor to effect student progress a priority goal for the 2010-11 school year.

Goal 3:

By June 2011, using the Collins Writing Program, the writing process, and other writing strategy resources, we will improve student writing responses holistically, as measured by classroom rubrics' assessment, FCA's [Focus Correction Area percentages], and points earned on both practice and NYS ELA exam writing rubric assessments.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that students reaching Level 1& 2 performance on NYS ELA exams have not met expectations. Written responses overall have been poor, lacking specificity to questions and details. As a result, we have made developing teaching practices for writing mini-lessons, creating focused tasks, and identifying appropriate rubrics as a factor to effect student progress in English Language Arts a priority goal for 2010-11 school year.

Goal 4:

By June 2011, through a mixed approach of social/emotional strategies and programs that target our school and classroom environment, we will decrease by 10% the number of students suspended and referred for evaluation.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that our student suspension numbers and referral numbers are higher than the city average. As a result, we have made cultural proficiency and student resiliency a priority goal for the 2010-11 school year.

Goal 5:

By June 2011, using a timed-tracked lateness reporting system and clearly identified incentives, the school attendance rate will increase to 92% as measured by ATS year end reports.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that our student attendance (absences and lateness) percentage has risen slightly, but still falls below citywide averages. As a result, we will continue improving our routines and reflecting on the effectiveness of our Attendance Improvement Plan, making this a priority goal for 2010-11 school year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, using a balanced literacy program that highlights differentiated tasks and inquiry focus groups, the percentage of students overall, including Students with Disabilities, in the lowest performing third of students in Level 1 will decrease by 5%; and result in an increase of 10 % in Levels 3 & 4 based on the NYS ELA and NYSAA exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students with disabilities in grades 3-8 • Literacy teachers, literacy coaches, intervention teachers, subject area teachers, related service providers, paraprofessionals • Onsite differentiated coaching • Differentiated small groups • SETTS support • September 2010– June 2011 • 90 minute block • Tier III Intervention - AIS push in / pull out • Balanced Literacy workshop model, College Board, Springboard • Harcourt Trophies K-3, implementing ‘Reading First’ researched-based tenets • Journeys Grade 4, implementing researched-based scaffolded instruction • Core Knowledge global, scaffolded inter-disciplinary program • Wilson Reading System– targeted Students with Disabilities • Reading Rescue Program (1:1 systematic tutoring) • Vocabulary “Word Builder” supplemental resource • Earobics Reach – software intervention support • Voyager Passport Intervention Program – After school program • SES After school programs • Leap Track – Gd. 3

	<ul style="list-style-type: none"> • Acuity – Tutorials, Inquiry Action Plans • CARS assessments • PD on Acuity system/Inquiry Process goal setting/action planning/benchmark analysis • PD introduction to V-port [Voyager] on-line monitoring system • PD on Wilson Program strategies • Grade level PD meetings • Coach modeling, co-teaching, Early Childhood Teacher/Student Support services • Support from outside instructional specialists • Identify tested/non-tested students based on IEP mandates • Monitor student attendance and lateness • Data cleansing, verification and analysis • Progress monitoring meetings • Administration of assessments with proper modifications • Monitor utilization/differentiation: by coaches, administration, instructional specialists, and data specialist • Counseling services for mandated and at-risk students • Advisories for middle school • APL/ARIS utilization to monitor student progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 • SINI grant • Supplemental Support Allocation for Schools (NYC) • Contracts for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bi-monthly data/inquiry meetings • Student attendance records • Data base for testing modifications for SWD • ITA and Predictive test results • Scantron Assessments • CARS assessments • ECLAS assessment instrument [Gd.3] • Running Records - increase of 100-150 Lexile Level points per student • Core Knowledge Common Assessments • Teacher formal/informal observations • Teacher conference notes

	<ul style="list-style-type: none"> • Portfolio and datafolio binders • 2-3% gain on each successive DOE scantron assessments • Increasing mastery of Harcourt Trophies assessment levels after each unit
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Subject/Area (where relevant): Mathematics

<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, using DOE core mathematic programs that offer continual teaching resources and manipulatives to meet differentiated needs, we will decrease by 10% the number of students in Level 1, and increase by 10% in Level 3 the number of Students with Disabilities; as measured by the NYS Mathematics Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students with Disabilities in grades 3-8 • Math teachers, math lead teacher, math coach, administrator • Extended Time teachers with small groups • SES After School teachers • September 2010 – June 2011 • Double Math periods • Workshop model with differentiated instruction; small group inquiry • Problem of the Day • Hands-on manipulative explorations; collegial strategy sharing • Everyday Mathematics (Pre-K – 5); supplemental resources • Impact Math Grades (6-8); supplemental resources • Acuity Tutorials for AIS • Voyager ‘V-Math’ Intervention Program – After school program • Onsite coaching support • PD on Acuity system/Inquiry Process goal setting/action planning/benchmark analysis • Coach modeling, co-teaching; ELL AIS • Common prep on grade level with assistance from coaches and administrators for planning • Inter-visitations; strategy sharing • Monitor program utilization: by coaches, administration and data specialist • Extended Time / SES After School

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 • SINI grant • Supplemental Support Allocation for Schools (NYC)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DOE’s ITA and Predictive assessments • Core program unit and benchmark assessments • Acuity assessments and tutorials • PD sign-in sheets and agendas • Formal and informal observations • Teacher conference notes; inquiry short-term goals; annual goals • Student portfolios and datafolio binders • Bi-monthly data meetings • Student attendance records • Data base for testing modifications for SWD • 10% - 15% gain (individuals) on mid-year program assessments from beginning of year inventory

Subject/Area (where relevant): English Language Arts

<p>Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, using the Collins Writing Program, the writing process, and other writing strategy resources, we will improve student writing responses holistically, as measured by classroom rubrics’ assessment, FCA’s [Focus Correction Area percentages], and points earned on both practice and NYS ELA exam writing rubric assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All students grades K-8 • Literacy teachers, literacy coaches, intervention teachers, subject area teachers, related service providers • Small group support teachers • Outside consultant [Collins Writing] • SES After School teachers

	<ul style="list-style-type: none"> • <i>September 2010 – June 2011</i> • ELA block plus additional writing connection period • Balanced Literacy workshop model, Springboard, College Board program • Utilization of “Collins Writing” Gds. K-8 and Write Source writing in Gds.6-8; writing strategies of the Wilson Reading System • Harcourt Trophies Writing Crossroads pacing / Write Source / 19K328 Writing Plan • Core Knowledge global, scaffolded inter-disciplinary program • Differentiated target small groups based on updated data/inquiry goals • Onsite coaching, modeling & co-teaching • NYCDOE ITA and Predictive assessment writing responses • DRA assessments • Identify tested/non-tested students based on IEP • Monitor student attendance • Data cleansing, verification and analysis • Administer assessments with proper modifications • Monitor programs’ utilization: by coaches, administration and data specialist • Provide PD to Gds. K-8 grade teachers for continued implementation of Collins writing program strategies; individual class modeling; individual teacher feedback meetings • Plan for creation of grade level common baseline and benchmark writing assessments for implementation in 2011-2012 • Integration of NYS writing rubric elements throughout Gds. 3-8, as benchmark goal with varied targeted writing rubrics scaffolded within instructional windows • Teacher informal observations/conferring/’Collins’ editing (gradual release of responsibility) • In-house inter-visitations • Common preparation periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 • Contracts for Excellence

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Curriculum mapping development/revision • Sign-in sheets/agendas (PD) • Teacher formal and informal observations • Monitor lesson plans • Bi-monthly data meetings • NYCDOE ITA and Predictive written responses/assessments • ECLAS/EPAL written responses • Core Knowledge common assessments; report projects • Student work/portfolios/datafolios • Grade 8 social studies and science exit projects • Monthly common grade/subject area assessments • Increasing percentage points earned for FCA's [Focus Areas of Correction – Collins Writing] • Positive movement along rubric scales (informal and NYS) • Improved writing grades as evidenced by student report cards [Gds. K-5]
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Subject/Area (where relevant):	School Environment
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<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, through a mixed approach of social/emotional strategies and programs that target our school and classroom environment, we will decrease by 10% the number of students suspended and referred for evaluation.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All students; identified at-risk students; students with social/emotional, organizational IEP goals • All teachers; coaches, paraprofessionals, counselors, family associates, deans, Parent Coordinator, parent learning leaders, assistant principals, principal • <i>September 2010 - June 2011</i> • A.M. homeroom section • Middle school advisories • Lunchtime small counseling groups • At-risk counseling; mandated counseling

	<ul style="list-style-type: none"> • SAVE Room – targeted students’ small support/intervention groups • Summer retreat goal planning sessions • Cultural proficiency training (in-house; and outside consultant) • Professional Development for classroom teachers, coaches, parents and administrators • Monthly parent workshops • Discipline/CST committee meetings • Classroom support and hallway monitoring volunteer system • Home – school communication (phone calls, conferences, conduct sheets, classroom visits) • Art residency mentoring; jazz band; dance classes and performance groups; wrestling; flag football • Middle school community service program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title I • Title 3 • Middle School Before & After School funds • PTA donations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • SAVE Room records – decrease in yearly total of students assigned • 10% decrease in principal and superintendent suspensions • 10% decrease in written ‘environmental’ incident complaints • Behavior Intervention Plans written for at-risk students (general education and special education) • Sign –in sheets/agendas/entrants in athletic events/audience participation • Monitor integration of advisory and cultural proficiency strategies into lesson planning • Informal observations of student interactions in classrooms, small groups, and large assembly areas • Verbal and written reflections from cultural proficiency activities • Administration monitoring of visible classroom management, incentive/behavioral charts • 3-5 point gain in 2010-2011 NYCDOE environmental survey for 2010-2011 • 10% decrease in number of students recommended for evaluation

Subject/Area (where relevant):

Student Attendance

<p>Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, using a timed-tracked lateness reporting system and clearly identified incentives, the school attendance rate will increase to 92% as measured by ATS year end reports.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• All students PK-8• Targeted chronically absent/late students using 3-tiered reporting system• Homeroom teachers, parent coordinator, guidance counselor, assistant principals; Attendance Teacher, Attendance Coordinators [Family Associates]• <i>September 2010 - June 2011</i>• Monitor student attendance by school, across grades, by class, and by individuals• Establish incentive programs for classes and for targeted individuals• Identify those students who are habitually late or absent and set up conferences between parent and staff and/or administration• Assign guidance counselor and family associates to monitor at-risk students• Make phone calls to parents when students are late or absent• Follow up home visits – facilitate home-school plan of improvement• Routinely address prompt attendance expectation on school-home on-line phone messaging system• Assemblies honoring attendance achievement / certificates• Implement plan for pizza reward incentive program with local business• Attendance Teacher and Attendance Coordinators meet bi-monthly to review progress; reflect on incentive programs and additional strategies• Follow up on issued 407's• Attendance report at meetings with school principal• APL/ARIS Parent Link
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Tax levy• Title 1• AIDP

Indicators of Interim Progress and/or Accomplishment

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

- Bi-monthly attendance meetings
- Monthly report to Principal
- Review of report card/marking period records [3X/year]
- Daily, weekly and monthly attendance print-outs
- Attendance rates for grades, classes, and individuals
- Duration and closing of 407's
- Decrease in number of targeted chronically absent/late students over course of school year
- Increase rate of .25% - 1.0% of overall attendance per month

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	5	0	0	2
1	10	10	N/A	N/A	5	2	0	2
2	10	10	N/A	N/A	5	2	2	2
3	10	10	N/A	N/A	10	0	2	2
4	10	10	5	5	10	2	2	3
5	10	10	5	5	10	0	2	4
6	10	10	5	5	10	2	2	2
7	10	10	5	5	10	2	2	3
8	10	10	5	5	10	2	2	2
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students are receiving push in and pull out services. Small group instruction is provided to students during the day, during extended time and after school. A variety of strategies are used: data-based targeted skill review utilizing authentic literature, <i>Harcourt Trophies</i> Intervention Kit, <i>Voyager Passport</i>, <i>Word Explorer</i>, <i>Finish Line Writing</i>, <i>Step Up to Success</i>, Empire State ELA supplemental material, Wilson strategies, Kaplan Advantage, ACUITY selections, Earobics Reach</p>
<p>Mathematics:</p>	<p>A push-in/pull-out model is offered to students for mathematics during the school day, and during after school. A variety of strategies are used: hands-on explorations, Problem of the Day, Everyday Math & Impact Math Differentiation Options, <i>Voyager V-Math</i>, Kaplan Advantage, ACUITY selections, FIAT</p>
<p>Science:</p>	<p>Small group instruction is offered to students during the school day. A variety of strategies are used: demonstrations and hands-on explorations, Science Olympiad tutoring, Strategies for Success [Middle School – Gd.8], Exit Project support</p>
<p>Social Studies:</p>	<p>Small group is offered to students during the school day and during after school. A variety of strategies are used: Core Knowledge projects, Exit Project support, technology access; technology grant core group/FIAT</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students are serviced by our guidance counselor during the regular school day and during after school. A variety of strategies are used: mediation, personal/social skill development, building home-school connections, time management planning; follow up to advisory groups' topics, mentoring for detention students who have repetitive patterns of behavior.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our school psychologist works with at-risk students identified with repetitive patterns of disrupting the educational process. A variety of strategies are used: reflection, developing peer relationship expectations, managing choice, confrontation: responsibility & consequences</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Our school social worker also works with our at-risk population. Many of our students come to school from overwhelming family situations. A variety of strategies are used: establishing boundaries, building self-esteem, comprehending responsibility within social frameworks</p>

At-risk Health-related Services:	Our school nurse supports students in need of medical and health related issues. She conducts 'Asthma Classes' twice a year for targeted students. She conferences with students and parents about health-risks (ie. lice, ringworm, bed bugs, etc.)
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

- X 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.

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 69 LEP ___ Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview:

Title III, Part A LEP Program

Language Instruction Program –

P.S./I.S. 328, is a public school in East New York, Brooklyn that spans from grades Pre-K through 8. The school serves a population of 527 students, 17% of whom receive special education support and 13% of whom receive ESL services. The ethnic configuration of the school reflects a breakdown of 64% Black, 34% Hispanic and 2% White students. In terms of gender, approximately 51 % of the students are male and 49% are female.

There are 69 ELL students. Nine (9) ELL students (13%), receive special education; fifty-seven (57) ELLs speak Spanish, three (3) speak Arabic, three (3) speak Haitian Creole, and six (6) speak Fulani. Our ESL program contains 37 beginners (54%), sixteen (16) intermediate (23%), and sixteen (16) advanced students (23%).

Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. An ESL/Spanish licenced teacher, Ms. Romero, conducts the initial oral interview to the parents in the native language, Spanish (if its necessary). Using the parent responses and the survey answers, the school identifies who may be eligible for the Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. Within 10 days of registration the LAB-R test is administered to the eligible students. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services.

Within a week after the test is administered, a letter is issue to the newly students' parents to notified the eligibilty of the student to receive any ESL/Bilingual services. Parents of entitled students are invited to come to view an orientation video of the different ESL/Bilingual programs offer by the DOE. We also offer translation services in Spanish during the conference. During orientation the ELL parents receive information about the core curriculum, learning standards, expectations for students and assessments. We use the "EPIC Tool Kit Forms" to assure parents understanding of the Bilingual/ESL programs available for their children. The Parent Coordinator, Ms. Samone Stroman, and the ESL Coordinator Teacher, Ms. Romero, explain in detail the different types of programs and addressed parents' questions and concerns. A variety of orientation brochures in defferent native languages are available to assure parents' understanding.

Form III – A (1)(b)

School: 19328K

BEDS Code: 331900010328

Title III LEP Program:

Language Instruction Program:

PS/IS 328K is dedicated to serving ELL students from different cultural and language backgrounds. The school offers English Language (ESL) instruction to English Language Learners (ELLs) in a free standing ESL program. There are two ESL certified teachers serving ESL population. One serves grades K-8 in a free standing ESL model and the other serves beginners and newcomers. Both ESL Teachers have multiple certifications- one has a Common Branches Elementary/ ESL license, and the other has a Special Education/Bilingual Extension/ ESL license.

The ESL teachers offer 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to our advanced ELLs in compliance with Part 154 of the Commissioners Regulation, using the push-in and pull-out models. Under Title III funds, a third teacher provides supplemental intervention to ELLs, 3 days a week (120 minutes) as part of the After School Program. During this time ELL students receive support in language arts, math, science, social studies and test taking preparation skills.

The instructional model implemented at PS/IS 328 it's the Instructional Model CALLA. This approach is implemented for content and language learning. It guides teachers with the implementation of teaching strategies specifically with the use of the meta-cognitive and socio-effective skills.

In addition, teachers implement the content based ESL in the areas of Math, Science, Social Studies, and ELA allow teachers to use a variety of instructional techniques to help students develop the second language. The Freestanding ESL program permits our students to be exposed to ESL in all content areas. ESL teachers use the "pull out" program where students spend most of the day in mainstream classroom. Beginning ELLs are "pull-out" for 2 periods to receive instruction in English as a Second Language. Students are receiving instruction during a regular class period. Students' proficiency level is used to determine the number of periods of instructional units in accordance to CR Part 154. Children are grouped for instruction according to their level of instruction. In order to provide extra support during extended time students are supported by a bilingual/ESL teacher.

ESL/Bilingual teachers, teachers, supervisors, and aids are supported with professional development to instruct students who speak another language or have a limited English Proficiency. ESL/Bilingual teachers prepare students during the school year towards achieving the proficiency in the new language. When teaching Language Arts, teachers are using the ESL and ELA methodologies. The other content areas are taught in English by using ESL strategies. In addition, students are allowed to use dictionaries/glossaries and Thesaurus to support the transition. Materials in their native language are also used so students can achieve the desired proficiency levels.

During Reading and Writing teachers are preparing students with specific ESL strategies, for example, rather than only teaching sentence structure students are exposed to a variety of strategies, multiple drafts, teachers' feedback, and peer review to continue. Many strategies have been implemented to support students learning; for example, visuals, graphic organizers, K-W-L charts, jigsaw, and also different activities that permit students to explore one aspect of the topic in depth, by using these strategies students will be exposed to the 4 different modalities of the NYSESLAT, (Reading, Writing, Listening, and speaking).

Students will exit the program if they perform at proficiency in the NYSESLAT. This assessment measures students' English proficiency level and determines the progress or their continued entitlement or exit from entitlement. NYSESLAT test is administered every spring and students will be tested with the 4 modalities- Reading, Writing, Listening, and Speaking.

In the Title III Program, ELLs in grades 4-7 receive supplemental intervention in the Saturday Program. During this time ELL students receive support in language arts, math, science and social studies as well as test taking preparation skills. A dual certified teacher (Special Education/ Bilingual Spanish) provides additional native language support (push-in) to two groups to help them with the demands of the content area curriculum and testing requirements. The other teacher will give ESL to adults in an effort to reach the parents and help them to become proficient in the English language. The program will run for 17 sessions, 4 hours each session. Supplementary ESL materials, NYSESLAT and supplies will be purchased with Title III funds.

Rationale:

- To provide structure scaffold high quality instruction
- To provide students with opportunities to study American society and cultural expectations, as it relates to the school environment.
- To provide students with test-taking strategies that would maximize results.

Professional Development Program –

Staff involved will be trained by our school staff developers on the appropriate use of all instructional materials. They will participate in professional development with our school's ESL teachers, UFT Teacher Center specialist and Coaches as to specific strategies that would be useful during the Saturday Program (age and grade appropriate)

Also teachers will be provided with the following professional development to provide the necessary support to our ELLs:

- Differentiated instruction
- Analyzing student work
- Defining and incorporating academic rigor in the classroom
- LAP principals
- Writer's workshop
- ELA/ESL standards and their alignment to core curriculum

- Culture and language characteristics of ESL students
 - Four levels of language acquisition
 - Alternate assessment
 - Preparing students for NYSESLAT
 - Assessment data analysis
 - Effective flexible grouping
 - Best practices instruction
 - Assessing student progress
 - ESL in content area
 - Realia strategies
 - Use of graphic organizers
 - Math for ELLs
 - Developing thematic units
 - The Write Source
 - The Collins Writing Method
 - Kaplan Literacy
 - Developing parent literacy
-

Parental Involvement:

PS/IS 328K recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with academic classes, health programs and other services. To supplement the services we already provide, PS/IS 328 will use Title III funds for the Saturday GED/ESL Parent Program. Parents will have the opportunity to participate in this program while their children are in the Saturday Program. This class will be offered for 17 sessions for 4 hours. Four certified teachers will be offering these classes. One teacher will offer the GED/ESL classes for adults and 2 monolingual teachers will do content area lessons. A third teacher will push-in to help the ELLs with support in the native language. Various workshops will also be offered to the parents during this program. Some of the workshops are:

- ELA/ESL Standards- NYS ELA Assessments
- Math Standards- NYS Math Assessments
- NYSESLAT
- Promotional Policy
- Science and Social Studies Standards- NYS Assessments

*All workshops will be translated as needed

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11,835.74	▶ Saturday Program Parent Program: 2 teachers x 17 sessions x 2 hours x 49.73= 3381.64 ▶ Students Instructional Program: 2 teachers x 17 sessions x 4 hours x 49.73 = 6763.28 ▶ 1 teacher x 17 sessions x 2 hours x 49.73 = 1690.82
Purchased services.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3,164.26	ELL materials: NYSESLAT & Beyond Practice Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - The annual School Report card-demographics data helps us to be aware of the current language needs in the community and the imminent changes in the school community.
 - Parent surveys disseminated at the PTA meetings, as well as parent interviews let us know about the language needs in our school community.
 - ATS reports-the students’ home-language data provides us with the information about language needs/usage.

- Home Language Surveys-basic instrument that qualifies a student to receive ESL services.
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.
 - Monthly calendars, test data as well as student school letters are translated into Spanish by a qualified translator to provide accurate information to our Spanish speaking community; central DOE offices provide resources for Haitian-Creole & Polish
 - English testing calendars and official test data information is also provided for parents.
 - PTA meetings
 - Oral translation is used to disseminate information around the school and around the community.
 - During individual conferences with staff and administrators, parents in need of translation services to communicate their needs and concerns.
 - Surveys and parents' interviews reflected the need of these translation services.
 - Office staff personnel informed parents of the availability of translators when requested; the distributed, displayed DOE multi-lingual poster announces services

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - A trained bilingual staff member (teacher) assists with the translation of official notices to parents.
 - Other staff members (paraprofessionals) assist with the making of flyers and posters to announce school events.
 - The DOE homepage, as well as memorandum web-links, provide translated notices.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - Bilingual staff members serve as facilitators during parent-teacher conferences.
 - Identified staff members serve as translators during one to one parent teacher meetings, and meetings with concerned parents.
 - The DOE translation hot-line is available for access during parent/teacher/staff conferences.
 - Community organizations such as Groundwork have bilingual personnel that are able to assist parents and teachers during conferences in person, letter or phone.

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>.
- All parent letters/directives are in English and Spanish.
 - Capabilities to communicate in Haitian-Creole and Polish are being developed 1:1; and with the central DOE office

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	662,277	31,125	693,400
2. Enter the anticipated 1% set-aside for Parent Involvement:	6623	340	6953
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,150	*	
4. Enter the anticipated 10% set-aside for Professional Development:	66,300	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 98%.
6. If the percentage of high quality teachers during 2009-2010 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.

During the 2009-2010, 98% of our staff members were highly qualified. Teachers were contacted individually and encouraged to take college credit and/or to follow up on the required documentation requested by the SED. Teachers will be compensated for tuition paid upon receipt of verified expenses; as much as allowable by the allocation. New state certification documents will be required for submission to our personnel secretary

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

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. 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.

I. General Expectations

(PS/IS 328) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with No Child Left Behind legislation and section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA and No Child left Behind legislation..
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **(PS/IS 328)** will take action to involve parents in the joint development of its school parental involvement plan under No Child Left Behind legislation and section 1112 of the ESEA
2. **(PS/IS 328)** will take action to involve parents in the process of school review and improvement under No Child Left Behind legislation and section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with No Child Left Behind legislation and section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, use of ARIS, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **(PS/IS 328)** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **'Reading First' model**, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, creating responses to meet the '25 Books Read NYS Standard', etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child’s success at the school.
- Student of the month celebrations and an Honor’s Night will be held periodically during the school year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar of events will be disseminated each month; two weeks before the start of the month.
- English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning; and pre-kindergarten (early childhood development).

Professional Development:

Monthly professional development for parents will be provided by district parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under No Child Left Behind legislation and section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and providing other reasonable support for parental involvement activities under No Child Left Behind legislation and section 1118 of the ESEA as parents may request.

IV Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by vote taking at the end of year parent meeting. This policy was adopted by the PS/IS 328 on 10-16-10 and will be in effect for the period of 2010-11 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 1st, 2011.

V. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Request, and, to the extent practicable, in a language the parents can understand:

- Printed copies are available for meetings; with translated versions in Spanish available when requested.
- Verbal overview of current policy deliver at the year end parent meeting; with verbal translations interwoven

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of No Child Left Behind legislation and 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 No Child Left Behind legislation and 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. 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.

PS/IS 328, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of No Child Left Behind legislation and the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

PS/IS 328 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Teaching will be aligned to the NYS Standards and Common Core Standards in all subject areas. Teachers also will follow the NYC/NYS curriculum pacing calendars to assure that our students are receiving qualitatively and quantitatively balanced education. Besides the city and state initiatives, teachers also will provide a balanced education following the CFN suggested initiatives such as prototypes for ELA and Math, workshop model in all subject areas, "Skill of the Week", calendars, and graphic organizers to

develop mental thinking maps. A standards-driven, grade appropriate, needs based “Writing Plan” and “Grammar/Editing Focus by Grade” for PS/IS328K will be implemented this year.

2. During the Fall and Spring terms parent-teacher conferences are scheduled to promote communication between the community and the school staff. Parents will have the opportunity to discuss their individual child’s achievement. Also, parents and teachers will have the opportunity to meet at the beginning of the school year during the “Meet the Teacher Night”. Teachers will discuss the syllabus of the school year as well as to present the expected behaviors, projects and concerns of the school year. Parents will have the opportunity to present any concerns that are specific to their child.
3. Provide parents with frequent reports on their children’s progress. All parents will receive the information needed to log onto ARIS for their child’s data profile. Specifically, the school will provide reports as follows:
 - Predictive and ITA Assessments from DOE....ACUITY
 - Scantron assessment results
 - DIBELS and ECLAS assessments for Gds. K-3
 - Parent / Teacher Afternoon and Evening Conferences
 - PTA Meetings
 - IEP Progress Reports
 - Report Cards
 - Parent Workshops
 - NYS ELA & MATH Reports
 - Announcements on main office bulletin boards
 - Hall Educational Displays
 - Monthly Calendars sent home
 - Home Letters/Visits
 - Home Phone Calls
 - School Leadership Meetings (SLT)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Predictive and ITA Assessments from DOE....ACUITY
(via Internet or reports sent home)
 - DIBELS and ECLAS assessments (at P.S./I.S.328K)
 - Parent / Teacher Afternoon and Evening Conferences (at P.S./I.S. 328K)
 - PTA Meetings (at P.S./I.S. 328K)
 - IEP meetings
 - Report Cards (at P.S./I.S. 328K) – copies sent home
 - Parent Workshops (at P.S./I.S. 328K)
 - NYS ELA & MATH Reports (via Internet or reports sent home)
 - Announcements on main office bulletin boards (at P.S./I.S. 328K)
 - Monthly Calendars sent home
 - Home Letters/Visits
 - Home Phone Calls
 - Dean / Guidance Counselor meetings

- School Leadership Meetings (SLT at P.S./I.S. 328K)
4. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - P.S./I.S. 328K Parent Learning Leaders Program- Parents that express their desire to participate as a volunteer will take the DOE classes to be a “Certified Learning Leader”. This program will provide them with the basic knowledge and skills to deal with the diverse situations in the school environment.
 - Open School Week: During the Afternoon and Evening Parent-Teacher Conferences week the school will have “Open Access to Parents Week”. Parents will have the opportunity to sit in their children’s classroom and observe a lesson. Prior to this week, parents would let the teacher and office know ahead about their classroom visit plan.
 - Twice a month, parents are invited to workshops prepare by our parent coordinator. Workshop themes cover a wide variety of themes- Examples: from student achievement and home-link strategies to parental skills and hygiene.
 - Pre-Kindergarten parents are invited to monthly workshops facilitated by a DOE school social worker.
 - Seasonal shows performed by our students
 - Talent Shows organized by school or school providers
 5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
 10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I education mandates.

Parent Responsibilities

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

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

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
11. 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.
PS/IS 328K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content performance standards.
PS/IS 328K will use disaggregated student results on State and City assessments in Grades 3-8, Acuity benchmark assessment results, the early Childhood Language Arts System (E-Class II- in grades K-3), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which cohorts of

students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction.

12. Schoolwide reform strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

As a School-wide Program School, PS/IS 328K, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English Language learners, receive exposure to grade appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics and the adoption of balanced literacy prototypes, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments in grades 3-8, The early Childhood language Arts System (E-Class II in grades K-3), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan addendum.

13. Instruction by highly qualified staff.

All teachers hired at PS/IS 328K, for the 2009-2010 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corp members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT) but have not yet been appointed by NYC. Teachers at PS/IS 32K, that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS/IS 328K, and the District provide extensive professional development and on-going and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

14. 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.

PS/IS 328K, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST. Professional development offerings will include: Differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers learning styles, etc.; support and training for administrators; parent workshops; and specialized training for school leadership team members and parent coordinator.

Professional development for staff will be coordinated in PS/I S 328 by a Professional Development Team, which includes the LSO Network Liaison Leader, LSO Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches, Reading First Coach, UFT Teacher Center Facilitator, Lead Teachers and staff developers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff developers. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, a teacher mentoring programs, which is a critical component of the support and professional development for new teachers, will be available for PS/IS 328. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the LSO Network Liaison Leader, a principal mentor, and LSO Instructional Specialists to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties-e-mail, excel, OORS, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-thought, retreats, etc.

Training for parents and community members will include:

- Support for parents' understanding of , and participation in instructional initiatives
- Parent literacy development (ESL classes, GED classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteers Programs
- Support for increased parent participation on the School Leadership Team and subcommittees; and in the P.T.A
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional in initiatives by parents, leading to improved students results.

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

PS/IS 328 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring 2009 and continuing throughout the summer, the Principal and /or designee will continue to attend Job Fairs conducted centrally and throughout the District. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally.

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

PS/IS 328K, will implement the following strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents, and to afford parents the tools they need to be full

partners in the education of their children. As a key strategy to accomplish this goal, our school has hired a full time parent coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, PS/IS 328K, will arrange for workshops focused on parent involvement strategies and techniques for helping their children improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the school system beyond their children's schools. The office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the office will be open five days a week during business hours as well as one weekend day and two evenings per week.

17. 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.
 - Students and parents will be provided transition activities that include talking, singing songs, and playing games about growing up and making changes.
 - Provide opportunities for children and parents to become familiar with the kindergarten setting.
 - Give parents accurate information about the skills needed for a child to transition from kindergarten.
 - Demonstrate interest and support to each child's family through phone calls and other personal contacts.
 - Structure developmentally appropriate classroom practices that promote the Pre-kindergarten standards.
 - Provide learning activities for parents to do with their children at home.
18. 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.

Teachers will be engaged in ongoing discussions and decision making processes with PS/ARE 328K and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction. Grade meetings will provide a platform for reflection and evaluation of effective use of data to drive instructional small groups.
19. 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.

PS/IS 328K will use disaggregated State and City assessments in grades 3-8, Acuity benchmark assessments, The Early Childhood Language Arts System (E-Class II in grades K-2), and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

20. 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 district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (R) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			662277	✓ 20-48
Title I, Part A (ARRA)	Federal	✓			31125	✓ 20-48
Title II, Part A	Federal	✓			223326	✓ 20-485
Title III, Part A	Federal	✓			15000	✓ Page 37
Title IV	Federal	✓				
IDEA	Federal	✓			163164	✓ 20-48
Tax Levy	Local	✓			2253075	✓ Page 48

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

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

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

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

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

NCLB/SED Status: Restructuring /Advanced /
Comprehensive

SURR³ Phase/Group (If applicable):

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

While across the school we have developed our teachers’ lesson planning skills; our special education teachers continue to find data analysis and differentiation of ELA lessons a challenge; due to the wide range of ability levels in their student population. A few of our self-contained classes continue to bridge three grade levels. As teachers continue utilizing the DOE’s Balanced Literacy Program [Gds. 4-8] and now *Reading First* [Gds. K-3], many teachers continue to need support in selecting appropriate materials on a variety of levels that will provide the practice, that individual/small groups of students need, based on our data analysis. Guided Reading and Independent Reading remain as two areas in which we need to continue developing current best practices. Our implementation of the Wilson Program has been limited. The behavior management of small groups within each classroom remains as an identified priority, as teachers slowly grow confident that the students will assume responsibility for their learning. The need for continued professional development in conflict resolution strategies exists across the building. Our detention room, Principal suspension and Superintendent suspension lists see a pattern of repeat violators. Many students come to us with a history of facing demanding home circumstances and often limited positive, prior knowledge experiences (both academic and social). The school continues to have a portion of its population with a high mobility rate – students coming and going from four surrounding family shelters. Collaboration between grade, cross-level teachers, and support teachers remains a challenge as we strive to impart a non-fragmented curriculum.

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.

This year our weekly schedule continues to include double-prep periods for all grade level cohorts. This time is being consistently used to allow teachers to plan together, as well as to promote professional conversations among the staff. Sharing of strategies, materials, and analysis of data has begun to develop within the culture of the school. A cross-grade PD committee continues to help target and diversify professional learning; and has taken on the role of an advisory team for the Principal. Our Coaches and Teacher Center Facilitator resumed working with targeted teachers during lesson planning sessions; and with modeled lessons that have a pre-discussed specific focus. The *Reading First* Coach provides continually support for assessments in Gds. K-3. Several teachers are being supported by outside professional developers/mentors that have been budgeted to build resiliency in both students and teachers. An advisory program is being supported by an ESR [Educators for Social responsibility] consultant; along with funds obtained from the Middle School Grant.

Our Data Team consistently provides both training and hard-data to our staff to help drive instruction that is meaningful for every individual student. Intervention for students was implemented immediately and continues throughout the school year during “Extended Time” and after school. Our SETTS provider and ESL provider will receive additional training. A collaboration is being built with one of our CBO’s through an ELT [Expanded Learning Time] initiative. We had involved a CBO representative in our academic planning sessions for next year so they can incorporate the curriculum grade appropriate topics for our students in their future academic and art activities. SES providers and our CBO programs all have in place programs that support academic rigor.

We designed a student support plan that includes three guidance counselors and two deans – housed on each floor to help meet the overwhelming demands of our students. We continue to have three family assistants. The family assistants are working as a team to address continuing concerns about absenteeism and an extremely high daily lateness record.

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.

(a) Provide the following information: 2010-11 anticipated Title I allocation = \$662,277; 10% of Title I allocation = \$66,300.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- Part Title I funding for one assistant principal
- Title I is funding a UFT Teacher center trainer
- Literacy and Math Coaches are partially funded under Title I
- A Reading First Coach is partially funded by Title I

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - In-House Lead teacher offers additional support to teachers
 - UFT Teacher center specialists provides research-based best practices and modeling opportunities
 - A Math Coach provides additional modeling, in-classroom support, co-teaching opportunities and one-to one conferencing.
 - Inter-visitations are used as another model where teachers have an opportunity to share their "best practices" with their colleagues.

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.

A letter in English and Spanish will be sent home to parents in early October and notifications will be made during PTA meetings during the early meetings in October and November of the school year 2010-2011. Translations for Haitian-Creole, Fulani, and Arabic will be sought.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

55 students will be serviced beginning in the 2010-2011 school year.

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

The Staff at PS/IS 328K work collaboratively to support our STH population. Our guidance counselor meets on a regular basis with the Principal to reflect on student needs. The counselor identifies levels of support offered to students and their families, determined conversations/interactions with students, parent conferences, teacher concerns, and attendance. Contact with DOE personnel at the shelters is maintained weekly; and is solicited daily during crisis prevention/intervention (i.e. suspensions, suicide threats, reports of abuse). The counselor participates on the Discipline/CST committee, giving insight about STH students who are referred by their teachers. Academic Intervention Services (AIS) staff becomes involved when data indicates grade level achievement at risk. Administrators monitor adjustments to the school environment through discussions at grade planning, meetings by informal observations inside classrooms and in large student gatherings (i.e. cafeteria, auditorium, gym, recess), through conferences with the school dean and our SAVE Room teacher. The school Parent Coordinator offers STH parent support in negotiation busing, gathering documents and/or information needed for both school and family adjustments provide access to free school supplies; and often has available donated clothing. The school provides free uniform items for the students. Administrators and counselors visit temporary housing facilities build bonds with this part of our school community. Currently, our staff attends professional development workshops about cultural proficiency, learning and sharing strategies on how to utilize knowledge of themselves, their backgrounds, and students, the students' community to strengthen overall school community and build a unified vision.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 328 Phyllis Wheatley					
District:	19	DBN:	19K328	School		331900010328

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	33	35	34		87.3	90.1	90.4
Kindergarten	56	62	41				
Grade 1	91	59	69	Student Stability - % of Enrollment:			
Grade 2	61	77	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	56	74		90.4	87.5	93.0
Grade 4	56	59	39				
Grade 5	66	53	54	Poverty Rate - % of Enrollment:			
Grade 6	58	55	64	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	58	57	49		99.7	98.6	99.6
Grade 8	46	50	46				
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		8	42	52
Grade 12	0	0	0				
Ungraded	7	5	4	Recent Immigrants - Total Number:			
Total	591	568	527	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	7	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	45	52	50	Principal Suspensions	42	35	59
# in Collaborative Team Teaching (CTT) Classes	12	18	14	Superintendent Suspensions	39	39	44
Number all others	20	17	22				

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	66	59	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	13	11
# receiving ESL services only	55	58	TBD				
# ELLs with IEPs	2	18	TBD	Number of Educational Paraprofessionals	5	5	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	0	16	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	57.6	72.9	91.8
				% more than 5 years teaching anywhere	56.1	64.4	87.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	90.0	89.8
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	99.0	97.0	98.2
Black or African American	61.4	59.9	59.0				
Hispanic or Latino	36.7	37.3	40.4				
Asian or Native Hawaiian/Other Pacific	0.5	0.9	0.6				
White	1.2	1.6	0.0				
Male	53.5	49.8	50.1				
Female	46.5	50.2	49.9				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	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:	B	Overall Evaluation:					NR
Overall Score:	44.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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 Children's First 309	District 19	School Number 328	School Name Phillis Wheatley
Principal Douglas Avila		Assistant Principal Ileana Feliciano	
Coach Kindra Hargrove		Coach Maria Romero	
Teacher/Subject Area Ms. Tian- Common Branches/ESL		Guidance Counselor Dawn Brown	
Teacher/Subject Area Ms. Spencer- Early Childhood		Parent James Butler	
Teacher/Subject Area Ms. Romero- Spec.Ed.Sp./ESL		Parent Coordinator Samone Stroman	
Related Service Provider type here		Other type here	
Network Leader Martha Torres-Rodriguez		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	527	Total Number of ELLs	70	ELLs as Share of Total Student Population (%)	13.28%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents of newly enrolled students are required to complete the Home Language Identification Survey (HLIS) as part of the registration process in our school. An ESL/Spanish licenced teacher, Ms. Romero, conducts the initial oral interview to the parents in the native language (if its necessary). Using the parent responses and the survey answers, the school identifies who may be eligible for the Language Assessment Battery (LAB-R) to determine eligibility for ESL/bilingual services. Within 10 days of registration the LAB-R test is administered to the eligible. Students who come from a home where a language other than English is spoken (as determined by the HLIS) and whose raw score falls below a certain threshold on the LAB-R are entitled to bilingual/ESL services. Wihtin a week after the test is administered, a letter is issue to the newly students' parents to notified the eligibilty of the student to receive any ESL/Bilingual services. Parents of entitled students are invited to come to view an orientation video of the different ESL/Bilingual programs offer by the DOE. We offer translation services in Spanish during the conference. During orientation the ELL parents receive information about the core curriculum, learning standards, expectations for students and assessments. We use the "EPIC Tool Kit Forms" to assure parents understanding of the Bilingual/ESL programs. The Parent Coordinator, Ms. Samone Stroman, and the ESL Coordinator Teacher, Ms. Romero, explain in detail the different types of programs and addressed parents' questions and concerns. A variety of orientation brochures in defferent native languagues are available to assure parents' understanding. After the orientation, the parents complete the "Parent Survey and Program Selection Form" available also in the 9 native languages offered by the DOE. This orientation will take place during the first semester that the student is identified as an ELL. If a parent cannot attend to the orientation meeting, within a week of the meeting, the selection form is send home with a school personnel (Parent Coordinator and/or the ESL Teacher Coordinator) to assure that the forms are signed and returned to the school. When the forms are returned to the school, the ESL Coordinator receives them, make a copy for her records and give a copy to the Assistant Principal in charge of the ESL Program for filing in Room 426.

Our school offers a Freestanding ESL Program from grades K-8. If the ELL's parent select another type of ESL/Bilingual program, we offer choices of schools who are offering those programs. Students who past the LAB-R receive a "Non Entitlement" letter and remain in the monolingual classes. Parents of students who did not achieved a proficiency level in the NYSESLAT test, receive a letter of "Continued Entitlement Letter" and continue receiving ESL services. Students who scored at proficiency level (tested out) in the NYSESLAT receive a "Non Entitlement/Transition Letter" and continue with support services for one more year, Ex. Testing accomodations.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	11	9	10	3	8	11	8	4					69
Total	5	11	9	10	3	8	11	8	4	0	0	0	0	69

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	5

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 49	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 69
Total	<input type="checkbox"/> 49	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 69

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	10	7	8	1	6	9	8	4					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1			1	1							3
Haitian					2		1							3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	2		1								6
TOTAL	5	11	9	10	3	8	11	8	4	0	0	0	0	69

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Our school offers ESL support to eligible students via our Freestanding ESL Program. We have two licensed ESL teachers supporting our English language learners. One ESL licenced teacher (Ms. Tian) offers 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to the advanced ELLs in compliance with Part 154 of the Commissioners Regulation. ESL students have been place heterogenuously together in the same class by grade, to facilitate the delivery of services. The ESL teacher pull-out or push-in groups of students by grade and ability to maximized intervention. Our school provides an ESL room that provides an stimulating and safe environment for our ELL students. The room is labeled and have materials in different levels to support content area reading comprehension. The room also counts with technology for students to use guided or independent.

Under Title III funds, begginer ELLs receive supplemental intervention 3 days a week (180 minutes) with our second ESL teacher (Ms. Romero), as part of the After School Program. During this time ELL students receive support in language arts, math, science, social

studies and test taking preparation skills.

Our ESL teachers have experience with various English learners' groups in the field of language acquisition. Their lessons align with NYS/City Standards and CORE curriculums in Literacy, Math, Social Studies and Science and serve as a support to the classroom teacher. Professional development is provided to all school teachers on ELL proficiency levels, ESL strategies, adequate materials, and ESL methodology models to ensure that our ELL students are supported at all times. In K - 3, ELLs receive extra ESL intervention during reading through the "Reading First ESL Component" program. Some of the ESL interventions include strategies such as Total Physical Response (TPR), modeling, use of pictures and realia, use of graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills.

In the upper grades (grades 6-8) our ESL program have a greater emphasis on content area instruction and skill development. The ESL teacher uses strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based. Instructional resources are standards based. Instruction is also aligned with the LAP and CEP goals.

In our pull-out model, ESL teachers adapt the materials used by the classroom teacher during the literacy block. The ESL teachers, in conjunction with the classroom teacher, examine the literacy piece(s) and anticipate ELLs difficulties with the text. Then, she prepares materials to present the text clearly to the ESL students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations are use to present text. The teacher clarifies the task and work with each student individually to accomplish the classroom goals. The ESL teachers also use their own library and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use, etc. ESL teachers adapt math materials via word study, use of manipulative, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology laboratory.

Plan for Newcomers:

The focus with newcomers is on continued language acquisition, survival skills, and content area skills. Daily intervention includes ESL strategies to continue development of the four modalities in English; listening, speaking, reading and writing. ESL teachers also adapt materials used by the classroom teachers in content area language instruction.

The ESL teachers' schedules directly fulfill the number of mandated instructional minutes. Beginners and Intermediates receive 360 minutes of ESL per week, and Advanced students receive 180 minutes. In the ESL classroom the ELLs are exposed to a classroom environment that facilitates the acquisition of the English language. The room is labeled, and print rich. The ESL teacher has a variety of materials in different levels to facilitate reading comprehension development. Also, the students are exposed to technology: computers, recorders, etc. The students can choose from a variety of software that will help to develop their vocabulary, pronunciation, fluency and reading comprehension. Daily intervention includes ESL strategies such as TPR, modeling, inquiry, use of pictures and realia, writing graphic organizers, the writing process, phonics games and activities, games with song, speaking/guessing games, dictionary and glossary usage, picture flash cards, science experiments, etc. to scaffold students' language acquisition.

Plan for SIFE

We have three students identified as SIFE ELLs. Our ESL teacher(s)' lessons put emphasis on vocabulary acquisition, language structure, and content area skills. Also, ESL teachers highlight the writing process by teaching, using and understanding the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Plan for ELL Special Needs Students

Our special educations ELLs receive daily ESL interventions. The ESL/ Special Education teacher accommodates special education students with the beginner and intermediate cooperative groups of general education ELLs, while coordinating with the students' Individualized Education Plan goals. Special education teachers and support staff also include ESL methodology in their lessons. Special education ELLs show strengths in the oral/speaking skills but need continued intervention in their reading and writing skills, while coordinating with students' IEP goals. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such a speech therapists and SETTs teachers, also include ESL methodology in

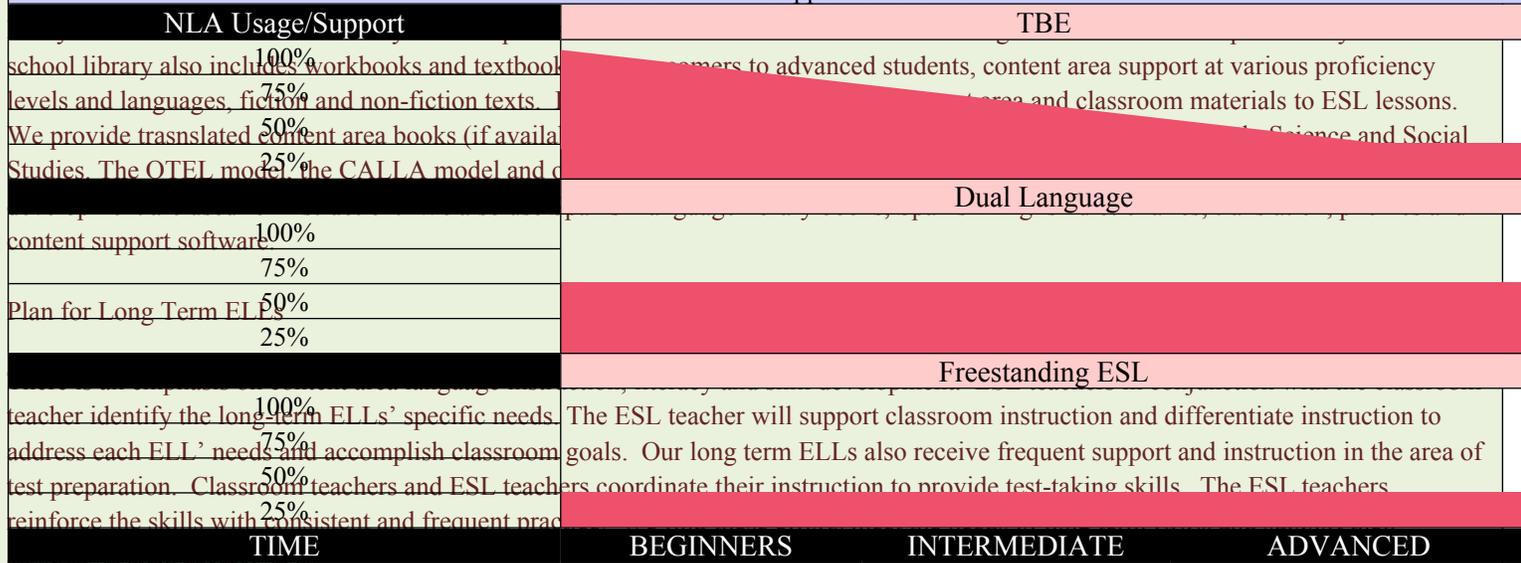
their lessons.

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	nd thematic units from ELA classes. In addition, the “Moving Into English” program is used in the language arts block. Teacher’s editions also include science and social studies lessons. Reading materials		180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	tudents which tie into thematic units, alphabet blocks and intervention materials for lower level students	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.



Content area support combined with language support is provided for students in grades 4 through 8. Beginners use the Moving Into English series. The series, True Stories, is used at four levels, Very Easy True Stories, Easy True Stories, More True Stories and Beyond True Stories. In addition, the school had purchased several texts books in Spanish for the content areas of Math, Social Studies and Science to offer support in the area of comprehension of beginners and intermediate ELL students in grades 4-8.

Our school is has a great emphasis on the area of writing. Students are instructed on the “Six Traits of Writing”. This is a great reinforcement to students that are Long Term ELLs, because this is the area of language where students take longer to learn. Our school has adopted a “Writing Plan” that includes “writing domains and genres” by month, correction focus areas, and teaching strategies to improve the quality of the writing pieces. Also, our school is using “The Collins Method for Writing” from K-8, and as a support in the middle school, we are using “The Write Source Program” to help students to improve their writing skills.

B. Programming and Scheduling Information--Continued

	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

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

Paste response to questions 5-14 here

Our school offers ESL support to eligible students via our Freestanding ESL Program. We have two licensed ESL teachers supporting our English language learners. One ESL licenced teacher (Ms. Tian) offers 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to the advanced ELLs in compliance with Part 154 of the Commissioners Regulation. ESL students have been place heterogenuously together in the same class by grade, to facilitate the delivery of services. The ESL teacher pull-out or push-in groups of students by grade and ability to maximized intervention.

Under Title III funds, begginer ELLs receive supplemental intervention 3 days a week (180 minutes) with our second ESL teacher (Ms. Romero), as part of the After School Program. During this time ELL students receive support in language arts, math, science, social studies and test taking preparation skills.

Our ESL teachers have experience with various English learners' groups in the field of language acquisition. Their lessons align with NYS/City Standards and CORE curriculums in Literacy, Math, Social Studies and Science and serve as a support to the classroom teacher. Professional development is provided to all school teachers on ELL proficiency levels, ESL strategies, adequate materials, and ESL methodology models to ensure that our ELL students are supported at all times. In K - 3, ELLs receive extra ESL intervention during reading through the "Reading First ESL Component" program. Some of the ESL interventions include strategies such as Total Physical Response (TPR), modeling, use of pictures and realia, use of graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills.

In the upper grades (grades 6-8) our ESL program have a greater emphasis on content area instruction and skill development. The ESL teacher uses strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based. Instructional resources are standards based. Instruction is also aligned with the LAP and CEP goals.

In our pull-out model, ESL teachers adapt the materials used by the classroom teacher during the literacy block. The ESL teachers, in conjunction with the classroom teacher, examine the literacy piece(s) and anticipate ELLs difficulties with the text. Then, she prepares materials to present the text clearly to the ESL students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations are use to present text. The teacher clarifies the task and work with each student individually to accomplish the classroom goals. The ESL teachers also use their own library and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use, etc. ESL teachers adapt math materials via word study, use of manipulative, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology laboratory.

In the Title III Program, ELLs in grades 4-7 receive supplemental intervention in the Saturday Program. During this time two monolingual teachers give content subject area instruction to ELL students in language arts, math, science and social studies as well as test taking preparation skills. A dual certified teacher (Special Education/ Bilingual Spanish) provides additional native language support (push-in) to two groups to help them with the demands of the content area curriculum and testing requirements. A fourth teacher will give ESL to adults in an effort to reach the parents and help them to become proficient in the English language.. The program will run for 17 sessions, 4 hours

each session. Supplementary ESL materials, NYSESLAT and supplies will be purchased with Title III funds.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Our monolingual classroom teachers comply with the 7 ½ hours of mandated ESL training during staff development. Classroom teachers are introduced to basic ESL strategies. The teachers' lesson plans show proof of ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, materials, methods, assessment and lesson planning in the content areas. Also, as a school-wide initiative, all teachers had been trained in writing strategies by "The Collins Writing Method".

Students who have reached proficiency are identified for the classroom teacher. ESL teachers work with the classroom teacher informally and through professional development to foster the use of ESL methodologies in the classroom

Our ESL teachers participate on ESL professional development provided by the "Children's First 309" network for their cohort schools. Also, we encourage and disseminate the information about the OELL's professional development workshops provided by the Department of Education.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2010-11 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community.

Special education teachers serving ELL students receive training in how to aligned IEP goals and ELLs' linguistic needs. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such a speech therapists and SETTs teachers, also include ESL methodology in their lessons.

E. Parental Involvement

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

Paste response to questions 1-4 here

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

§ that parents play an integral role in assisting their child’s learning;

§ that parents are encouraged to be actively involved in their child’s education at school;

§ Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA.

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - o Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child’s success at the school.
- Student of the month celebrations and an Honor’s Night will be held periodically during the school year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar of events will be disseminated each month; two weeks before the start of the month.
- English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning; and pre-kindergarten (early childhood development).

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)	5	9	5	4	1	2	5	4	2					37
Intermediate(I)	0	1	1	6	2	3	2	0	1					16
Advanced (A)	0	1	3	0	0	3	4	4	1					16
Total	5	11	9	10	3	8	11	8	4	0	0	0	0	69

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1		2		4		4	11
8		2		1		1		0	4
NYSAA Bilingual Spe Ed		0		0		0		0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		6		1		2		0	9
8		3		1		0		0	4
NYSAA Bilingual Spe Ed		0		0		0		0	0

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

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

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

Paste response to questions 1-6 here

Specifically, the school will provide reports of assessments as follows:

- 1- Diagnostic Data- Students' Identification
 - a- Initial Criteria used- ELA and Math 2009-10 NYS Test Scores
 - b- ARIS
 - c- Beginning Inventories in both Math Programs
 - d- DRA Round I- Diagnostic Tool to find the levels of reading (running records), comprehension skills and writing skills.
 - e- RAI- Skill analysis to group the students in small groups during the guided reading time
 - f- SRI (some)
 - g- Teacher made tests: Ex. Writing initial samples
 - h- Reading 180- Lowest quartile for Special Education
 - i- WILSON Program Assessments for Special Education
 - j- IEP's Annual Goals/ Promotional Criteria/Appropriate grade level
 - k- SETSS provider- Mandated/ At Risk
 - l- ESL- Push-in (content) and Pull-out (beginners) program
 - m- CARS Skills Inventory
 - n- Running Records
 - o- Predictive Test on October-November - ACUITY
 - p- Lower Grades- Dec. ITA and ECLAS-2 Fall
 - q- Lower Grades- Dibels every 4-6 weeks- Fall
- 2- Formative Data- Teacher/parent information and monitoring progress
 - a- Extended day groups divided by data
 - b- Second round of RAI, ITA (ACUITY)
 - c- End of units assessments for Everyday Math and Impact
 - d- Running records
 - e- Scantron Round 2 testing
 - f- Daily Homework/ Student Feedback
 - g- IEP's Annual Reviews/ Triennials
 - h- Use of flexible grouping for the guided reading/math
 - i- Portfolios assessment
 - j- Conference Notes (1/1)
 - k- Report Cards
 - l- Differentiated Instruction
 - m- Inquiry teams meetings

- n- Weekly Common Planning Preps Grades (1-8)- Analyze Data towards remediation
- o- Targeting Individual/Small/ Large Groups in Core Knowledge and Math
- p- Use of data to target specific skills/students
- q- Mid- Year assessments in ELA/ Math/ Social Studies/ Science
- r- Mid-Year assessments in Core Knowledge

3- Summative- Promotional Decisions

- a- NYS End-Year assessments in ELA/Math/Science/Social Studies
- b- DRA second round, RAI's 3rd. Round, Predictive (ACUITY)
- c- Running records
- d- Scantron final testing
- e- Teachers made Final Assessments
- f- Report Cards

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test preparation skills, which students need for general testing. Our ELLs also take ECLAS-2 early childhood tests (grades K-3), NYS ELA tests, grades 3-8 (except exempt students) with proper accommodations, EPAL language test (grades 2, 3, 4, 5, 6 and 7) with proper accommodations, Interim Practice Tests (with accommodations), NYS Math Test (translated version if needed) with proper accommodations, NYS Social Studies test for grade 8 (translated version if needed) with accommodations, NYS Science Test, (translated version if needed) grades 4 and 8 with accommodations and teacher made assessments. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores.

The LAP calls for continued ESL programming emphasizing English language acquisition. Interventions accommodate the students' needs and current levels regarding the four modalities. We are committed to providing appropriate test modifications to ESL students. Students of all levels (beginner, intermediate, and advanced) are entitled to and receive modifications on state, region, and city assessments in all content areas. These modifications include extended time (time and half) and a separate setting for testing. We find that these accommodations are beneficial to our ESL students. We instruct students how to take advantage of these accommodations to promote achievement on tests. These accommodations are offer also as an extension of services to former ELLs during the two years after they pass the NYSESLAT test and are not entitled to ESL services anymore.

Sixty-four (64) ELLs took the NYSESLAT test last year. Emerging mastery of listening and speaking skills develops first (BICS), due to interaction with peers and adults. Reading comprehension and writing skills emerge after (CALPS) several months and/or years. Generally, the students' skills in the four modalities are accurately reflected in their NYSESLAT scores. Beginners exhibit a low performance in the four modalities. Intermediate and advanced students exhibit developing strengths in the four modalities.

Thirty-eight (38) ELL students in grades 3-8 took the NYS ELA Test during 2009-10 school year. Out of the 38, 1 students scored at level 1 (3%), 20 scored at level 2 (53%), 16 scored at level 3 (42%) and 1 scored at level 4. Looking at the results, we can see that the majority of the ELL students are between levels 2-3.

Forty students (40) in grades 3-8 took the NYS Math Test during the 2009-10 school years. Out of the 40 students, 13 (33%) scored at level 1, 15 (38%) scored at level 2, 9 (23%) scored at level 3 and 3 (8%) scored at level 4.

Only students in grades 4th and 8th took the NYS Science Test. Eleven (11) students took the test in fourth grade. Out of the 11 students, 1 scored level 1, 2 students (18%) scored at level 2, 4 students (36%) scored at level 3 and 4 students (36%) scored at level 4. In grade 8, four (4) students took the science test. Two of them scored on level 1 (50%), 1 scored at level 2 and 1 at level 3. In general, ELLs did better on this test due to the hands-on experience where the students can get visual cues from the experimental part.

As a generalization we can say that proficiency in English has a direct relationship with the students approaching the ELA grade standards (approaching grade level (level 2) or meets grade standards (level 3); most beginner students are far from approaching standards.

There is some correlation between grade, ELL level and number of ELLs in each grade. Most beginners enter the ESL program in the lower

grades although newcomers enter all grades randomly. There are fewer long term ELLs in the upper grades.

In general, beginners' performances reflect NYSESLAT scores. There is a high correlation between NYSESLAT scores and content area assessment

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		