



P.S. 329 SURFSIDE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 329 SURFSIDE
ADDRESS: 2929 WEST 30 STREET
TELEPHONE: 718-996-3800
FAX: 718-265-1525

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010329 **SCHOOL NAME:** P.S. 329 Surfside

SCHOOL ADDRESS: 2929 WEST 30 STREET, BROOKLYN, NY, 11224

SCHOOL TELEPHONE: 718-996-3800 **FAX:** 718-265-1525

SCHOOL CONTACT PERSON: Selema Dawson **EMAIL ADDRESS:** SDawson@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lance Schatzman

PRINCIPAL: Selema Dawson

UFT CHAPTER LEADER: Sylvia D. Byrd

PARENTS' ASSOCIATION PRESIDENT: Sylvia L. Byrd

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: ISABEL DIMOLA

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/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Selema Dawson	Principal	Electronic Signature Approved.
Lisa Lafontant	Admin/CSA	Electronic Signature Approved. Comments: Yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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The Surfside School is committed to providing a safe, stimulating and caring environment. Our dedication to all students, no matter what circumstances they may bring with them to our doors, is undaunted in the pursuit of excellence. By focusing on standards driven instruction and a belief that all children indeed can learn, we maintain that the final result will be a truly well rounded child who has been elevated to a higher level.

The Surfside School is a community where students, staff and parents, support each other in meeting the needs of each individual. Together we create an atmosphere where learning, creativity, and collaboration take place. Ideally, the members of our community are flexible and adaptable to change while being responsible and accountable participants in our society. They set long term goals, maintain high self-esteem, and demonstrate respect for themselves and all others. The Surfside community is steadfast in developing our youngsters' decision-making skills, critical thinking skills, and their ability to communicate effectively.

www.ps329.schoolwires.com.

Annual school wide programs including, New York Cares Day, Halloween Parade, Read Across America, Poetry Presentation, Museum Premiere and Career Day foster a strong sense of unity among community members, staff, students and parents. Our student centered programs promote leadership and enrich each child's school experience. In addition to the Student Government Organization our students organize the Computer Club, Surfside Reporters, Surfside Store, Senior Leadership Program, Surfside Dancers, Photography Club and Surfside Gear custom designed uniforms. We also offer a host of exceptional afterschool enrichment programs which prepare our youngsters for the demands of the 21st Century. As a 2009 21st Century Grant recipient we provide small group tutorial sessions, art programs, leadership development, and parent workshops.

Our school is committed to implementing innovative programs while working in conjunction with the community. We are proud of the ongoing partnerships with various Community Based Organizations. The positive relationships we have fostered enable us to expose our students to a wealth of resources. To date, we have established linkage with The Hip Hop Association, Brooklyn Arts Council, the Brooklyn District Attorney's Office, Astro Care, YWCA, Home Depot, Dunkin Donuts, Cablevision's Power to Learn, Brooklyn Cable Access, and the Starbury Corporation.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 329 Surfside								
District:	21	DBN #:	21K329	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	38	46	49		90	90.9	TBD		
Kindergarten	77	77	76						
Grade 1	95	99	86	Student Stability - % of Enrollment:					
Grade 2	107	85	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	109	89	80		93.8	92.63	TBD		
Grade 4	105	104	89						
Grade 5	109	96	91	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.8	80.9	91.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	25	TBD		
Grade 12	0	0	0						
Ungraded	11	4	3	Recent Immigrants - Total Number:					
Total	651	600	559	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	43	45	51	Principal Suspensions	5	8	TBD		
# in Collaborative Team Teaching (CTT) Classes	43	49	46	Superintendent Suspensions	7	9	TBD		
Number all others	20	20	15						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0						

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	25	18	18	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	13	Number of Teachers	63	57	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	19	TBD
				Number of Educational Paraprofessionals	8	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.4	100	TBD
				% more than 2 years teaching in this school	88.9	87.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	69.8	71.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	91	TBD
American Indian or Alaska Native	0.2	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	84.6	TBD
Black or African American	61.8	61	60.5				
Hispanic or Latino	22.7	23.5	24.2				
Asian or Native Hawaiian/Other Pacific Isl.	6.1	4.5	4.5				
White	9.2	10.8	10.6				
Multi-racial							
Male	50.5	51.2	51.3				
Female	49.5	48.8	48.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	75.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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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:

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Section IV:

Over the last couple of years, PS 329 has had a wealth of accomplishments including:

- **We were identified on our 2009-2010 NCLB/Level Accountability Summary as a School in Good Standing.**
- **We received a rating of Proficient on our 2008 – 2009 Quality Review**

The following have been significant aids in our school improvement.

The development and use of the Bi Weekly Plan for Differentiation:

P. S 329 teachers began to differentiate their classroom instruction to address student deficiencies and target students for success. P.S. 329 teachers developed the Bi Weekly Differentiation Plan to align the instruction to the predetermined deficiency of the student learner, and assist with managing data while differentiating instruction in ELA, mathematics, social studies and science.

The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with an additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates.

The development of Science and Math Benchmarks: The Science and math benchmarks were put in place to provide teachers with a projected timeline of targeted instructional lessons and provide additional background information to teachers across grades as to when material was introduced and reinforced. Teachers can make instructional decisions based on assessment results as well as evaluate a student's progress toward a learning goal.

The utilization of Student Profiles: P. S. 329 believes **“All children can learn if we choose to learn about them”**. With this philosophy, P.S. 329 has created student profiles that provide information about a student. Student profiles can include data submitted by the student, such as their hobbies, interests and affinities. Information can also be added by the student's teacher on assessment issues and learning styles. Student profiles were implemented in grades K-5 for the school year 2008-2009 and continue for the purpose of targeting student strengths and addressing student deficiencies.

The establishment and use of Student Goal setting across (K-5): For the school year, 2008-2009, P.S. 329 students were introduced to setting goals and their prerequisite to achieving life long goals and dreams. Goal setting is monitored for progress three times during the school year. P.S.329 teachers conference with students and duly note their strengths as student learners. In addition, teachers assist students in this process and choose a goal in the areas of ELA, Writing and math, to address this S.M.A.R.T. goal. Teachers support students to accurately define the challenge as well as the specific action steps required. If students are “stuck”, they are asked what they think they'd have to do differently in order to reach their goal. Through ongoing classroom conversations, P.S. 329 teachers offer encouragement to ensure and target student success.

The surfsideschool.schoowires.com is P.S. 329's new and improved website: This website provides information for teachers, parents as well as students. The site contains useful administrative, instructional tools as well as fun activities for the students. The website acts as an informative tool for staff outlining new administrative procedures, memorandums, weekly Reading and Writing goals, and other instructional matters, along with a teacher's blog on best instructional practices and how P.S. 329 teachers plan on making a difference.

The My Sidewalks Reading Intervention by Pearson Scott Foresman program is a scientifically based intensive reading intervention program designed to provide explicit and intensive instruction to meet the individual needs of struggling readers and students with disabilities (SWD) in grades 1 through 5. The program delivers systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction. This instruction is currently being implemented 3x per week from 2:45- 3:29.

The Headsprout Reading Program is an intensive internet based beginning reading program for students in Grades K-2, who are not yet reading or who are in the beginning stages of the reading process. This research based program targets general education classroom students as well as special education students. Students with disabilities (SWD) are provided on-line tutorial providing one-on-one instruction in phonics and phonemic awareness. The Headsprout Reading Program consist of interactive online lessons, printed stories and automated progress reports and cover the five critical components of early reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. The highly interactive, animated lessons keep kids engaged and excited about learning to read. The Headsprout Reading Program adjusts to the individual needs of each child, giving added help when needed, providing practice, building fluency, and tracking progress while always assuring critical skills and concepts are learned. In addition, a colorful progress map helps children keep track of their own learning gains and inspires progression through the lessons. Currently P.S. 329 has targeted first grade in the areas of phonics and fluency as areas of need that impacts reading comprehension.

The School Wide use and development of Assessment Binders : P.S. 329 Teachers began the process of developing Assessment Binders and looking at how assessment impacts on instruction. Assessment binders allow teachers to look closely at flexible grouping and differentiating instruction in the classroom. When teachers are better informed of the learning progress and difficulties of their students, they can make better decisions about what a student needs to learn next and how to teach that material in a manner that will maximize the student's learning. Teachers make three types of decisions using assessment results:

- Instructional placement decisions--what the student knows and where he or she should be in the instructional sequence--i.e., what to teach next.
- Formative evaluation decisions--information to monitor a student's learning while an instructional program is underway--how quickly progress is being made, whether the instructional program is effective, and whether a change in instructional program is needed to promote the student's learning.
- Diagnostic decisions--which specific difficulties account for the student's inadequate progress so the teacher can remediate learning progress and design more effective instructional plans.

Teachers' College Writing Curriculum Initiative: P.S. 329's teachers are in their third year of implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. Student writing is evident on bulletin boards throughout P.S. 329. The school year starts off with small moments and personal narratives and culminates at the end of the school year with How to books, informational books and Memoirs. Students work collaboratively with their teachers to showcase and celebrate their developing writing talents. Parents, Administrators as well as other classes are invited to Authors' Days and Writing Celebrations throughout the school year to encourage our developing writers.

School Wide Enrichment Model: The School Wide Enrichment Model (SEM) : P.S. 329 is in the second phase of the Renzulli inspired philosophy of addressing and developing the talent potential and gifts of all learners. SEM provides enrichment opportunities, resources, services student strengths, using a flexible approach to curricular differentiation and the use of school time. P.S. 329's teachers in Grades K-5 are currently implementing the **Independent Investigative Method (IIM)** for Research in our theme-based social studies curriculum. Regular education students and special education students including SWD's are included in their ongoing talent development.

The Developmental Reading Assessment 2 (DRA2): The DRA2 is a research based assessment that helps P.S. 329 teachers target instruction for student success. The DRA assesses general education and special education students as well as SWD's using running record analysis, detailed independent reading information and an in depth comprehension assessment. This assessment allows the teachers to set instructional goals and document student performance over time. Finally, it

offers the teachers an easier way to group students for reading instruction. Teachers began using this assessment for students in Grades K-through Grade 5 in September 2006.

Running Records : P.S. 329's Teachers have used this form of reading analysis for several years. A Running Record is a record of reading behaviors that readers make as they are reading. Having this kind of information about students is invaluable when planning your next teaching steps. This allows us to monitor ongoing student progress in reading, choosing books at an appropriate level for your students, as well as grouping together children with similar needs for reading instruction.

Good Habits Great Readers Literacy program (GHGR) (Grades 3-5):

Good Habits Great Readers is a unique research-based reading curriculum that offers the scope and sequence of a core reading textbook with the flexibility to meet individual student needs. GHGR has been developed using the large body of comprehension research that explores what reader need to do to become great readers and how their teachers can help them. Learning from an instruction model focused on the gradual release of responsibility, the students learn to integrate multiple in ways that lead to independent reading. By allowing the text to signal the reader, students learn to consolidate comprehension strategies in a fluid way to becoming great readers. P.S. 329 has successfully implemented the shared reading and guided reading components within their extended Literacy block. Teachers use the shared and guided reading lessons for whole-class or small-group instruction. This program is utilized in general education and special education classrooms to address the diverse needs, independent and instructional reading levels of the all students including Student with disabilities (SWD).

Our 2008-2009 Quality Review noted the following strengths:

- The administration has established a collaborative culture that promotes self reflection among staff, a willingness to learn from each other and a commitment to the goals in the school's improvement plans.
- Strong and mutually beneficial relationships between adults and between teachers and students promote a productive and supportive learning environment where students are encouraged to think for and challenge themselves.
- The school effectively collects, analyzes and uses a wide range of data and as a result has a good understanding of the academic and personal needs of each student.
- Good use of assessment information in English language arts, math and social studies enables teachers to differentiate their instruction and their plans to meet the needs of individuals in these subjects and to set future goals.
- The strong emphasis on involving students actively in their learning throughout the standards based curriculum leads to high levels of student engagement and boosts achievement .
- Regular communication with parents ensures that parents are thoroughly involved in and supportive of the work of the school.

Progress Report

P.S. 329 received a grade of C for the school year 2009-2010

The Progress Report for 2009-2010 showed that the overall report grade was a C with a score of 37.5. The school performed better than 335 percent of other New York City Elementary schools. This score comprised student progress, student performance and school environment.

School Environment : P.S. 329 received an A in the area of school environment . The School Environment grade is based on *student attendance* and your school's *NYC School Survey*, where

parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement .

Student Performance (ELA)

According to the Progress Report the percentage of students at proficiency levels of 3 or 4 is 35.4 % for English Language Arts.

Student Performance (Math)

According to the Progress Report the percentage of students at proficiency levels of 3 or 4 is 47.1% for Mathematics.

Student Progress (ELA)

- According to the Progress Report the percentage of Students in schools lowest 1/3 students making at least 1 year of progress is 70.0%.
- According to the Progress Report the percentage of students at a proficiency level 3 or 4 is 35.4%

Student Progress (Math)

- According to the progress Report the percentage of Students in schools lowest 1/3 students making at least 1 year of progress is 59.0%
- According to the Progress Report the percentage of students at a proficiency level of 3 or 4 is 47.1%.

Based on the results of the Quality Review (2009)and Progress Report (2010), P.S. 329 has established the following school-wide needs for the 2010-2011 school years:

Needs Statement 1:

P.S. 329 will continue to ensure that members of the staff extend the analysis of the data on learning outcomes and student needs to include all subgroups, especially students with special needs.

P.S 329 will achieve this by:

- Strengthen systems that allow teachers to utilize data to inform classroom instruction.
- Perform a thorough and extensive data analysis disaggregated across all subgroups (SWD's) and modify direction and instruction based on the results.

Needs Statement 2 :

P.S. 329 will continue the establishment of interim checkpoints to monitor the curriculum and maximize student outcomes in all subject areas.

P.S. 329 will achieve this by :

- Aligning grade level instruction to determine differentiated needs of the students.

- Create learning plans based on each student's individual achievement profile, and provide modifications and remediation that effectively address the student's weakness in meeting NYS Learning Standards.
- Set goals for students based on grade level themes.
- Establish subject area benchmarks based on the unit of study across the grade levels as a long term goal.
- Implement the use of benchmarks in Mathematics and Science to guide instruction as well as monitor student progress
- Utilize New York State standards based curriculum maps to ensure interdisciplinary alignment as a basis for planning differentiated instruction.

Needs Statement 3 :

P.S. 329 will align grade level inquiry work to Professional Teaching Standards by identifying "The Big Three skills" with respect to student deficiencies in ELA and Math according to the data as represented by the NYS ELA and Mathematics Assessments. Inquiry teams across all grade levels (PK-5) will target and address the needs of both low and high achieving students.

P.S. 329 will achieve this by :

- Developing grade level teams to identify a target population in each grade that share a skill /strategy deficiency or need using formative, summative assessments, classroom work along with teacher made assessments.
- Develop and implement differentiated and targeted instructional practice in response to researching and analyzing student work and data.
- Strengthen systems that allow ongoing teacher collaboration to make data informed decisions about differentiated instruction.
- Review and analyze item skills analysis and develop individualized intervention plans.
- Ensure that subgroups as well as SWD's are receiving academic rigor in all classroom instruction.

Needs Statement 4 :

P.S. 329 will improve early childhood instruction by providing rigorous and focused instruction, flexibility in the teaching process and enhance teacher knowledge of data analysis.

P.S. 329 will achieve this by :

- Align educational strategies within and across the grades, a sequenced and well rounded curriculum directly linked to Common Core State Standards.
- Weekly and biweekly assessments that are aligned to Common Core State Standards with the School wide Skill/Strategy focus will determine next steps that will be addressed in future inquiry target groups.
- Develop individual teacher goals utilizing professional teaching standards to help teachers interpret instructional practices and make informed decisions about their continued professional growth
- Design professional development that reflects the use of individual data, classroom observations as a basis for constructing goals for all learners.

- Ensure that professional development programs provide direct linkages between what students, as well as SWD's have not learned well and what the staff needs to learn/know and be able to do on a regular basis.
- Develop and create a professional Development calendar that includes activities related to increasing student achievement in identified subgroups, study groups on best practices, etc.

Needs statement 5:

P.S. 329 will create a coherent and rigorous curriculum that is aligned across grades and across subject areas with the implementation of Common Core State Standards, a monthly focus on Bloom's Taxonomy and the Principles of Learning throughout the school year.

P.S. 329 will achieve this by:

- Provide staff development for our specialized and classroom teachers to assist them with working collaboratively to create standards based lessons, and higher order questioning to promote rigor and enhance the curriculum.
- Classroom and specialized teachers will create weekly and bi-weekly plans for differentiation that are interdisciplinary and aligned to the Common Core State Standards,
- Classroom and specialized teachers will participate in weekly grade meetings to discuss next steps in the teaching and learning process.

Need Statement 6:

P.S. 329 will monitor and target attendance:

P.S. 329 will monitor and target attendance issues through Schoolmessenger.com services and the creation of an Attendance team as well as involvement in the Chancellor's Attendance initiative. Students and parents will receive individualized assistance based on the needs of the family and students in an effort to improve their overall attendance in school.

Progress Report

P.S. 329 received a grade of C for the school year 2009-2010

The Progress Report for 2009-2010 showed that the overall report grade was a C with a score of 37.5. The school performed better than 335 percent of other New York City Elementary schools. This score comprised student progress, student performance and school environment.

School Environment : P.S. 329 received an A in the area of school environment . The School Environment grade is based on *student attendance* and your school's *NYC School Survey*, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement .

Student Performance (ELA)

According to the Progress Report the percentage of students at proficiency levels of 3 or 4 is 35.4 % for English Language Arts.

Student Performance (Math)

According to the Progress Report the percentage of students at proficiency levels of 3 or 4 is 47.1% for Mathematics.

Student Progress (ELA)

- According to the Progress Report the percentage of Students in schools lowest 1/3 students making at least 1 year of progress is 70.0%.

- According to the Progress Report the percentage of students at a proficiency level 3 or 4 is 35.4%

Student Progress (Math)

- According to the progress Report the percentage of Students in schools lowest 1/3 students making at least 1 year of progress is 59.0%
- According to the Progress Report the percentage of students at a proficiency level of 3 or 4 is 47.1%.

Identifying Trends through Data Analysis:

The school analyzed data through ARIS from multiple sources (CAA and Acuity) including the NY State ELA and Math exams, teacher assessments, DRA2, and NYSESLAT. The trends or Big three that were identified in the area of ELA were Identifying Main Idea; identifying Facts and Details and Inference. These trends were identified when looking at overall student performance on the item skills analysis of the ELA. A school wide Skill/Strategy scope sequence was developed to create uniformity and address data trends. Writing is being addressed with a focus on Nonfiction writing and reading as it pertains to the C2S2. In addition, there is a focus on Non Fiction reading and writing to address student deficiencies in writing in the content areas.

Grade 5 ELA:

Students in Grade 5 answer two short response (Literary and informational) questions. The data suggests that additional instruction is needed in the area of test writing. In response to this need, Test prep as a genre has been instituted across the testing grades using the research based program G.O.A.L and TC informational writing during the writing block.

Grade 4 ELA:

Students in Grades 4 answer five short response questions and two extended-response questions, in the Reading section and in the Listening section. In response to this need, Test prep as a genre has been instituted across the testing grades using the research based program G.O.A.L and TC informational writing during the writing block.

Grade 3 ELA:

Students in Grade 3 answer three short response questions, one in Reading (Literary and Informational) section and two related to the Listening (Literary) section. In response to this need, Test prep as a genre has been instituted across the testing grades using the research based program G.O.A.L and TC Informational writing during the writing block.

Interventions are provided to support our “at risk/high need” student population including SWD’s.

These interventions include:

Provide small group instruction in English Language Arts Student progress monitoring in English language Arts and Mathematics Assessments are designed and used in a timely fashion to monitor strategy and skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently.

Aligned Professional Development . Strong professional development helps teachers understand and use instructional practices that reliably foster high student achievement. It is tailored to support the specific instructional focus that teachers are using. The professional development allows teachers to acquire new knowledge and, support for putting this new knowledge into practice with students, as well as provide feedback on how well teachers use what they have learned.

Aids or barriers to continuous school improvement:

Aids :

Student Leadership: Our student leadership in grades 3-5 supports academic progress, promotes community service, creates student leaders and builds student's self-esteem.

Surfside Early Morning News report: Students are involved in bringing the latest school news and instructional updates to the school community on a daily basis.

P.S.329's Student Government Organization: is an elected student body which acts as representatives for the students of P.S.329.

Annual Poetry/Dance Presentation: This annual event exposes students to various forms of poetic expression and dance. Students are auditioned and selected to perform in this annual presentation.

Collaborative Team Spirit among school staff is fostered through the following activities:

P.S.329's Staff Scavenger Hunt this is an annual Team Building activity where staff members gather on appointed teams to use places such as the Liberty Science Center to promote team spirit and collegiality.

Fishbowl Intervisitations are used for teachers to share best practices with colleagues through demo lessons and debriefings on an as needed basis.

Teacher Collaboration is nurtured through grade level weekly meetings, monthly inquiry meetings, and summer planning meetings. Teachers also meet on their own to discuss best practices, to do lesson planning and to share ideas.

Professional Teaching Standards/Goal Setting was implemented to give teachers the opportunity to reflect on and improve their teaching practices. These activities increase the coherence of policies and practices through the school.

School Website as a Tool The school website is used as a resource and communication tool for the teachers, students and parents. Teachers can access information on the weekly reading and writing goals from the coaches, the instructional focus of the month from the administration as well as administrative bulletins and memos. Parents and students can locate homework assignments, activities and other pertinent information.

The school environment supports collaborative professional relationships. These relationships lend themselves to open dialog between colleagues, teacher coordinated inter-classroom visitations and the on-going sharing of professional ideas.

School leaders conduct daily focus walkthroughs each week. These walkthroughs focus on the Instructional Focus of the Month as it pertains to meeting school-wide short term and long-term goals.

Barriers:
Decrease in school funding for the school year 2010-2011.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 75% of all teachers will align their inquiry work to the Professional Teaching Standards when setting personal professional goals in an effort to improve their teaching practices.	<input type="checkbox"/> To improve the effectiveness of inquiry work utilizing the Professional Teaching Standards
<input type="checkbox"/> By June 2011, 75% of classroom teachers in grades K - 4, will create and utilize a scope and sequence in science that is aligned to the NYS standards and item skills analysis of skills not mastered on the NYS Science Examination. <div style="border: 1px solid black; width: 100%; height: 15px; margin-top: 5px;"></div>	<input type="checkbox"/> To create a rigorous and coherent curricula that is aligned to the state standards, across grades, as a means to improve student achievement in science.
<input type="checkbox"/> By June 2011, 50% of classroom teachers will utilize Blooms Taxonomy to enhance academic rigor when creating data-driven differentiated lessons in the content areas.	<input type="checkbox"/> To improve academic rigor and student achievement through enhanced differentiated instruction and improved questioning techniques.
<input type="checkbox"/> By June 2010, 50% of all early childhood classroom teachers, will create and utilize benchmarks for their students in collaboration with the Everyday Math Program.	<input type="checkbox"/> To initiate the use of grade appropriate benchmarks in mathematics with a focus on improving mathematics instruction in the early childhood grades.

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

ELA/Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 75% of all teachers will align their inquiry work to the Professional Teaching Standards when setting personal professional goals in an effort to improve their teaching practices.</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>	<p><input type="checkbox"/></p> <p>The teaching schedule will be organized to include weekly common preparation periods for each Inquiry Team.</p> <p>We will utilize our Network Support Team to conduct professional development focusing on effective Inquiry Work in connection to the Professional Teaching Standards.</p> <p>Teachers will create and utilize assessment binders to gather, analyze and utilize data in order to create goals, objectives and benchmarks for their students.</p> <p>Teachers will plan and conduct classroom lesson’s utilizing the methods in the professional teaching standards.</p> <p>Teachers will align their professional teaching standard focus to student achievement data.</p> <p>Common meeting time will be allotted for discussions of best teaching practices.</p> <p>An interclass visitation schedule will be created for teachers to view best teaching strategies/practices in action.</p>

	<p>The school budget will be used to offer teachers per session training focusing on Teacher Goal Setting Strategies aligned to effective inquiry work.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy, Contract for Excellence and Title I funding will be utilized to fund all professional development and working sessions.</p> <p>Our Literacy Coach, Math Coach and Network Support Specialists will provide professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Informal and Formal observations will be conducted to determine if teachers have improved instructional strategies, lessons are rigorous, coherent, thematic and aligned to the state standards. and to ascertain whether or not instruction is aligned to the professional teaching standards.</p> <p>*We will analyze student performance each month to determine the effectiveness of our instructional practices and adjust teaching practices as needed.</p> <p>*We will review student performance data on a monthly basis to determine “next steps” for students and teachers.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> By June 2011, 75% of classroom teachers in grades K - 4, will create and utilize a scope and</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>sequence in science that is aligned to the NYS standards and item skills analysis of skills not mastered on the NYS Science Examination.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> *Grade level teams of teachers led by our Assistant Principal will review 4th grade achievement data in science to create a scope and sequence and grade level benchmarks, aligned to the NYS Science Standards for students in grades K through 4. *Teachers will create bi-monthly plans for differentiation based on the data and student benchmarks. These plans will help determine next steps for students based on assessments which will determine if students have met the instructional standard. *Teachers will create and utilize assessment binders to gather, analyze and track data in order to create goals, objectives and benchmarks for their students. *Teachers will participate in weekly grade meetings to discuss student progress, needs and next steps for their students based on the hard and soft data gathered. *Teachers will review their students' benchmarks 3 times per year to determine student progress. *Teachers will create an Individualized Intervention Plan for students who have not met their benchmark. This plan of instructional strategies will be carried out during science lessons activities and/or during the 37.5 minute tutorial sessions. *Students and teachers will utilize the benchmarks to set long and short term instructional goals.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Contract for Excellence and Title I funding will be utilized to fund all professional development and working sessions.</p> <p>Our Science Teacher, Assistant Principal and Network Support Specialists will provide professional development.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> *Review of charts with benchmarks 3 times per year. *We will review student goal sheets 3 times per year for alignment to the data and the benchmark. *We will collect and review grade meeting and professional development sign-in sheets to monitor teacher participation in the benchmark utilization activities. *We will conduct formal and informal observations to assess the effectiveness of the utilization of the scope and sequence and benchmarks. *We will analyze student performance each month to determine the effectiveness of our instructional practices utilized in collaboration with initiating the use of benchmarks, and adjust practices as needed. *We will review assessment binders 3 times per year to determine the effectiveness of the alignment of instruction to data .

Subject Area
(where relevant) :

Content Area Subjects

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 50% of classroom teachers will utilize Blooms Taxonomy to enhance academic rigor when creating data-driven differentiated lessons in the content areas.
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<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>	<p><input type="checkbox"/></p> <p>*Teachers will participate in staff development sessions led by our Network Support Specialist. These PD Sessions will focus on utilizing Blooms Taxonomy to differentiate instruction in the content areas, as well as effective questioning techniques.</p> <p>*Teachers will participate in weekly grade meetings to discuss student progress, needs and next steps for their students based on the hard and soft data gathered.</p> <p>*Classroom teachers will create and utilize monthly plans for differentiation for their students.. The plans will based on the social studies themed units, data-driven and aligned to the NYS Learning Standards.</p> <p>*An grade/class intervisitation schedule will be created so that teachers can share and view best practices.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax Levy, Contract for Excellence and Title I funding will be utilized to fund all professional development and working sessions.</p> <p>Our Literacy Coach and Network Support Specialists will provide professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Informal and Formal observations will be conducted to determine if lessons are rigorous, coherent, thematic and aligned to the state standards.</p> <p>*We will analyze student performance each month to determine the effectiveness of our instructional practices and adjust practices as needed.</p> <p>*We will review student performance data on a monthly basis to determine “next steps” for students.</p> <p>Student benchmarks will be reviewed 3 times per year to monitor student progress.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2010, 50% of all early childhood classroom teachers, will create and utilize benchmarks for their students in collaboration with the Everyday Math Program.</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>	<p><input type="checkbox"/> Grade level teams of teachers led by our Math Coach will review student data with respect to the Everyday Math Curriculum to create grade level benchmarks for students in grades 2 through 5.</p> <p>*Teachers will create bi-monthly plans for differentiation based on the data and student benchmarks. These plans will help determine next steps for students based on assessments which will determine if students have met the instructional standard.</p> <p>*Teachers will create and utilize assessment binders to gather, analyze and track data in order to create goals, objectives and benchmarks for their students.</p> <p>*Teachers will participate in weekly grade meetings to discuss student progress, needs and next steps for their students based on the hard and soft data gathered.</p> <p>*Teachers will review their students' benchmarks 3 times per year to determine student progress.</p> <p>*Teachers will create an Individualized Intervention Plan for students who have not met their benchmark. This plan of instructional strategies will be carried out during mathematics activities during school and during the 37.5 minute tutorial sessions.</p> <p>*Students and teachers will utilize the benchmarks to set long and short term instructional goals.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Contract for Excellence and Title I funding will be utilized to fund all professional development and working sessions.</p> <p>Our Math Coach and Network Support Specialists will provide professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> *Review of charts with benchmarks 3 times per year.</p> <p>*We will review student goal sheets 3 times per year for alignment to the data and the benchmark.</p> <p>*We will collect and review grade meeting and professional development sign-in sheets to monitor teacher participation in the benchmark utilization activities.</p> <p>*We will conduct formal and informal observations to assess the effectiveness of the utilization of benchmarks.</p> <p>*We will analyze student performance each month to determine the effectiveness of our instructional practices utilized in collaboration with initiating the use of benchmarks, and adjust practices as needed.</p> <p>*We will review assessment binders 3 times per year to determine the effectiveness of the alignment of instruction to data .</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	16	N/A	N/A	1	2		
1	39	39	N/A	N/A	1			
2	52	52	N/A	N/A		1		
3	36	36	N/A	N/A				
4	48	42	80					
5	46	34			3	2		8
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> The students are provided Academic Intervention by the classroom teacher's use of: research based strategies, small group instruction and differentiated instruction. These methods are tailored to meet the individual needs of students based on the skills they haven't mastered. Through our Inquiry work we have identified The Big Three. The Big Three are skills that students have difficulty with school-wide. These skills will be incorporated into our Skill of the Week pacing, will be embedded into daily lessons and revisited several times through out the school year to ensure that students successfully master these skills. Individualized Intervention Plans will be developed by teachers for students who have not met their current benchmarks and need additional support in order to meet the next benchmark. The plan will outline what the teacher will do in addition to the regular classroom instruction to ensure that these students move to the next level.</p> <p>The Extended Day period will be used to give students reading intervention. The My Sidewalks Reading Intervention program is an intensive reading program that accelerates reading through explicit instruction in the five core elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. It is used with small groups of students 3x a week for 45 minutes in K-5 classrooms.</p>
Mathematics:	<p><input type="checkbox"/> Students in grades K-5 receive differentiated, small group instruction in the classroom. In addition to that we have a tutoring program for third, fourth and fifth grade students. Teachers help prepare students for the Math Exam in the After school Tutorial program. Teachers review, track and practice the entire curriculum doing approximately two major skills each session. Students selected are "at risk" and chosen through the recommendation of classroom teachers and their previous state exam scores.</p>
Science:	<p><input type="checkbox"/> The 4th grade students receive additional instruction in science from the Science cluster teacher and their classroom teacher to ensure that the entire curriculum is covered and that skills taught in earlier grades are reviewed. This prepares them for the Science state exam that is administered in June. Students use Measuring Up test prep books along with other materials to ensure their success on this exam.</p>

Social Studies:	<input type="checkbox"/> Students are taught how to do research using the Independent Investigation Method. This model allows the students to do research of the Social Studies themes using various strategies based on learning styles and interests. Teachers are able to work with small groups who are having difficulty and guide the through the process.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At the request of the school based support team, the Guidance Counselor provides at-risk counseling for a period of six weeks to assess if the student needs counseling on a long term basis. If it is determined that the student does need on-going counseling a full evaluation will have to be completed.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> If a student has a crisis or displays behaviors that show they may need counseling the School psychologist sees students for a period of six weeks to determine if sessions are needed on an on-going basis in a group or individually. Before a child can be seen on a regular basis a full evaluation will have to be completed.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At the request of the school based support team the Social worker will meet with at-risk students for a period of six weeks to determine the need for on-going sessions. Students will have to be evaluated before the Social Worker can see students permanently.
At-risk Health-related Services:	<input type="checkbox"/> The nurse provides on-going classes throughout the school year. These classes teach the students how to manage illnesses such as asthma and diabetes in school and at home.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Our school does not receive title III funding

Professional Development Program

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

N/A

Section III. Title III Budget

—

School: n/a

BEDS Code: 332100010329

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	n/a	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

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.

After screening the students Home Language Surveys and becoming aware of the amount of parents who do not clearly understand English we decided to contact some of these parents to inquire in person as to their understanding of letters and documents sent home. Many expressed how appreciative they would be if documents went home in their native languages. We are aware of some of the parents' oral interpretation needs as they visit the school and request translators or bring a friend or neighbor as a translator.

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.

After meeting with the parents of our ELLs both collectively and individually, it has been brought to our attention that a great deal of the times they receive information in written form by the school, they are oblivious to the contents. They depend on neighbors or the limited English skills of their own children to decipher the contents of the letters. They sometimes come up to speak to Spanish or Chinese speaking members of the staff for clarification. This makes it evident that the information going out to parents should be translated to the parents' of ELLs native language. During our meetings with parents of ELLs, PTA meetings, and parent workshops we offer as many translations as deemed possible and have made the parents aware of our intentions to translate writings that go home to them.

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.

As a means of making sure that all parents of ELLs understand documents going out to them from our school, we at P.S. 329 have come together to create a Translation Unit. This Unit or team will be made up of staff members that will translate the outgoing documents for parents. By a careful review of our Home Language Surveys we determine what languages we will need translators as well as translated documents.

The Unit will be made up of several translators who are employed at our school under different capacities as detailed below:

<u>Staff Member</u>	<u>Position</u>	<u>Language Translated To</u>
Tina Murlin	ESL Teacher	Spanish
Anita Lee	Teacher	Chinese
Danielle Graham	Speech Teacher	French Creole
Mr. Ali	Paraprofessional	Urdu

These staff members will translate documents after or before school hours on an as needed basis as a per session activity.

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.

We will remedy the above situation by arranging the schedules of some of our staff members that speak a foreign language to have them accessible to parents during conferences, meetings, or unplanned visits to our school. This will not entail per session or any other type of cost to our budget.

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

The school will adhere to the requirements posted on Section VII of Chancellor Regulation A-663. We will use the NYCDOE'S and our Region's assistance, as well as our in-house translators to communicate with parents as deemed by the above mentioned document

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	609,900	10,375	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,099		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,495	*	
4. Enter the anticipated 10% set-aside for Professional Development:	60,900	*	

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

6. If the percentage of high quality teachers during 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.

Not Applicable

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

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

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

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

□

Title I Parent Involvement Policy

I. General Expectations

The Surfside School/P.S. 329 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with 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.
- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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 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 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.
- 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:
 - o 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;
 - § that 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 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. The Surfside School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: Our Annual introduction meeting was held in October 2009. At this meeting, parents and teachers were informed of the program goals and objectives as well as asked for their involvement and input in the program.
2. The Surfside School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: Parents will take an active role in the School Leadership Team and Parent Advisory Committee.
3. The Surfside School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: At our monthly Leadership meetings parents are asked to assist in planning and volunteer to assist in program implementation. An ongoing program review is done at this time. The PTA and Parent Coordinator will collaborate and assume responsibility for parent consultation. The Parent Coordinator, Pre K family worker and Literacy Coach will plan parent involvement opportunities .
4. The Surfside School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: by encouraging parents to become Learning Leaders.
5. The Surfside School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Parents will be informed of student progress via fall, mid-winter and spring progress reports, report cards, conferences, progress reports and parent -teacher conferences. Parents are invited to special meetings and workshops to discuss annual school reports, review curriculum materials and develop reflective assessment tools.
 - b. A school-parent compact has been developed and disseminated to parents outlining the responsibilities of the school and the parents in achieving the educational outlines of the school wide plan. At P.S. 329, all students have been targeted to receive benefits from the School Wide Program.

6. The Surfside School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. 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 –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. 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:

Parents will be invited to workshops to learn about the State standards and assessments.
 - b. The Surfside School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology and how to assist their child with homework.
 - c. The Surfside School will, with the assistance of the network and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by: Administrators and designated staff will attend workshops and conferences such as ASCD's annual conference to learn strategies to increase parental involvement.
 - d. The Surfside School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by: offering monthly meetings/workshops to pre-k parents.

- e. The Surfside School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Information will be sent to parents on school messenger and in notices that can be translated upon request.

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 section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o 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;
- o 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;
- o training parents to enhance the involvement of other parents;
- o 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;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 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 The Administration of the Surfside School. This policy was adopted by The Surfside School on October 28, 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 16, 2010.

Principal's Signature: _____

Date _____

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

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

□

School Parent Compact

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

Required School-Parent Compact Provisions School Responsibilities

The Surfside School will:

- ▷ 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: Teachers will instruct students using standard's based lessons. Teachers will support students by assisting them with goal setting and helping students to attain their goals.
- ▷ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent-teacher conferences will be held twice a year, in November and March.
- ▷ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be informed frequently of their child's progress. Formal report cards will be distributed in November, March and June. Informal progress reports will be distributed in October, January and May.

- ▷ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can schedule meetings with their child's teacher during the teacher's preparation periods, before and/or afterschool.
- ▷ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents may observe in the classroom upon request from the administration. Parents can volunteer on class trips and during special activities. Parents may also volunteer to work in classrooms through the Learning Leaders program.
- ▷ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ▷ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ▷ 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.
- ▷ 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.
- ▷ 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.
- ▷ 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.
- ▷ 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.
- ▷ 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 (i.e. as per NCLB.)

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- promoting positive use of my child's extracurricular time.
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

The need's assessment can be found in section IV.

2. Schoolwide reform strategies that:

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

Opportunities are provided for all students to meet the State's proficient and advanced levels of student academic achievement by teachers using the data to drive instruction and make informed decisions about what their students need. Public School 329 will continue to support the balanced literacy component of our school plan with the school based reading coaches assisting the classroom teachers in providing individualized instruction through setting goals and benchmarks, utilizing student profiles and differentiated instruction for their students. An analysis of the findings from quantitative and qualitative data resulted in a determination of the following priorities:

- a. **Improve student performance in literacy in all grades, with intensive intervention on three major skills: Main Idea and Details, Character Analysis, Drawing Conclusions and Inferencing.**
- b. **Improve student performance in math in all grades, with intensive intervention for all students at risk**
- c. **Improve parent involvement throughout the school**

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

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

- **We are using effective methods and instructional strategies that are scientifically-research based such as: the extended day tutorial, differentiated and individualized instruction as well as small group instruction. In addition to those strategies we offer after-school and summer school to our struggling students. Our Summer School Program provides intensive small group instruction for students in grades 3-5 (15 in each class). Students receive instruction in the subject area they need in order to meet the promotional standards, for example, from Level 1 to Level 2 in both reading and math. If the budget allows, children who are at risk in grades 1 and 2 will also be mandated to attend summer school for intensive instruction. This will enable students to begin the new school year with the necessary skills to help them progress and keep them from having summer reading loss.**

- o Help provide an enriched and accelerated curriculum.

- **We provide an enriched curriculum by engaging our students in activities such as dance, the art museum project, field trips to plays and museums. We received funding from the 21st Century Grant and started an After-School Arts and Enrichment Program. This program involves students in grades 3-5. Various arts activities are incorporated into this program such as ballroom dance, violin, cartooning, drama and mural making. We also provide an accelerated curriculum by setting aside two periods a week in the spring, where teachers in grades 2-5 instruct students on skills they will need to be successful in the next grade.**

- o Meet the educational needs of historically underserved populations.

- **We meet the needs of historically underserved populations by utilizing a bi-weekly plan for differentiation. This form allows teachers to choose the skills that their students are going to work on during a two week period according to their needs based on the current data. Students are also held accountable for their learning by setting goals with their teachers.**

- 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.

- **We address the needs of all students, but particularly the needs of low academic achieving children and those at-risk of not meeting the standards through counseling provided by Astrocare. We utilize student profiles which allows teachers to gear instruction to the students' individual interests and learning styles.**

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

- **We have developed school goals based on recommendations that were given on our last Quality Review.**

3. Instruction by highly qualified staff.

We have 48 teachers of which 100% are fully licensed and permanently assigned to this school. 84.6% of our core classes are taught by “highly qualified” teachers according to NCLB/SED definition. 87.7% have more than two years teaching in this school and 91% have a Master's Degree or higher. Over 71% of our staff have been teaching for five years or more.

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.

High-quality and on-going professional development will be provided throughout the school year. From September - December professional development will be provided on a bi-weekly basis. From January- June professional development will be provided as needed. A large amount of the professional development will focus on teacher goal setting, aligning the Professional Teaching Standards to our inquiry work, utilizing data to inform instruction, and Common Core Standards .

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

We will advertise vacancies in the local newspapers and on the Dept. Of Education website. Hiring committee members will attend Hiring Fairs given by the DOE.

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

In conjunction with the New Food Bank Parent workshops will be given to teach parents how to prepare healthy and nutritious meals through a program called Cook Shop for Families. Workshops will also be conducted by the Parent coordinator to familiarize parents with the ARIS Parent Link and the various assessments that are given to students throughout the school year. The coaches will give meetings on topics dealing with specific issues such as preparing your child for standardized tests, how to use leveled libraries, how to use games to teach mathematical concepts, DRA, Children’s progress, using reading strategies to identify key concepts on standardized tests, conferencing, etc. Parents will also be invited to attend Author’s Day Celebrations where they get to see their children read published pieces of writing.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will work closely with the local pre-school programs to get referrals of children who might be coming into our school to make sure they have a smooth transition.

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.

□ **In order to provide information on, and to improve, the achievement of individual students and the overall instructional program, Administration, coaches, and teachers will work together in the creation of curriculum maps that help determine the depth of our curriculum's scope and sequence.**

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.

□ **A major area of concern at P.S. 329 is the large number of students receiving level 2 on State assessments. A review of this year's State assessments indicate that a large number of third, fourth and fifth grade students are not yet meeting state standards. The results from teacher made tests and assessment binders reveals that students are demonstrating weaknesses. We will continue targeting students in the early childhood grades for AIS services to assess student problems as early as possible. The extended day tutorial will focus on students' needs in small groups and will be used to service all of our at risk students. We will continue using My Sidewalks and Early Reading Intervention to help students who are at risk of not meeting state standards in English Language Arts. Students identified as at-risk in mathematics will receive support from their teachers and in after school tutorial programs.**

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.

□ **School Administrators, Reading coaches, ESL, Summer School, Resource Room, Teacher Tutoring, Reduced Register Classes, ERSS, Parent Coordinator, Extended Day, After School Tutorial, 21st Century Future Leaders Grant, Early Childhood Intervention, SBST, and Guidance personnel through their diverse funding will work to meet students' academic and social needs. Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

Explanation/Background:

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

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

Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Tax Levy	Local	Yes			budget is not finalized as of yet	True	Goal 1

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
We have 2 students in Temporary housing at PS 329
2. Please describe the services you are planning to provide to the STH population.
1. Please describe the services you are planning to provide to the STH population.
The students in temporary housing will be provided with the following services in order to ensure a positive educational experience here at the Surfside school:
 - § Counseling services (school based social workers, psychologists, as well as services provided through Astro-care school based programs.
 - § Community Resource referrals as needed.
 - § Participation in school field trips and other school wide activities.
 - § Tracking of daily attendance, including immediate follow-up of any absences by attendance personnel.
 - § Referrals for after school programs, if required.

§ Transportation assistance (Metro Cards when available) if required.

Part B:

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).

The Surfside school currently has two students who reside in temporary housing.

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

□

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

The students in temporary housing will be provided with the following services in order to ensure a positive educational experience here at the Surfside school:

§ Counseling services (school based social workers, psychologists, as well as services provided through Astro-care school based programs.

§ Community Resource referrals as needed.

§ Participation in school field trips and other school wide activities.

§ Tracking of daily attendance, including immediate follow-up of any absences by attendance personnel.

§ Referrals for after school programs, if required.

§ Transportation assistance (Metro Cards when available) if required.

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K329_102810-173904.doc

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 2	District 21	School Number 329	School Name The Surfside School
Principal Ms. Salema Dawson		Assistant Principal Ms. Lisa Lafontant	
Coach Ms. Jocelyne Smith		Coach N/A	
Teacher/Subject Area Ms. Murlin/ESL		Guidance Counselor N/A	
Teacher/Subject Area N/A		Parent N/A	
Teacher/Subject Area N/A		Parent Coordinator Mr. Byron Bean	
Related Service Provider N/A		Other Ms. Buchanan/ Admin. Liason	
Network Leader Mr. Daniel Purus		Other N/A	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	504	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	3.57%
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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.

Upon registration students are identified through the use of the Home Language Identification Survey (HLIS). If it is determined that the student's native language is other than English, an informal oral interview is conducted. The initial interview is conducted with the parents by our pupil accounting secretary, in conjunction with our certified ESL teacher. The interview is conducted in English and/ or the native language spoken. There are pedagogues on staff who speak the three main languages represented in our school (Spanish, Chinese, and Urdu). Students identified through the use of the Home Language Identification Survey (HLIS) are either deemed eligible or not for testing using the Language Assessment Battery (LAB-R). These children are administered the LAB-R by our school's certified ESL: Teacher Ms. Murlin. The identified students are administered the Language Assessment Battery- Revised (LAB-R) no later than ten days after being enrolled in a New York City Public School. If the student scores at the Beginning, Intermediate or Advanced Level, the student is Limited English Proficient (LEP). The student is then placed in a bilingual education, dual language or freestanding ESL program, depending on the parent selection process. These children are then evaluated annually in the spring, by our ESL Teacher using the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at the Proficient Level, the student is no longer considered to be LEP. If the student scores at the Beginning, Intermediate or Advanced Level, the services are continued until he or she scores at the proficient Level on the NYSESLAT. Students are placed as Beginners, Intermediate, or Advanced ELLs according to their annual progress on the NYSESLAT. The ESL teacher invites parents/guardians to a Parent Orientation Meeting. This meeting takes place within ten days of the English Language Learners admit date. Notification letters informing them of the meetings are given in their home language indicated on the HLIS. On staff pedagogues serve as translators at these meetings to inform parents of the programs available throughout the New York City Department of Education. Different models and types of language acquisition programs such as Transitional Bilingual Education, Dual Language, and English as a Second Language Program are discussed. The parents are then asked to fill out the Parent Survey in their home language. If Parent Survey and Program Selection letters are not returned, they are reissued and the Parent Coordinator, Mr. Byron Bean, then calls each parent to arrange for a one to one meeting. A pedagogue translator in the necessary native language is made available. Our school only has a freestanding ESL program. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 329. The records of new admits to the school are checked by the ESL teacher and the pupil accounting secretary to determine the child's ELL status. An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. After reviewing the mentioned documents we have found that of our eighteen ELLs eight are receiving ESL as per their IEPs. And seven parents opted for our school's free-standing ESL program. The limited number of ELLs in any particular grade does not allow for a full ESL classroom in any particular grade level.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<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"/> 0
ESL	<input type="checkbox"/> 10	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 10
Total	<input type="checkbox"/> 10	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 10

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
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:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	3	3		2								12
Chinese	1	2	1											4
Russian														0
Bengali														0
Urdu			1											1
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	6	5	4	0	2	0	18						

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.

An ESL certified teacher provides instruction in English using ESL methodologies and scaffolding of prior knowledge. The ESL teacher provides services to English Language Learners in classrooms through ESL Pull-Out and Push-In Services. The amount of time is determined by the individual results of the New York State English as a Second Language Achievement Test (NYSESLAT). Our program model is homogeneous in which proficiency levels are the same. The group size ranges from five to twelve. Our groups consist of beginner and intermediate students in a group. Advanced students are grouped separately. In order to maximize English acquisition for ELLs, the ESL teacher and the classroom teachers articulate and collaborate both formally and informally. The ESL teacher completes a monthly Articulation Report which includes topics and strategies that will be addressed and utilized along with a plan for instruction on each student that is entitled to receive ESL services. This ensures adequate services and avoids overlapping of resources. The four modalities, reading, writing, listening, speaking are integrated into standard based lessons. Instructional goals are developed through common planning and review of students' progress between the ESL teacher and classroom teachers. P. S 329 teachers work with the ESL teacher to differentiate their classroom instruction to address student deficiencies and target students for success. P.S. 329 teachers develop a Bi Weekly Differentiation Plan to align the instruction to the predetermined deficiency of the student learner, and assist with managing data while differentiating instruction in ELA, mathematics, social studies and science. P.S. 329 students are involved in setting their own goals. Goal setting is monitored for progress three times during the school year. P.S.329 teachers conference with students and duly note their strengths as student learners. In addition, teachers assist students in this process and choose a goal area to address this S.M.A.R.T. goal. Teachers support students to accurately define the challenge as well as the specific action steps required. Students are asked what they think they'd have to do differently in order to reach their goal. Through ongoing classroom conversations, teachers offer encouragement to ensure and target student success. The ESL teacher also participates on our AIS and Support Inquiry Teams. The ESL teacher works with ELLs to implement literacy. Teachers in all grades teach both whole group and small group lessons. These lessons incorporate the methods suited to ELLs to help them meet their linguistic needs in the classroom. The needs are also addressed through a funded ESL teacher who provides small group instruction. Pulling students out or pushing into the classroom achieves this. In ESL pullout, students engage in various activities that promote the acquisition of language. Through the use of materials such as sight vocabulary flash cards, picture cards, rebus, selection audiocassettes etc., students begin to communicate with each other in English more proficiently. We are presently using Rigbys On Our Way To English Program K-5. This series includes a newcomer kit designed for ELLs in US schools less than three years. In addition, we are using Earobics and Rosetta Stone software for language acquisition and vocabulary building. These instructional materials and technology are used to support ELLs. Lessons focus on the individual abilities and needs of students as well as the language development of the child. TPR or Total Physical Response and labeling methods are used for students who speak very little English.

To better service our ELL population, we have focused our efforts on developing literacy with a structured ESL instructional program. Teachers are encouraged to use ESL teaching strategies within all content areas. They will use multi-level approaches provided in The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies where appropriate. The Balanced Literacy Program will develop strong literacy skills through the exposure of authentic literature in read-alouds, shared readings, and accountable talks. Thus all students will develop listening, speaking and writing skills.

In the ESL program, the general education as well as the special education children are chosen by grade level and placed in groups according to their grade levels and scores on the NYSESLAT. Beginners and Intermediate ELLs receive 360 minutes per week while Advanced level ELLs receive 180 minutes of ESL alongside 180 minutes of ELA per week. Those that did score at the Proficient level received a letter indicating that they would be receiving an additional year of service to ease the transition from ESL to ELA. IEPs are reviewed on an annual basis and modified accordingly. Students are programmed into classes according to NYS mandates.

Our newcomers receive 360 minutes of instruction per week. Their program includes language development as well as content area instruction using ESL methodologies. Academic Intervention Service providers also provide them with small group instruction using research based programs. The AIS teacher utilizes tools such as ARIS and Acuity to support students who show continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing.

Ells receiving services 4-6 years will be involved in a Balanced Literacy Approach which incorporates the workshop model with instruction including the content areas of mathematics, science, and social studies. Instructional ESL lessons are designed to meet the needs of the learners focusing on word study, vocabulary building, reading comprehension, fluency, and testing strategies for ELA and mathematics

As for our Ells identified as having special needs, the ESL teacher aligns the ESL program instruction with the students' IEPs as well as the special education classrooms by articulating with the special education colleagues and cross referencing various materials used in the specialized classrooms.

S.I.F.E students are provided with additional support. Classrooms are equipped with Promethean Boards and computers to assist in providing visuals for these students. They will receive additional small group instruction by our Reading Coach.

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs in ELA, math, science and social studies includes but is not limited to

P.S. 329's teachers are in their fourth year of implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. Our ESL teacher as well as special education teachers receive professional development through Teachers College on upcoming Writing Units of study that has been helpful in reading instruction as well. The school year starts off with small moments and personal narratives culminates at the end of the school year with How to books, informational books and Memoirs. Students work collaboratively with their teachers to showcase and celebrate their developing writing skills. Administrators as well as other classes are invited to Authors' Days and Writing Celebrations throughout the school year. The school provides the professional development needed to teach writing and are able to provide their students with clear sequenced instruction.

The Headsprout Reading Program is an intensive internet based beginning reading program for students including ELLs in Grades K-2, who are not yet reading or who are in the beginning stages of the reading process. This research based program targets general education classroom students as well as special education students. Students with disabilities (SWD) are provided on-line tutorial providing one-on-one instruction in phonics and phonemic awareness. The Headsprout Reading Program consist of interactive online lessons, printed stories and automated progress reports and cover the five critical components of early reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. The highly interactive, animated lessons keep kids engaged and excited about learning to read. The Headsprout Reading Program adjusts to the individual needs of each child, giving added help when needed, providing practice, building fluency, and tracking progress while always assuring critical skills and concepts are learned. In addition, a colorful progress map helps children keep track of their own learning gains and inspires progression through the lessons.

The staff members of P.S. 329 are making a concerted effort to address the needs of its Ells , struggling learners and students with difficulties (SWD).To this end, a variety of structures and interventions are established in the school. An Academic Intervention Team (AIS Team) assembles regularly to collaborate and discuss the needs of struggling learners; address what is working, what is not and what the next steps will be.

The My Sidewalks Reading Intervention by Pearson Scott Foresman program is a scientifically based intensive reading intervention program designed to provide explicit and intensive instruction to meet the individual needs of struggling readers, and students with disabilities (SWD) in grades 1 through 5. The program delivers systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction.

P.S.329's teachers in grades K-5 are currently implementing the Investigative Method (IIM) for Research in our theme-based social studies curriculum

Students in grades 3- 5 receive tutoring in math 2x a week in small groups, during the 37.5 minute tutorial. Teacher volunteers help prepare students for the Math Exam in the after school program. Teachers review, track and practice the entire curriculum doing approximately two major skills each session. Students selected are “at risk” and chosen through the recommendation of classroom teachers.

The 4th grade students receive additional instruction in science from the Science cluster and their classroom teacher to ensure that the entire curriculum is covered in order to prepare them for the Science exam that is administered in May. Students use Measuring Up test prep books along with other materials to ensure their success on the exam.

The 5th grade students receive additional instruction in social studies one period a week from September to November in order to prepare them for the Social studies exam that is administered in November. Students use Primary Source books and other materials to review how to answer document based questions.

Computers as well as Promethean Boards are used in the classroom to assist students in all four modalities. This will provide addition visual and auditory support.

We provide a multi-lingual library in the ESL classroom as well as in the school library. We have fiction and non-fiction books written in Spanish/English and Chinese/English, the main languages of our students.

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)?

N/A

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.

The ESL teacher participates in staff development for all grades and turnkeys at the school the information acquired.

Intensive professional development will be provided to all staff members including our teachers, subject area teachers, paraprofessionals, parent coordinator etc. in the following areas:

How Do You Bloom?-- Bloom's Taxonomy of Six Cognitive Levels

- o Multicultural Awareness and Sensitivity
- o The use of specialized strategies to meet the needs of ELLs
- o Using Data/Assessment to Drive Instruction
- o Articulations for Continuity Between Grades

- o Differentiated Instruction for ELLs
- o Language Through Technology
- o Components of the NYSESLAT
- o Collaborating with IEP,SETTS,CTT and ESL Teachers

It is during these professional development sessions that the minimum 7.5 hours of ELL training for all staff is provided. The duration of each workshop is one hour. They will be presented to ESL and non- ESL personnel

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?

Parental involvement is stressed at the Surfside School. All parents including parents of ELLs are invited to attend an orientation, “A Meet and Greet” at the beginning of the school year. They participate in monthly PTA meetings, as well “Mommy and Me Nutrition Workshops,” “How to Make Ends Meet Workshops” and many more. Our parents also receive training to become Learning Leaders in order to better serve our school as volunteers. Parents are kept abreast of all events taking place in our school through phone calls made to their homes by our school messenger system. In addition, our families stay informed by visiting our school website ps329schoolwires.com. We are also currently offering free ESL classes and GED classes to our ELL parents and adults in our community.

Our School Community Based Organization, the YWCA, is employed as a free after school support program for all P.S.329 Surfside students. Members provide homework help and extracurricular activities that include video arts, arts and crafts, and sports, cultural and educational excursions.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1											1
Intermediate(I)		6	1											7
Advanced (A)	1		3	4		2								10
Total	1	6	5	4	0	2	0	0	0	0	0	0	0	18

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

READING/ WRITING	B			1										
	I		4	1										
	A	1	2	3	3		2							
	P				1									

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

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

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

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

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

After reviewing the NYSESLAT scores, it is evident that the ELLs need to increase their reading comprehension and writing skills. The NYSESLAT will be used to group children homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-in or pull-out ESL services. Small group instruction will allow teachers to differentiate instruction. Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments results and other assessments will be used to group children according to their needs. Traditionally, early grades have focused on narrative forms of reading and writing. This will address the specific instructional needs of students making the transition from early childhood to upper elementary grades. This year we will concentrate on including more non-fiction reading and writing in grades Kindergarten through 5. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher evaluations to identify specific student needs and align instruction. The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with an additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates. The My Sidewalks Reading Intervention by Pearson Scott Foresman program is a scientifically based intensive reading intervention program designed to provide explicit and intensive instruction to meet the individual needs of struggling readers and students with disabilities (SWD) in grades 1 through 5. The program delivers systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction.

In addition ELLs will learn test taking strategies. Teachers will help our ELLs develop higher level thinking skills and strategies by raising the student level of understanding from simple recall and comprehension to analysis, synthesis and evaluation according to Bloo's Taxonomy of Learning.

We will continue to provide differentiated instruction, while setting individual bi-weekly goals for our ELLs. Their progress and gain will be monitored by our ESL provider, their classroom teacher and our inquiry team. The information gathered will help us to evaluate the success of our program for ELLs.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 329 Surfside					
District:	21	DBN:	21K329	School		332100010329

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	46	49	38		90.0	90.9	91.5
Kindergarten	77	76	75				
Grade 1	99	86	78	Student Stability - % of Enrollment:			
Grade 2	85	85	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	89	80	85		93.8	92.6	93.1
Grade 4	104	89	78				
Grade 5	96	91	71	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.8	91.7	93.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	25	30
Grade 12	0	0	0				
Ungraded	4	3	2	Recent Immigrants - Total Number:			
Total	600	559	504	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	4	0

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	51	47	Principal Suspensions	5	8	24
# in Collaborative Team Teaching (CTT) Classes	49	46	33	Superintendent Suspensions	7	9	15
Number all others	20	15	30				

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	63	57	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	8
# receiving ESL services only	18	18	TBD				
# ELLs with IEPs	2	13	TBD	Number of Educational Paraprofessionals	8	7	20

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.4	100.0	98.1
				% more than 2 years teaching in this school	88.9	87.7	87.5
				% more than 5 years teaching anywhere	69.8	71.9	87.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	91.0	91.1
American Indian or Alaska Native	0.2	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	84.6	94.0
Black or African American	61.0	60.5	63.9				
Hispanic or Latino	23.5	24.2	24.2				
Asian or Native Hawaiian/Other Pacific	4.5	4.5	4.2				
White	10.8	10.6	7.3				
Male	51.2	51.3	52.2				
Female	48.8	48.7	47.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	37.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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