



P.S. 332 CHARLES H. HOUSTON

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 23K332

ADDRESS: 51 CHRISTOPHER STREET, BROOKLYN, NY 11212

TELEPHONE: 718-495-7805

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K332 **SCHOOL NAME:** P.S. 332 Charles H. Houston

SCHOOL ADDRESS: 51 CHRISTOPHER AVENUE, BROOKLYN, NY, 11212

SCHOOL TELEPHONE: 718-495-7805 **FAX:** 718-495-7708

SCHOOL CONTACT PERSON: Mickisha Goss **EMAIL ADDRESS:** mgoss3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pamela Wilson

PRINCIPAL: Mickisha Goss

UFT CHAPTER LEADER: Vanecia Wilson

PARENTS' ASSOCIATION PRESIDENT: Renee Livingston

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 303

NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Mr. Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/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
Mickisha Goss	*Principal or Designee	
Vanecia Wilson	*UFT Chapter Chairperson or Designee	
Renee Livingston	*PA/PTA President or Designated Co-President	
Serita Mendez	Member/Parent	
Stacey Jackson	Member/Parent	
Reina Banks	Member/Parent	
Julia Escalera	Member/Parent	
Latoya Ross	Member/Parent	
Ruth Porter	Member/Staff	
Evelyn Epps	Member/Staff	
Linette McFadden	Member/Staff	
Pamela Wilson	Member/Staff	

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

* 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.

Our mission at PS/IS 332 as educators and parents is to meet and exceed standards, and work as a community to develop the full potential of each child.

We expect that all children will use their education to enrich their own lives and become productive members of their community.

The PS/IS 332 Motto is, "We are PROUD"

P-Proud R-Responsible O-Outstanding U-United D-Determined

PS/IS 332, The Charles Hamilton Houston School, is located in the Brownsville section of Brooklyn, New York. This pre-kindergarten to eighth grade school serves a population of approximately 500 students from culturally diverse backgrounds. Since we are designated as a "barrier free" school in District 23, PS/IS 332 services physically challenged students in our special education and general education programs. Ramps, an elevator, walkers, and mobility aids. Holding rooms have been designated on floors, two, three, and four. The school building is a well-kept, four story, barrier free building, where current student work is displayed in the classrooms and the corridors.

The instructional programs at PS/IS 332 are supported and enriched by many exciting activities for our students and we seek opportunities whenever possible to include our parents.

In our early childhood classes we celebrate our students' achievements in our Core Knowledge Pep rallies. Participating classes showcase what they have learned in the form of music, drama, dance, poetry, or art. The Pep rallies allow students to internalize the concepts that they have learned. They are able to move from abstract to concrete. They develop a sense of pride and are able to celebrate their accomplishments. Their anticipation and enthusiasm are well received by participating observers. Team spirit and socialization skills are developed as the students in the audience support the performers. Parents indulge in these moments with great excitement. Thus, a sense of community is established.

Pre Kindergarten and first grade classes participate in the celebration of the 100 Days of School at PS/IS 332. Students are encouraged to depict the number 100 by using various materials, shapes, or coins. This conglomerate representation of the number 100 is displayed as a museum within the hallway for all to view. Students develop creativity and exude a sense of pride when they, not only view their displayed masterpiece but also when they see others sharing in the enjoyment as. This activity reinforces number sense and it enlists parent involvement.

There has been an energetic movement school wide to develop and enrich the vocabulary of our students. Words of the week are presented to the school community each week. Classes from Kindergarten to eighth grade, study the structure, synonyms, antonyms, parts of speech, and definitions of these words. After six weeks there is a culminating competition among the grades. This is usually a fun, educational, and exciting time as teachers and their students vie for first place in these competitions. Many of our parents also enjoy these competitions.

PS/IS 332 is conscious of the need to keep our students abreast with the ever changing trends in technology. Every class has some form of technology available in the form of computers, projectors, Smart Boards, and document cameras. Some of our 1-3 grades are exposed to the use of the PSP, a hand held gaming device that employs programs to enhance and/or remediate their math and reading skills. Some of our older students are engaged in Dimension, an online program, also used to enhance and remediate their math skills. The exciting aspect about this program is that the students are able to compete online locally and nationwide.

Our school gives our students the opportunity to become fit in many ways. Other than our scheduled physical education periods, students get the opportunity to participate in our annual field day. Varied physical activities are planned for our students to enjoy and at the same time, get some needed exercise. In addition, our seventh and eighth students enjoyed Track and Field activities. These activities included participation in The Colgate Games. Many of our students were winners and enjoyed hearing their names announced to our school community.

The health and fitness of our staff and parents are also an important factor. A group of parents and staff meet twice weekly to participate in yoga, and aerobics. An instructor or videos were used to lead their exercise sessions. Literature from the department of health is read and discussed. Participants were motivated as they observed their initial Body Mass Index decrease over time.

Our female students in K-7 are members of the 332 Girls Scout Troop. This group meets once per week and is engaged in arts and crafts activities, varied trips, and leadership skills activities. This troop is led by a staff member and a group of our Learning Leaders.

Our parents are viewed as being in a full partnership with the staff to ensure that their children are able to develop their full potential. Through our parent coordinator's office, our parents are offered a wide variety of activities. These activities are usually for entertainment, self-development, leadership, or specifically geared to teach them how to help their children academically. Among these activities our parents enjoyed scrap booking, card making, family reading and math nights and movie nights. A partnership with the Cornell University Cooperative Extension involved our parents in discussions on health issues. They focused among other topics on strategies to counteract our high percentage of obesity in our schools and communities.

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 332 Charles H. Houston								
District:	23	DBN:	23K332	School BEDS Code:	332300010332				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	20	20		86.4	88.7	TBD		
Kindergarten	59	68	46	Student Stability - % of Enrollment :					
Grade 1	80	69	72	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	54	78	57		88.6	87.9	TBD		
Grade 3	50	65	59	Poverty Rate - % of Enrollment :					
Grade 4	37	48	51	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	52	41	43		77.6	86.4	85.8		
Grade 6	58	49	40	Students in Temporary Housing - Total Number :					
Grade 7	59	52	43	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	56	51	58		23	95	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	4	1		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	31	17	11	(As of June 30)	2007-08	2008-09	2009-10		
Total	570	558	500						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	57	60	62	Principal Suspensions	63	84	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	9	8	Superintendent Suspensions	36	45	TBD		
Number all others	33	22	29	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	43	49	TBD		
# receiving ESL services only	37	28	19						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	1	6	Number of Administrators and Other Professionals	14	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	12	12	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
	4	5	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	74.4	75.5	TBD
				% more than 5 years teaching anywhere	55.8	65.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	79.0	86.0	TBD
American Indian or Alaska Native	0.7	0.2	0.2		91.0	81.5	TBD
Black or African American	64.0	65.6	67.4				
Hispanic or Latino	34.2	32.3	30.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.5	1.2				
White	0.7	1.3	0.0				
Male	51.0	52.3	50.6				
Female	49.0	47.7	49.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√	-	-		
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√		-	-		
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√		-	-		
Student groups making AYP in each subject	5	5	1	0	0		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	√		
Overall Score:	50.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	15.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	28.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Trends

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance. These priorities include the implementation of effective strategies to address the needs of those students lacking basic skills in both reading and mathematics and improving instruction for special education students by increasing opportunities for inclusion into the general education program; providing intensive professional development for teachers in specialized strategies to meet the needs of special population and the needs of the ELL population.

The Accountability Report describes this school as a school in good standing. This status was applied since the school's groups made their AYP for the years 2007-2008, 2008-2009, and 2009-2010. These targets were reached in the subjects of Language Arts, Mathematics, and Science.

In ECLAS a review of the school's aggregate report for the past two years showed that in 2008-2009, -----% of our students was at or above the expected level. Then in 2009-2010, this number showed an increase with 60% of our students reaching the expected level. This demonstrates a ----increase.

In the New York State English Language Arts exam, in 2008-2009, 52% of our students achieved levels 3 and 4. In 2009-2010, there was a significant decrease with only 28% of our students achieving the expected level of performance-levels 3 and 4.

In the New York State Math exam, in 2008-2009 school year, 60% of our students achieved levels 3 and 4. However in 2009-2010, this number was significantly reduced to 25% of our students who achieved this expected level of performance.

The majority of the staff is included in the inquiry process. On a weekly basis inquiry teams have the opportunity to meet their target population to provide extra support.

Barriers

Student attendance has been a barrier to our education process. Last year our attendance was 85.66 percent. Despite our best efforts, we have still had difficulty in this area. This year, we've introduced Breakfast in the Classroom as a way of encouraging parents to send the students to school, and to send them to school on time. We've also introduced an attendance wall to celebrate those with high

attendance and we announce the classes with 100% attendance to the school population through our morning announcements.

Another barrier is parent involvement. We feel that parents should be our partners in education; this would help to foster student achievement. The parent coordinator will continue to plan educational and self-help workshops to encourage parents to take a more active role into the school's culture.

An additional barrier is to ensure that collaborative planning and goal setting is taking place on each grade level along with benchmarks in science and social studies. In order to address this barrier the school has scheduled common planning sessions for each grade level four times a week. Teachers are also involved in study groups to ensure that social studies and science lessons are aligned to the common core standards and lesson plans are delivered with academic rigor.

Individual professional development plans will be revisited and revised by the entire staff three times a year. Collaborative discussions with teachers and administration along with tailored surveys provide feedback to ensure that professional development needs of all teachers are met.

Data meetings, goal and action plan setting, common planning sessions, and professional development will provide the necessary support for teachers to differentiate lessons across subject areas to enable all students to reach their learning goals.

Teachers will be provided with professional development and tailored feedback and support in order to provide meaningful feedback to drive successive learning steps for students.

Through data meetings and professional development sessions teachers will engage in summarizing assessment results in order to comprehensively understand the performance and progress for their grade, individual class and specific students.

Accomplishments

We have implemented inquiry teams into our school culture. Ninety percent of our teachers have been a part of our inquiry process, but this year we are shooting for 100%. The school has implemented, within the structure of the school, Tuesday as Inquiry Day. The schedules have been adjusted so that every teacher meets with the group and with their targeted students.

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.

By the end of the 2010-2011 school year, the percentage of students that achieved levels 3 and 4 on the 2009 - 2010 NYS ELA State Exam will increase from 28% to 33% on the 2010-2011 NYS ELA State Exam.

By the end of the 2010-2011 school year, the percentage of students that achieved levels 3 and 4 on the 2009 - 2010 NYS Math State Exam will increase from 25% to 32% on the 2010-2011 NYS Math State Exam.

By the end of the 2010-2011 school year, the percentage of students that achieved levels 1 and 2 on the 2009 - 2010 NYS ELA State Exam will decrease from 73% to 68% on the 2010-2011 NYS ELA State Exam.

By the end of the 2010-2011 school year, the percentage of students that achieved levels 1 and 2 on the 2009 - 2010 NYS Math State Exam will decrease from 75% to 67% on the 2010-2011 NYS Math State Exam.

During the 2010- 2011 school year, our attendance will increase by 2% from 85.6 percent from the 2009-2010 school year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, the percentage of students that achieved levels 3 and 4 on the 2009 - 2010 NYS ELA State Exam will increase from 28% to 48% on the 2010-2011 NYS ELA State Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Students' progress will be closely monitored through the Acuity Assessment and running records in order to determine what modifications need to be addressed. -Teachers will use Blooms Taxonomy to develop differentiated questioning to foster higher order thinking skills to improve reading comprehension. -Revise literacy prototype / -The writing curriculum will be revised in order to raise academic rigor and build stamina in order to improve quantity and the quality of writing. -Increase writing through the content areas for all grades. -Teachers will engage in professional development that will address the needs of their students. -Common planning time will be scheduled for pedagogical staff to share strategies that work in their classrooms. -Parent workshops will include exposure to ELA curriculum and how to help foster comprehension skills at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Funding Resources: -Tax Levy money will provide funding for materials and supplies -Title I funds -Extended day; Saturday Academies9Pending funding)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Student writing portfolios that demonstrate the development of students' Writing skills. -Results of interim assessments data -Results of teacher made assessments and in-house assessments -3% increase made in students on levels 3 and 4 as measured by the NYS and NYC English Language Arts Exam -Teachers will show observations

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, the percentage of students that achieved levels 1 and 2 on the 2009 - 2010 NYS ELA State Exam will decrease from 73% to 63% on the 2010-2011 NYS ELA State Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Students' progress will be closely monitored through the Acuity Assessment and running records in order to determine what modifications need to be addressed. -Teachers will use Blooms Taxonomy to develop differentiated questioning to foster higher order thinking skills to improve reading comprehension. -Revise literacy prototype / -The writing curriculum will be revised in order to raise academic rigor and build stamina in order to improve quantity and the quality of writing. -Increase writing through the content areas for all grades. -Teachers will engage in professional development that will address the needs of their students. -Common planning time will be scheduled for pedagogical staff to share strategies that work in their classrooms. -Parent workshops will include exposure to ELA curriculum and how to help foster comprehension skills at home Alignment of Common Core standards to lesson plans will be used
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Funding Resources: -Tax Levy money will provide funding for materials and supplies -Title I funds -Extended day; Saturday Academies Pending funding

Indicators of Interim Progress and/or Accomplishment

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

- Student writing portfolios that demonstrate the development of students' Writing skills.
- Results of interim assessments data
- Results of teacher made assessments and in-house assessments
- 3% increase made in students on levels 3 and 4 as measured by the NYS and NYC English Language Arts Exam
- Teachers will show observations

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	0	0	0	
1			N/A	N/A	0	0	5	
2			N/A	N/A	0	0	5	
3	56	56	N/A	N/A	0	0	6	
4	43	43	5	0	0	0	4	
5	28	28	11	4	0	0	5	
6	24	24	0	2	0	0	6	
7	20	20	0	0	14	0	0	
8			5	4	5	0	0	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Grades 3-6 - 120 minutes ELA, Grades 7-8 - 90 minutes ELA Small group/ pull out/one to one instruction during school day Students receive support based on data from interim assessments; Extended day provided Monday-Thursday Differentiated instruction in classrooms</p>
<p>Mathematics:</p>	<p>Grades 3-6 - 75 minutes; Grades 7-8 - 90 minutes Small group/one to one/ pull out instruction during school day Extended time on task; skill driven; skill progress monitored</p>
<p>Science:</p>	<p>Small group and individualized instruction based on needs; Frequency based on assessed needs; Monitoring student progress through informal testing; skill driven; Extended day provided Monday-Thursday</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Small group and individualized instruction based on needs, during the day and after school; Frequency based on assessed needs; monitoring student progress through informal testing; skill driven</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Group and individual counseling; Students experiencing behavioral/emotional /family issues negatively impacting learning; character education; frequency based on needs</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>At risk services provided on an as needs basis. School psychologists are only here twice a week.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Group/individual counseling; Emotional health, social and academic counseling Referrals to supportive agencies</p>

At-risk Health-related Services:

Contract and DOH nursing services support- 6 hours daily
Provide first aid;
Referrals to supportive agencies

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: PS/IS 332 _____ BEDS Code: 332300010332

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The home language surveys are analyzed to find out the predominant languages in the school.

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 analyzing our HLS, it was determined that the majority of our families at PS/IS 332 either speak English or Spanish. We identified the fact that we have a small group of Spanish speaking parents in our school who are not fluent enough in English to understand any of the written documentation that is sent home in English.

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.

We will use the Office of Translation and Interpretation for written translation services. Since this office needs three to four business days to perform translation services, when notices are needed to be sent home immediately, we will use whenever possible, in-house personnel for this translation to be completed.

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.

Our goal at PS/IS 332 is to reach and meet the needs of all of our parents. We therefore expect to provide oral interpretation services not only during ELL meetings, but also during Parent Teacher conferences. It is our hope to eliminate any barriers caused by language. As a result we plan to use teachers, educational assistants, and family worker to assist with any and all translation needs.

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>.

PS/IS 332 intends to provide our parents in need of translation services flyers, notices, permission slips, consent forms, letters and school calendars in English and Spanish. We expect that these forms of communication will be completed by staff and/or trained interpreters. We provide oral interpretation services during parent-teacher meetings and at any other functions that deem it necessary. Our goal is to meet the needs of all of our parents in our school community. We will use teachers, educational assistants, and our family worker to assist with all of our translation needs.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$495,291	\$54,469	\$549,760
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,953		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,765	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 81.5
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Staff will attend classes to become highly qualified.

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

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

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

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

Parent Involvement Policy

PS/IS 332 agrees to implement the following statutory requirements:

- 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.
- 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.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - 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. PS/IS 332 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - At the end of each year, the school’s parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school’s parent coordinator and administration.
2. PS/IS 332 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Our school will encourage parent volunteerism and make every effort to match the experience and the needs of the school.
 - The school will work to assist parents in having meaningful roles in the school. Decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
3. PS/IS 332 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:
 - The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - The school will join parents in providing for the health and safety of our children and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.

- PS/IS 332 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Learning Leaders, Head Start, Oasis, and Leadership by: meetings, parent pot luck sessions, and workshops
4. PS/IS 332 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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 about 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.
 - Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 5. PS/IS 332 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Literacy and math coaches. Science and social studies cluster teachers will hold informational workshops at PTA meetings about school math, literacy, social studies and science programs; Beginning December, Family Nights will be held- parents and children will be involved in reading, math, science and creative arts activities.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents on the SLT will lead discussion on increasing parental involvement; parent coordinator will seek additional parents to join in on various activities.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Inviting to various school functions, visiting their locations
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

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

School-Parent-Student Compact

School Responsibilities

PS/IS 332 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held during the months of November and March.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Fall 2010 - ECLAS report - Grades K-3
 - Nov. 2010 - Report card - Grades 1-8
 - Jan. 2011 - Report card - Grades 7-8
 - March 2011 - Report card - Grades K-6
 - Spring 2011 – ECLAS report - Grades K-3

April 2011 - Report card - Grades 7-8

June 2011 - Report card - Grades K-8

Three Acuity Assessment reports – Grades 3-8

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: By appointment; during teacher preparation periods; during parent/teacher conferences.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television the children watch and their non-educational computer usage
- o Volunteering in my child's school.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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, by mail or email and responding as appropriate.
- o 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 Parent Advisory Committee, the District wide Parent Advisory Council, School Leadership Team, Parent Teacher Association, or other school advisory or policy groups.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school
- o Agree to participate in academic and other services provided by the school.
- o Make positive decisions in my academic and social life.
Come prepared for school.

Signatures:

PS/IS 332	_____	_____	_____
STAFF	Parent(s)	Student	
November 2010	_____	_____	_____
DATE	DATE	DATE	

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 PS/IS 332 School uses a variety of methods/resources to review the school's programs and student achievement. The needs assessment includes a review of the following data sources:

- standardized test scores
- Early Childhood Literacy Assessment System-ECLAS
- Acuity Data
- Annual School Report Card, Quality Review, Progress Report
- State Education Reports
- ATS Reports
- Interim assessments

Staff members receive copies of the data sources stated above and in singular and multi- grade study groups these data sources are

discussed and interpreted. Each class and individual student's achievement are discussed and trends are noted. These findings are presented by the principal to a designated PTA meeting. Parents are encouraged to ask questions so that they could better understand the disaggregated data.

2. Schoolwide reform strategies that:

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified. Where they are not, we are monitoring their progress through administrators' support, and Teacher Center technical assistance.

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.

The school will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high quality leading to improved students results.

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

Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follow the guidelines set by the New York State Education Department. Principal will work with the division of Human Resources to

identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.

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

Through the Parent Coordinators office, there will be workshops for parents on academic subjects. Parents will be informed about these subjects and when possible, be given strategies to assist their children at home.

Invite parents to a curriculum evening every quarter to discuss progress and development of their child's curriculum.

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.

Implement professional development series to discuss transition/instructional practices.

Provide materials to parents to help them help their children during the summer months prepare for entering the kindergarten program in September.

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.

Teachers will receive results from ATS, and other standardized testing scores.

Teachers will be engaged in sessions where they will get the opportunity to discuss the data found in these reports.

Some of these reports include Acuity and ARIS information.

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.

Small group and/or individual instruction is provided using either push in/pull out model. Students will receive extra support from the classroom teacher and extended day teacher.

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.

Assembly programs; Guidance counselor and other intervention team specialists will support this initiative.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

71

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

There is a CBO, Oasis, that provides after school homework help and recreational activities. Also, we will offer assistance with school trips, graduation expenses and school uniforms. The school also offers library services within the school.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 332 Charles H. Houston					
District:	23	DBN:	23K332	School		332300010332

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	20	20	17		86.4	88.7	85.4
Kindergarten	68	46	25				
Grade 1	69	72	50	Student Stability - % of Enrollment:			
Grade 2	78	57	55	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	65	59	54		88.6	87.9	85.1
Grade 4	48	51	61				
Grade 5	41	43	36	Poverty Rate - % of Enrollment:			
Grade 6	49	40	34	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	52	43	38		77.6	85.8	87.9
Grade 8	51	58	36				
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		23	95	84
Grade 12	0	0	0				
Ungraded	17	11	7	Recent Immigrants - Total Number:			
Total	558	500	413	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	4	1

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	60	62	52	Principal Suspensions	63	84	88
# in Collaborative Team Teaching (CTT) Classes	9	8	9	Superintendent Suspensions	36	45	49
Number all others	22	29	26				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	28	19	TBD
# ELLs with IEPs	1	6	TBD
Number of Teachers	43	49	48
Number of Administrators and Other Professionals	14	16	8
Number of Educational Paraprofessionals	12	12	17

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	5	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.4	75.5	81.3
				% more than 5 years teaching anywhere	55.8	65.3	79.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	86.0	91.7
American Indian or Alaska Native	0.2	0.2	0.5	% core classes taught by "highly qualified" teachers	91.0	81.5	92.8
Black or African American	65.6	67.4	63.2				
Hispanic or Latino	32.3	30.4	34.6				
Asian or Native Hawaiian/Other Pacific	0.5	1.2	0.7				
White	1.3	0.0	0.7				
Male	52.3	50.6	50.8				
Female	47.7	49.4	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v		-	-		
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		-	-		
Student groups making	5	5	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	F	Overall Evaluation:				NR	
Overall Score:	11.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	6.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 303	District 23	School Number 332	School Name Charles Hamilton Hou
Principal Mrs. Mickisha Goss		Assistant Principal Ms. Brenda Williams	
Coach		Coach	
Teacher/Subject Area Ms. Carmen Reyes/5th grade tea		Guidance Counselor Ms. Broadnax	
Teacher/Subject Area Ms. Kuznetsova ESL Teacher		Parent Ms. Alcantara	
Teacher/Subject Area		Parent Coordinator Ms. Loveday	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	424	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	5.90%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. PS/IS 332, the Charles Hamilton Houston School, is a Pre-K to 8th grade school that serves a population of approximately 424 students from culturally diverse backgrounds. 25 students are English Language Learners (ELL'S) all with Spanish as the dominant language. The students are served by a certified ESL teacher.

All parents of the newcomers fill out the HLIS form. ESL conducts an initial screening administering the HLIS. An informal interview in Spanish is provided by the ESL teacher with the help of Spanish speaking paraprofessionals. ESL teacher administers LAB-R for newcomers according to the HLIS results. The parents of these students who do not pass the LAB-R test receive an entitlement letter and an invitation to a parent orientation meeting. The ESL teacher and parent coordinator show the parents the CD about their rights to choose a program for their child (Transitional Bilingual, Dual Language, Freestanding ESL) and advantages of each program.

The newcomers eligible for the LAB-R are administered the test within 10 days after registration. The ESL teacher, Ms. Kuznetsova is responsible for conducting the initial screening and administering the HLIS and the LAB-R

2. The ESL teacher, Mrs. Kuznetsova, and the parent coordinator, Mrs. Loveday, conduct the meeting with the newcomer's parents. P.S./I.S. 332 has only a Freestanding ESL program. Parents receive the information about the schools that have the other two programs in the area. Parents fill out the Parent Survey form and sign the program selection form. The parents who don't come to the meeting do get a second notice to attend at an alternate time. The ESL teacher will call home to attempt a conversation about this matter. In some cases, home visits are made to encourage the parent to come up to school. The CD shown is presented in the native language of the parent. During the meetings, bilingual paraprofessionals and guidance counselors help to translate during these meetings.

3. The entitlement letters are sent to the parents. The ESL teacher has a list of the parents' names who were sent letters. Parents who come to the meeting sign the Parent Survey and Program Selection forms after they watch the CD and get answers to their questions concerning opportunities each program gives to their children. The ESL teacher keeps all these signed forms in her room.

4. In the past few years, review of the HLIS and program selection forms show that more than 90% of the parents prefer that their children remain in P.S./I.S. 332 and receive Freestanding ESL services. After we screening through the LAB-R, we determine if the child is eligible for ESL or bilingual services. Since we only offer a Freestanding ESL program, parents are given the choice to stay or to move to another school with a bilingual or dual language program.

If the parent prefers their child to go to another school to get the bilingual or dual language program, the ESL teacher and parent coordinator gives the parent the address and the phone numbers of the schools that provide these programs. If it is necessary the secretary calls to the school to find out if they have the programs in the appropriate grade.

5. Again, in the past few years, review of the HLIS and program selection forms show that more than 90% of the parents prefer that their children remain in PS/IS 332 and receive Freestanding ESL services. If the parent prefers their child to go to another school to get the bilingual or dual language program, the ESL teacher and parent coordinator gives the parent the address and the phone numbers of the schools that provide these programs. If it is necessary the secretary calls to the school to find out if they have the programs in the appropriate grade.

6. All of the parents of students who are eligible for ESL services choose the ESL program that we offer. Within the last two years, no one has requested bilingual or dual language programs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	15	0	2	8	0	1	2	0	0		25
Total	15	0	2	8	0	1	2	0	0		25

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

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
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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>100</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: <u>245</u> Asian: <u>2</u> Hispanic/Latino: <u>174</u> Native American: <u>0</u> White (Non-Hispanic/Latino): <u>3</u> 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	0	4	1	4	5	3	4	4	0					25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	1	4	5	3	4	4	0	0	0	0	0	25

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.

1. a. There are 25 ELL students in P.S./I.S. 332. They belong to grades 1 - 7 and have different levels of proficiency. The organizational model for ESL is a pull out one.

1. b. The students are grouped according to their respective grade and are comprised of mixed proficiency levels. The first group includes first and second graders. Group two has third graders. Group three has fourth and fifth graders. The fourth group has sixth and seventh graders. There are no Kindergarten or grade 8 students receiving ESL service this year.

2. All beginning and intermediate level students receive 360 minutes a week of ESL service (Four 90 minute blocks). Advanced level students get 180 minutes a week of service (45 min., 4 x a week).

2.a. This explicit ESL instruction is delivered according CR Part 154.

4. The lessons are differentiated by using small group models, pair work, and modeling. The ESL teacher also uses different instructional materials, a combination of approaches and strategies namely: CALLA , Cognitive Academic Language Learning Approach, TPR, Total Physical Response, and childrens' literature, along with content based instruction.

4. a. There are no SIFE students in P.S./I.S. 332.

4. b., c., d. The newcomers and the students receiving services between 4 to 6 years, and long term ELLs work together. The students are grouped on mixed proficiency levels; whereby, the more advanced pupils are able to support and assist the newcomers. All of the students that received ESL services for 4-6 years and long term ELL's (completed 6 years) are able to speak, read and understand English fluently but have problems writing it. Therefore, the students who have not passed the NYSESLAT, failed because of the writing part of the test. In addition, the ESL teacher uses different instructional materials to support students of all levels of proficiency. The materials are as follow:

1. Visions (levels Basic A, B, C) Language Literture Content.
2. Spin (Grammar Vocabulary and Writing levels A, B Cand D)
3. True Stories (Beginning, Intermediate and Advanced)
4. Time for Kids Magazine
- 5 . ESL Activities for Every Month of the School Year.
6. Story We Brought With Us.
7. There is a library with reading books that contains various grades and levels.
8. And there are also a variety of dictionaries in the ESL room.

4. e. Special education students are also included into the small groups. They receive support in groups of 9 students or less. The ESL teacher uses different strategies helping students to acquire academic language, using context to figure out unfamiliar words and expressions. The ESL teacher uses challenging but understandable materials. The teacher encourages ELLs to participate in group discussions and students gain the advantage of receiving feedback from the teacher and their peers through the modeling of grammatically correct statements.

The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their book reports and projects. There is currently one special education student in the program. That student is included in the groups with general education students for the duration of the ESL program.

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

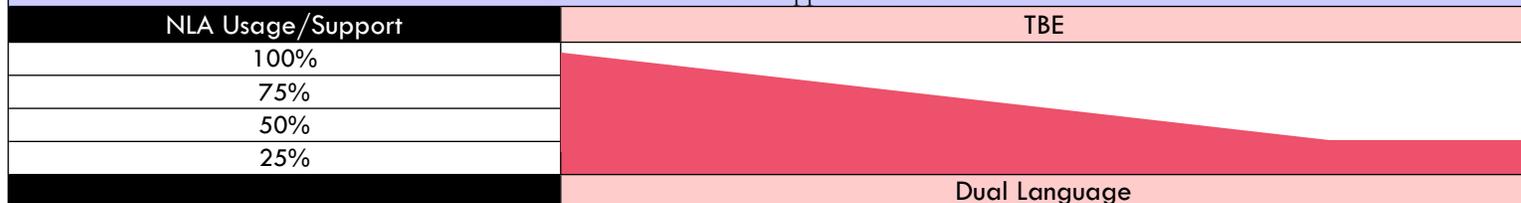
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. The students in grades 3-7 receive 37 1/2 minutes of extended time services four times a week. All ELLs of these grade are included in this service where they get help in ELA, math and other content areas. In these grades, teachers select a specific group of students that need extra services and work with them in a small group once to twice a week to meet their individual needs. This includes ELLs.

Also, students will be given the opportunity to attend:

- Saturday school
- After school academic help
- Spring break academic help

The ELL students in grades 1-6 receive extra help from their teachers through small group instruction within the classroom. Teachers group students according to their need of skill improvement and then give targeted, explicit instruction for 10-15 minutes a day. Students are rotated so that each child who is struggling will be serviced at least two times for the week. This includes ELLs.

6. ELL students who passed NYSESLAT and have reached proficiency still have support for two years. They are given extra time and a separate location for all state exams as well as class exams. They also receive help from the ESL teacher on projects and reports.

7. Some of the new programs include Saturday school, after school academic help, and spring break academic help.
8. There are no programs that will be discontinued at this point.
9. All students from grades 3 - 8 are included in the forementioned programs, regardless of classification criteria or ESL criteria.
10. Each classroom is equipped with desktops, laptops and listening centers. Also, most classrooms have Smart Boards and overhead projectors. Teachers of grades K - 8 use Treasures reading materials that includes ELL supplements and differentiated, leveled reading books.
11. Within the classroom, new coming ELLs have native language support from bilingual paraprofessionals and social workers. This supplements the ESL support the student receives from the ESL services that are provided by the ESL teacher.
12. The instructional materials are provided by age level, grade level and instructional level.
13. In some cases, students are provided with summer school opportunities. If a student is new to the school, then the CSE usually provides some type of support.

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)?

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.
1. Staff development is an ongoing process. All new incoming teachers receive mandatory training in ESL methodology, review of testing accommodation policy and assessment tools for working with ELLs. Teachers receive information about ELL identification and placement. All new incoming teachers, paraprofessionals, guidance counselors and special education teachers are receiving training in ESL methodology, review of testing accommodation policy and assessment tools for working with ELLs. These professional development opportunities are provided by the network.
2. Our guidance counselors are sent to training throughout the city to support her in these efforts of student promotion.
 3. Our school does not have new teachers that fall under this criteria.

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?

1. Parents are invited to parenting workshops, PTA and PAC meetings, seminars and Parent and Child craft workshops. The letters are backpacked in english and spanish. Bilingual teachers and/or paraprofessionals are on hand the night of the event to translate.
2. The school partners with an OASIS program that provides services to students of all classifications. Their workshops and events are open for all parents to attend. Our exercise and nutrition classes are also geared towards all parents and the letters are sent home in english and spanish.
3. & 4. Parents of ELL students are provided with a parent orientaion meeting conducted by the ESL teacher and the Parent Coordinator. During the winter and spring parent teacher conferences, the parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also walks to each classroom of the students she services to remind the parents and teachers to come to the ESL room. The parents have an opportunity to communicate their concerns with the ESL teacher and review their child's folder to get a better understanding of their child's needs and achievement. The Parent Coordinator provides a needs assessment to parents, evaluates the needs assessment, and seeks out the necessary services that will best fit the needs of the parents.

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)	0	2	1	2	0	1	2	1						9
Intermediate(I)	0	1	0	2	1	0	0	0						4
Advanced (A)	0	1	0	0	4	2	2	3						12
Total	0	4	1	4	5	3	4	4	0	0	0	0	0	25

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

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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?

2. Data patterns across proficiency levels on the NYSESLAT show that the younger a child is when he/she begins ESL training, the better he/se reaches proficiency level. In the 2009-2010 school year, two special education kindergarten ELL students passed NYSESLAT after one year of services. It usually takes 2-3 years for regular education students of higher grades to pass NYSESLAT.

The ELLs have the opportunity to take content area tests (math and science) using both english and native language booklets. We find that most of them don't want to use native language materials after one year of services in the english language program; we believe that this is because they learn terminology in english alone within a monolingual. In the 2009-2010 school year, 1 first year fourth grade ELL student and 3 eighth grade first year ELLs used the spanish booklet during a math test.

The ESL teacher shares the results of ESL periodic assessments with classroom teachers. They discuss the weak and strong points of the ESL students and the ways to help them to acquire the english language. The ESL teacher evaluates the success of the programs for ELLs by analyzing the results of the NYSESLAT data, ESL periodic assessments results, meeting with classroom teachers and discussing the progress of ELL students. Each ELL student in grades 3 to 8 fills out an Academic Goal form at the beginning ,in the middle and at the end of the school year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 23K332

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	416,046	49,023	465,069
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,952	5,446	10,398
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,764	*	
4. Enter the anticipated 10% set-aside for Professional Development:	49,529	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 81.5% of the Teachers are Highly Qualified
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Principal in collaboration with the CFN Human Resource Liaison will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department

Through professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.

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

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

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

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

Parent Involvement Policy

PS/IS 332 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.

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. PS/IS 332 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

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

2. PS/IS 332 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the

ESEA:

- Our school will encourage parent volunteerism and make every effort to match the experience and the needs of the school.

- The school will work to assist parents in having meaningful roles in the school. Decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

3. PS/IS 332 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:

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice.

Communication will be in a form that families find understandable and useful.

- The school will join parents in providing for the health and safety of our children and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

PS/IS 332 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Learning Leaders, Head Start, Oasis, and Leadership by: meetings, parent pot luck sessions, and workshops

4. PS/IS 332 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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 about 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.

· Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

5. PS/IS 332 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Literacy and math coaches. Science and social studies cluster teachers will hold informational workshops at PTA meetings about school math, literacy, social studies and science programs; Beginning December, Family Nights will be held- parents and children will be involved in reading, math, science and creative arts activities.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents on the SLT will lead discussion on increasing parental involvement; parent coordinator will seek additional parents to join in on various activities.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as

Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Inviting to various school functions, visiting their locations

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

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

School-Parent-Student Compact

School Responsibilities

PS/IS 332 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during the months of November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Fall 2010 - ECLAS report - Grades K-3
 - Nov. 2010 - Report card - Grades 1-8
 - Jan. 2011 - Report card - Grades 7-8
 - March 2011 - Report card - Grades K-6
 - Spring 2011 – ECLAS report - Grades K-3
 - June 2011 - Report card - Grades K-8
 - Three Acuity Assessment reports – Grades 3-8
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: By appointment; during teacher preparation periods; during parent/teacher conferences.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television the children watch and their non-educational computer usage
- o Volunteering in my child's school.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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, by mail or email and responding as appropriate.
- o 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 Parent Advisory Committee, the District wide Parent Advisory Council, School Leadership Team, Parent Teacher Association, or other school advisory or policy groups.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

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

o Agree to participate in academic and other services provided by the school.

o Make positive decisions in my academic and social life.

Come prepared for school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The PS/IS 332 School uses a variety of methods/resources to review the school's programs and student achievement. The needs assessment includes a review of the following data sources:

- standardized test scores
- Early Childhood Literacy Assessment System-ECLAS
- Acuity Data
- Annual School Report Card, Quality Review, Progress Report
- State Education Reports
- ATS Reports
- Interim assessments

Staff members receive copies of the data sources stated above and in singular and multi- grade study groups these data sources are discussed and interpreted. Each class and individual student's achievement are discussed and trends are noted. These findings are presented by the principal to a designated PTA meeting. Parents are encouraged to ask questions so that they could better understand the disaggregated data.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified. Where they are not, we are monitoring their progress through administrators' support, and Teacher Center technical assistance.

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.

The school will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

All professional development will be evaluated to determine its effectiveness in promoting high quality leading to improved students results

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

Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follow the guidelines set by the New York State Education Department. Principal will work with the division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.

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

Through the Parent Coordinators office, there will be workshops for parents on academic subjects. Parents will be informed about these subjects and when possible, be given strategies to assist their children at home.

Invite parents to a curriculum evening every quarter to discuss progress and development of their child's curriculum.

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.

Implement professional development series to discuss transition/instructional practices.

Provide materials to parents to help them help their children during the summer months prepare for entering the kindergarten program in September.

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.

Teachers will receive results from ATS, and other standardized testing scores.

Teachers will be engaged in sessions where they will get the opportunity to discuss the data found in these reports.

Some of these reports include Acuity and ARIS information.

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.

Small group and/or individual instruction is provided using either push in/pull out model. Students will receive extra support from the classroom teacher and extended day teacher.

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.

Assembly programs; Guidance counselor and other intervention team specialists will support this initiative

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

Explanation/Background:

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

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

accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for FY’11 school allocation amounts</i>)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			495,291	x	13-16;27-39
Title I, Part A (ARRA)	Federal	x			54,469	x	13-16;27-39;20
Title II, Part A	Federal	x			46,422	x	13-16;27-39
Title III, Part A	Federal			x			
Title IV	Federal			x			

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

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

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

IDEA	Federal			x			
Tax Levy	Local	x			2,106,375	x	13-16; 27-39