



**THE GENERAL D. CHAPPIE JAMES ELEMENTARY SCHOOL OF
SCIENCE**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (23/K/631)
ADDRESS: 76 RIVERDALE AVENUE
TELEPHONE: 718-495-0952
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 631 **SCHOOL NAME:** The General D. Chappie James
Elementary School of Science

SCHOOL ADDRESS: 76 Riverdale Avenue, Brooklyn, N.Y., 11212

SCHOOL TELEPHONE: 718-495-0952 **FAX:** 718-495-1134

SCHOOL CONTACT PERSON: Margaret V. McAuley **EMAIL ADDRESS:** mmcauley@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Traci Campbell / Curlet Charles

PRINCIPAL: Margaret V. McAuley

UFT CHAPTER LEADER: Mavis Yon

PARENTS' ASSOCIATION PRESIDENT: Kelly Jones

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** Knowledge Network

NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Margaret V. McAuley	*Principal or Designee	
Mavis Yon	*UFT Chapter Chairperson or Designee	
Kelly Jones	*PA/PTA President or Designated Co-President	
Curlet Charles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
C. Forde	Member/Parent	
S. Isidore	Member/Staff	
T. Campbell	Member/Staff	
D.Cotton	Member/Staff	
T. Simpson	Member/Staff	
H. Ingram	Member/Parent	
K.McLiesh	Member/Parent	
R. O’Bryant	Member/Parent	

* 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.

THE MISSION of the General D. Chappie James Elementary School of Science is to provide each student with a diverse education in a supportive environment that promotes self-discipline, motivation and excellence in learning. The staff joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

We have established a safe and nurturing environment for our students. Our focus everyday is to maintain that environment. Our students are constantly challenged in their lives; it is our job to help them feel safe and confident enough to show their talents and strengths. We have found that our focus on Science interests and excites our students.

All students in The General D. Chappie James Elementary School of Science will meet or exceed their respective performance standards through a seamless and unified curriculum. Integrating science across the curriculum is a priority. We have found the focus on science to be motivating for our students and by reading non-fiction selections, we are confident their ELA scores will continue to rise. This will be accomplished by increasing their skills in understanding text. Our standards are high and we will increase academic rigor by having our students apply their new found knowledge to various situations. Laptops and Smart Boards are just a few of the technological components of our curriculum. Our students will gain a new respect for the environment in which they live and the interaction between people that make the environment viable. We are going "Green" and the students are assuming responsibility for recycling in their classroom and in the cafeteria. The staff and parents are working together to nurture the students as they grow and develop into responsible young adults.

We have an extended day program which promotes growth in literacy and math, and after school tutorial program to support students in meeting or exceeding the Standards and a Club program offering such enrichment activities as violin instruction, art club, science club, computer club and basketball. The SFK organization is working with our entire third grade.

We recognize the importance of parents, care givers and the entire community in realizing student achievement. In addition to academic pursuits, our school encourages and sponsors community service by our students. We have a group that walks to raise funds for Breast Cancer Research and we participate in the Penny Harvest. This year we are again hosting Thanksgiving dinner for the students who live in the local shelters as well as the residents of the shelter across the street. We are able to do this in part due to our partnership with Capitol One Bank.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The General D. Chappie James Elementary School of Science				
District:	23	DBN #:	23K631	School BEDS Code:	332300011631

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		27	35			92%	90.6%		
Kindergarten		56	69						
Grade 1		44	68	Student Stability: % of Enrollment					
Grade 2		60	66	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		69	76			85%	89%		
Grade 4		64	71	Poverty Rate: % of Enrollment					
Grade 5		66	74	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6						81%	98.6%		
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9						13	23		
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12						20	16		
Ungraded									
Total		386	459						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		24	33	Principal Suspensions		18	14		
No. in Collaborative Team Teaching (CTT) Classes		11	12	Superintendent Suspensions		11	15		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants			
# in Trans. Bilingual Classes		0	0	Early College HS Participants			
# in Dual Lang. Programs		0	0				
# receiving ESL services only		19	19	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		39	42
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		7	8
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		94.8%	99.5%
American Indian or Alaska Native		0.5%	0.5%	Percent more than two years teaching in this school		0	99.5%
Black or African American		87%	84%	Percent more than five years teaching anywhere		67.6%	80.9%
Hispanic or Latino		9%	11%				
Asian or Native Hawaiian/Other Pacific Isl.		2%	2.5%	Percent Masters Degree or higher			
White		1%	1%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100%	100%
Multi-racial		0.5%	1%				
Male		51%	51%				
Female		49%	49%				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	50%	ELA:	
	Math:	72%	Math:	
	Science:	73%	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	214	211	75				
Ethnicity							
American Indian or Alaska Native	1	1	1				
Black or African American	185	184	67				
Hispanic or Latino	25	23	6				
Asian or Native Hawaiian/Other Pacific Islander	2	2	1				
White	1	1	0				
Multiracial	0	0	0				
Other Groups							
Students with Disabilities	32	29	17				
Limited English Proficient	11	11	2				
Economically Disadvantaged	187	182	67				
Student groups making AYP in each subject	N/A	N/A	N/A				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	Proficient with well developed features
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

The school met the AMO in Math but not in Literacy.

What student performance trends can you identify?

After examining the 2008-2009 ELA TEST DATA we found the following trends:

GRADE THREE: Areas of Weakness

Standard 3 – Critical Analysis and Evaluation

- critical evaluation of data to: determine author's purpose; distinguish fact and opinion; and relevant & irrelevant information
- analyze information on the basis of new or prior knowledge and/or personal experience
- use relevant examples, reasons, and explanations to support ideas

Standard 2 – Literary Response and Expression

- predictions, conclusions, & inferences (events); and using specific events
- use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
- organize and categorize text information by using knowledge of a variety of text structures (e.g. cause and effect, fact and opinion, directions, time sequence)
- support point of view with details from the text

Standard 1 – Information and Understanding

- read and understanding written directions; and main idea & details of informational text
- read unfamiliar texts to collect data, facts, and ideas
- locate information in a text that is needed to solve a problem
- relate data and facts from informational texts to prior information and experience
- identify a conclusion that summarizes the main idea
- identify main ideas and supporting details in informational texts

GRADE FOUR: Areas of Weakness

Standard 2 – Literary Response and Expression

- predictions, conclusions, inferences; using specific evidence, identifying theme; story structure, story elements, key vocabulary
- relate the setting, plot, and characters in literature to own lives
- explain the difference between fact and fiction
- make predictions, draw conclusions, and make inferences about events and characters

Standard 1 – Information and Understanding

- collect & interpret data facts & ideas unfamiliar text; identify conclusion that summarizes the main idea; main idea, supporting details of informational text; understanding written directions and procedures
- identify a conclusion that summarizes the main idea
- locate information in a text that is needed to solve a problem
- identify a main idea and supporting details in informational texts

Standard 3 – Critical Analysis and Evaluation

- identify important and unimportant details
- compare and contrast characters, plot, and setting in literary works
- analyze ideas and information on the basis of prior knowledge and personal experience
- use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text

GRADE FIVE: Areas of Weakness

Standard 1 – Information and Understanding

- collect and interpret data facts & ideas from multiple sources; identify implied information rather than stated
- skim material to gain an overview of content or locate specific information
- read to collect and interpret data, facts, and ideas from multiple sources
- identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information

Standard 2 – Literary Response and Expression

- determining meaning of unfamiliar words using context clues; define characteristics of different genres
- recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
- recognize how different authors treat similar themes
- identify the ways in which characters change and develop throughout a story

Standard 3 – Critical Analysis and Evaluation

- evaluate information, ideas, opinions & themes in text to identify important details
- use established criteria to analyze the quality of information in text
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text
- recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary
- use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text

After examining The 2008-2009 MATH TEST DATA we found the following trends:

Grade 4

Algebra – Patterns, Relations, and Functions

4.A.4 Describe, extend, and make generalizations about numeric (+, -, x, div) and geometric patterns

Number Sense and Operations – Operations

4.N.15 Select appropriate computational and operational methods to solve problems

4.N.16 Understand various meanings of multiplication and division

4.N.18 Use a variety of strategies to multiply 2-digit number by 1-digit numbers (with and w/o regrouping)

4.N.20 Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000. 4.N.21 Use a variety of strategies to divide 2-digit dividends by 1-digit divisors (with and w/o remainders)

4.N.23 Add and subtract proper fractions with common denominators

5.N.21 Use a variety of strategies to add and subtract fractions with like denominators (grade 5)

Measurement – Units of Measurement

4.M.2 Use a ruler to the nearest standard unit (whole, half, quarter inches, whole feet, whole yards, whole centimeters, and whole meters)

4.M.9 Calculate elapsed time in hours and half hours, not crossing A.M./P.M.

Geometry – Shapes

4.G.3 Find perimeter of polygons by adding sides.

4.G.4 Find area of a rectangle by counting the number of squares needed to cover the rectangle

Statistics and probability – Predictions From Data

4.S.6 Formulate conclusions and make predictions from graphs

Grade 3

Geometry – Shapes

3.G.1 Define and use correct terminology when referring to shapes (cir, tri, sq, trap, rect, rhom, hex)

3.G.3 Name, describe, compare and sort 3-dimensional shapes: cube, cyl, sph, prism, cone

3.G.4 Identify the faces on a 3-D shape as 2-D shapes

Geometry - Transformations

3.G.5 – Identify and construct lines of symmetry

Number Sense and Operations – Estimation

3.N.27 – Check reasonableness of an answer by using estimation

3.N.10 Develop and understanding of fractions as part of a whole unit and as parts of a collection

3.N.11 Use manipulatives, visual models and illustrations to name and represent unit fractions as part of a whole set of objects (half, third, fourth, fifth, sixth, tenth)

3.N.13 – recognize fractional numbers as equal parts of a whole

3.N.4 Understand the place value structure of the base 10 number system, to thousands

Number Sense and Operations – Operations

3.N.24 – Develop strategies for selecting the appropriate computational and operational method in problem solving situations

3.N.20 – Use a variety of strategies to solve multiplication problems with factors up to 12 x 12

Statistics and Probability – Analysis, organization, display of, and making predictions from, data.

3.S.7 – Read and interpret data in bar graphs and pictographs

3.S.5 - Display data in pictographs and bar graphs

3.S.8 – Formulate conclusions and make predictions from graphs

What have been the greatest accomplishments over the last couple of years?

We, at The General D “Chappie” James Elementary School of Science Inquiry Team are very proud of our accomplishments in this our first year of operation.

Our team's success was a direct result of constant collaborative efforts of all our members. We focused on a structured AIS program that involved the use of:

- Fountas and Pinnell

- Voyager Passport
- Ticket to Read
- Hard and soft data (NYS ELA, Acuity, teacher made tests) to monitor our students. We will be using these strategies again next year. We intend to increase the number of Focus Groups from 3 to 8, next school year. We will also expand the use of these tools to all our teachers by forming smaller groups on the grades and across the grades.

We have as mentioned previously introduced a violin group who held a successful spring concert. Their melodious notes floated in the auditorium. The proud looks on the childrens' faces and on the faces of their parents were a marvelous sight. Our drama club had two presentations with the 'thumbs up' performance of the year, *Cinderella*. Again too many proud parents to mention here and an after effect for the teachers as students approached them to find out how they could join the drama club. We had an Art exhibition in school and had several pieces of student work displayed in the Queens Museum. Our technology teacher organized a selection of student work encompassing math, science and technology and exhibited these works at the Knowledge Network Science, Math and Technology Fair. We sponsored a Sports Day where the students were able to demonstrate their athletic prowess.

Our focus on the whole child is evident in all of the above and accomplished in our first year of existence. We look forward to even greater success in the years to come. We have revisited the Quality Review and are taking steps to improve the quality of instruction i.e. academic rigor and increased student involvement.

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aids to our school's continuous improvement are the dedication of the highly qualified staff. The coaches and the AIS staff work closely with the teachers to help with the students' improvement. A strong relationship between special education teachers and general education teachers has helped blur the line between these groups of students. We have a very supportive Children First Network (CFN) in the Knowledge Network. They provide Professional Development that is relevant and of high quality. In addition, our focus this year on learning the technique of backwards planning using Understanding by Design, has invigorated the staff and promoted even more collaborations. We have purchased computers and Smart boards and will continue to do so to promote a stronger technology component. There is a core group of concerned parents who support us in all our efforts.

Barriers to the school's continuous improvement are first and foremost the budget cuts. We had to excess one teacher. A second barrier is the difficulty in getting additional parents to be involved in the school as volunteers or attendees at workshops. They are concerned but they are busy working and/or lack the confidence to get involved. We have a program called Learning Leaders that trains and works with our parents but we still need to expand their involvement. We have purchased an online program and will be working with Echalk to develop our own website so we can improve parent communication and give parents another way of seeing the good work we are accomplishing with their children.

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.

Goal # 1 – To increase ELA performance of Levels 3 & 4 students by 10% and decrease Level 1 by 5% based on the NYS ELA Assessment.

Explanation: According to the School Report Card we not met the Effective AMO in ELA with a PI of 143. In order for us to reach the target for this year for all students, we need to increase the percentage of students at proficiency.

Goal # 2 – By June 2011, we will increase the % of students in the lowest third making at least one year's progress in ELA to 75% on the NYC Progress Report.

Explanation: Based on the Progress Report 67.6% of the students made at least one year of progress in the NYS ELA assessment.

Goal # 3 - By June of 2011 there will be a 15% increase in the number of students scoring at or above proficiency levels on the Spring Administration of Fountas and Pinnel Assessment.

Explanation: In the fall of 2010 K-3 students will be given the Fountas and Pinnel Assessment. Based on the results, we will move at least 15 % of our students to or above the proficiency level for their grade based on the Spring administration.

Goal #4 – Establish a Character Education Program in the school to Improve student behavior in a positive manner.

Explanation: Ps 631K has been identified as a PPD (Potentially Persistently Dangerous) School. We have begun a character education program and are at the beginning stages of PBIS.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase ELA performance of all Level 3 & 4 students by 10% and decrease all Level 1 students by 5% based on the NYS ELA Assessment, inclusive of our Special Education population.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Provide a data prep for all teachers to meet with the data specialist • Provide common planning time to meet with the coaches for support in planning instruction • Establish protocols for 37.5 minutes • Establish an after school tutorial program • Solicit support from the Children First Network (CFN) • Provide PD for teachers • Provide parent workshops including but not limited to ARIS Parent Link • Provide professional development on the CCSS(Common Core State Standards) • Provide parent workshops on the CCSS <p>Strategies:</p> <ul style="list-style-type: none"> • Utilize the data prep to work on ARIS and form differentiated groups • Provide UbD training through ASCD • Utilize common preps for Unit planning as per UbD training • Utilize the CFN resources for outside staff development and in the building assistance • Arrange Visitations and Inter-visitations • Establish Inquiry Team Focus Groups

	<ul style="list-style-type: none"> • Establish Teacher Teams on each grade • Establish small group teams to look at data • Reflect at Inquiry Team meetings, Bimonthly <p>Activities:</p> <ul style="list-style-type: none"> • Common Planning time with the guidance of the coaches • After School Tutorials • After School Clubs • Breakfast with the Principal Title 1 Workshops • Evening events to support PTA meetings • Showcases of student work such as a Science Fair, Computer Technology Fair, Concerts, Drama Productions, Pajama Night. • Teacher Team Meetings • Data Specialist Meetings • Inquiry Team Meetings
<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>	<p>Budgeting:</p> <ul style="list-style-type: none"> • FSF, DRA, ARRA Funds used for AIS teachers, coaches, assistant principal. • Title 1 Highly developed teacher funds used for staff development and tuition reimbursement <p>Staffing/Training:</p> <ul style="list-style-type: none"> • AIS Teachers, Coaches, Assistant Principal • Pd through the Children First Network (CFN) • PD through Protraxx • PD through the ISC • PD through various outside providers such as ASCD <p>Schedule:</p> <ul style="list-style-type: none"> • Common Preps • Data Preps • Hire subs to provide coverage to allow for PD

Indicators of Interim Progress and/or Accomplishment

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

Intervals:

- **October Progress reports to parents**
- **November report cards**
- **January Progress Reports**
- **March Report Cards**
- **May Progress Reports**
- **June report cards**
- **Monthly Focus Group Assessments**
- **Bi-monthly review of focus groups**
- **Progress monitoring – Intensive students every 2 weeks; Strategic students every 3 weeks,; Benchmark students every 4 weeks**

Instruments of Measure:

- **Fountas and Pinnell (Spring and Fall)**
- **PPVT**
- **QRI**
- **Terra Nova**
- **Predictives**
- **ITAs**
- **Teacher made assessments**
- **NYS Assessments**
- **LAB- R**

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the % of students in the lowest third making at least one year’s progress in ELA to 75% on the NYC Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Provide a data prep for all teachers to meet with the data specialist to identify bottom 1/3 students • Provide common planning time to meet with the coaches for support in planning instruction to differentiate according to students’ needs • Establish protocols for 37.5 minutes • Establish an after school tutorial program and promote student enrollment through direct parent contact. • Solicit support from the Children First Network (CFN) to provide PD to support best practices • Provide PD for teachers in utilizing instructional planning instruction strategies such as UbD • Provide parent workshops including but not limited to ARIS Parent Link • Provide professional development on the CCSS(Common Core State Standards) • Provide parent workshops on the CCSS <p>Strategies:</p> <ul style="list-style-type: none"> • Utilize the data prep to work on ARIS and form differentiated groups and look at the itemized analysis reports in ARIS • Provide UbD training through ASCD • Provide opportunities to utilize common preps for Unit planning as per UbD training • Utilize the CFN resources for outside staff development and in the building assistance • Arrange Visitations and Inter-visitations • Establish Inquiry Team Focus Groups • Establish Teacher Teams on each grade • Establish small group teams to look at data

	<ul style="list-style-type: none"> • Reflect at Inquiry Team meetings, Bi-monthly <p>Activities:</p> <ul style="list-style-type: none"> • Common Planning time with the guidance of the coaches • After School Tutorials • After School Clubs • Breakfast with the Principal Title 1 Workshops • Evening events to support PTA meetings • Showcases of student work such as a Science Fair, Computer Technology Fair, Concerts, Drama Productions, • Parent participation Events such as Title 1 Pajama Night/Read Aloud Workshop. • Teacher Team Meetings • Data Specialist Meetings • Inquiry Team Meetings • Cabinet Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budgeting:</p> <ul style="list-style-type: none"> • FSF, DRA, ARRA Funds used for AIS teachers, coaches, assistant principal. • Title 1 Highly developed teacher funds used for staff development and tuition reimbursement <p>Staffing/Training:</p> <ul style="list-style-type: none"> • AIS Teachers, Coaches, Assistant Principal • Pd through the Children First Network (CFN) • PD through Protraxx • PD through the ISC • PD through various outside providers such as ASCD <p>Schedule:</p> <ul style="list-style-type: none"> • Common Preps • Data Preps • Hire subs to provide coverage to allow for PD

<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Intervals:</p> <ul style="list-style-type: none"> • October Progress reports to parents • November report cards • January Progress Reports • March Report Cards • May Progress Reports • June report cards • Monthly Focus Group Assessments • Bi-monthly review of focus groups • Progress monitoring – Intensive students every 2 weeks; Strategic students every 3 weeks,; Benchmark students every 4 weeks <p>Instruments of Measure:</p> <ul style="list-style-type: none"> • DIBELS, Progress Monitoring • Fountas and Pinnell in the Spring and Fall • PPVT • QRI • Terra Nova • Predictives • ITAs • Teacher made assessments • NYS Assessments • LAB- R
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Subject/Area (where relevant): _____ ELA _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2011, there will be a 15% increase in the number of students scoring at or above proficiency levels on the Spring Administration of Fountas and Pinnell assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions:</p> <ul style="list-style-type: none"> • Provide a data prep for all teachers to meet with the data specialist to identify Intensive students and students below expected levels on the Fountas and Pinnell fall assessment. • Provide common planning time to meet with the Literacy Coach for support in

planning instruction to differentiate according to students' needs and create center activities appropriate for students needs

- Establish protocols for 37.5 minutes
- Establish an after school tutorial program and promote student enrollment through direct parent contact.
- Solicit support from the Children First Network (CFN) and the Literacy Coach to provide PD to support best practices
- Provide PD for teachers in utilizing instructional planning instruction strategies such as UbD
- Provide parent workshops including but not limited to ARIS Parent Link

Strategies:

- Utilize the data prep to work on ARIS and form differentiated groups and look at the itemized analysis.
- Provide UbD training through ASCD
- Provide opportunities to utilize common preps for Unit planning as per UbD training
- Utilize the CFN resources for outside staff development and in the building assistance
- Arrange Visitations and Inter-visitations
- Establish Inquiry Team Focus Groups
- Establish Teacher Teams on each grade
- Establish small group teams to look at data
- Reflect at Inquiry Team meetings, Bi-monthly

Activities:

- Common Planning time with the guidance of the coaches
- After School Tutorials
- After School Clubs
- Breakfast with the Principal Title One Workshops
- Evening events to support PTA meetings
- Showcases of student work such as a Science Fair, Computer Technology Fair, Concerts, Drama Productions,
- Parent participation Events such as Title 1 Pajama Night/Read Aloud Workshop.
- Teacher Team Meetings
- Data Specialist Meetings
- Inquiry Team Meetings

	<ul style="list-style-type: none"> • Cabinet Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budgeting:</p> <ul style="list-style-type: none"> • FSF,DRA, ARRA Funds used for AIS teachers, coaches, assistant principal. • Title 1 Highly developed teacher funds used for staff development and tuition reimbursement <p>Staffing/Training:</p> <ul style="list-style-type: none"> • AIS Teachers, Coaches, Assistant Principal • Pd through the Knowledge Network LSO • PD through Protraxx • PD through the ISC • PD through various outside providers such as ASCD <p>Schedule:</p> <ul style="list-style-type: none"> • Common Preps • Data Preps • Hire subs to provide coverage to allow for PD
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Intervals:</p> <ul style="list-style-type: none"> • October Progress reports to parents • November report cards • January Progress Reports • March Report Cards • May Progress Reports • June report cards • Monthly Focus Group Assessments • Bimonthly review of focus groups • Progress monitoring – Intensive students every 2 weeks; Strategic students every 3 weeks,; Benchmark students every 4 weeks <p>Instruments of Measure:</p> <ul style="list-style-type: none"> • DIBELS, Progress Monitoring

	<ul style="list-style-type: none"> • Fountas and Pinnell in the Spring and Fall • PPVT • QRI • Terra Nova • Teacher made assessments • LAB- R
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Subject/Area (where relevant): Behavior

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will decrease the number of students involved in Online Occurrence Reports at a Level 3 or greater.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions:</p> <ul style="list-style-type: none"> • Introduce a Character Education Program focusing on positive behavior with a separate theme for each month • Begin PBIS process with the assistance of CFN 301 • Utilize the Sprint Character Education Grant to implement the Connect with Kids Program. • Implement the SFK (Success for Kids – non – profit Org) Program in Grade 3 classes <p>Strategies:</p> <ul style="list-style-type: none"> • Form a team of teachers, led by the Dean, to begin implementation of the Character Education Program in September. • Plan celebrations to honor students with good behavior. • PBIS Training for Administrators, PC and PTA president. • Train one teacher per grade plus the Dean on Connect with Kids (CwK) and have them turnkey with all other staff members. • Hang banners in the hallways to reinforce the theme of the month. • Teachers will incorporate CwK lessons into their weekly plans.

	<ul style="list-style-type: none"> • Provide incentives for teachers whose classes show the greatest improvement. <p>Activities:</p> <ul style="list-style-type: none"> • Assemblies to honor students with 100% attendance • Assemblies to honor students with trophy tickets. • Display charts in the cafeteria to show students their class progress towards Accumulating commendation cards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budgeting:</p> <ul style="list-style-type: none"> • Sprint Character Education Grant <p>Staffing/Training:</p> <ul style="list-style-type: none"> • D75 PPD Training • PBIS Training • Connect with Kids <p>Schedule:</p> <ul style="list-style-type: none"> • Assembly on first/second Friday of the month. • Teacher Lessons in class every Monday and Friday.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Intervals:</p> <ul style="list-style-type: none"> • Monthly <p>Instruments of Measure:</p> <ul style="list-style-type: none"> • OORS • Number of commendation cards awarded monthly. • Number of trophy tickets awarded monthly.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	0	0	0	0
1	18	15	N/A	N/A	0	0	0	0
2	20	21	N/A	N/A	0	0	0	0
3	22	19	N/A	N/A	2	0	1	0
4	27	19	27	20	3	0	2	0
5	21	25	21	30	4	0	3	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Harcourt Trophies and Leap Frog are used during school hours for Grades K-3. For grades 4-5, Story Town is the program that is being used during school hours. Voyager, Ticket To Read and STARS are being utilized during 371/2 minutes. For After School tutorials, CARS and other assorted materials are being used. One to One tutoring and small group instruction is being used through out the day.
Mathematics:	Academic Intervention Services for Math is being provided during 371/2 minutes, during after school instruction as well as through push-in and pull-out services. There is one to one instruction as well as small group instruction for all grades from k-5. The resources used are Everyday math, Buckle Down Math, Acuity Data, ARIS, and other internet resources.
Science:	AIS Services for Science are provided daily and on Wednesdays and Thursday afternoons from 3:00 PM to 4:30 PM. Students from Grades K-5 receive small group instruction/ activities which reinforce skills learned during the day. The resources used include GLOBE, and Harcourt materials.
Social Studies:	AIS for Social Studies is also part of 371/2 minutes for grade 5 students. Social Studies was also a focus for after school tutorials. Resources used include Strategies for Success and Primary Sources Part 1, as well as various Internet generated resources.
At-risk Services Provided by the Guidance Counselor:	Students received mandated services as well as ERSS services on a one to one or small group basis.
At-risk Services Provided by the School Psychologist:	Students received appropriate services as per their mandates.

At-risk Services Provided by the Social Worker:	Students received appropriate services as per their mandates as well as ERSS services on a one to one basis or small group basis.
At-risk Health-related Services:	These services include an asthma clinic, monitoring diabetic students and health counseling for students who are in need.

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) K-5 _____ Number of Students to be Served: 19 _____ LEP 0 Non-LEP

Number of Teachers 1 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.

P.S. 631K is located at 76 Riverdale Dr. in the Brownsville section of Brooklyn, NY. The school opened in the 2008-2009 school year – it is a small school. The school currently has an enrollment of 470 students. There are 19 English Language Learners, which constitute 5% of our population. Our ELL population consists of 16 Spanish speakers, 1 Bengali speaker, 1 Haitian Creole speaker, and 1 Chinese speaker. Based on the low population of ELLs, spread across multiple grades and levels, all ELLs receive Pull-out ESL services.

Our freestanding Pull-out ESL program services our 19 ELLs in grades K-5. In addition to a full program which includes 90 minutes of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. English Language Learners receive Pull-out ESL services.

Our freestanding Pull-out ESL program services our 19 ELLs in grades K-5. In addition to a full program which includes 90 minutes of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-out services are provided five days a week to heterogeneous groups of students. All students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. They receive a period of computer technology each week. Computers are also used in the classrooms.

The ELL teacher works in collaboration with the classroom teachers, the Knowledge Network LSO, and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed.

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.

All of our teachers attend the ISC professional trainings. We attend the staff development provided by our CFN, the DOE, UFT, and in house grade level team PD. In addition, the ELL teacher attends monthly trainings through our CFN and Protraxx. These monthly trainings cover a wide range of topics including differentiated and academic language development strategies. Our ELL teacher has also taken advantage of several PDs offered by the BETAC at Long Island University’s Brooklyn Campus on topics ranging from ELL intervention techniques to scaffolding ELL learning in content area instruction.

Section III. Title III Budget

School: P.S. 631K BEDS Code: 332300010631

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	\$4,989.00	(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) 100hrs x 49.89
Purchased services - High quality staff and curriculum development contracts.	\$5,000.00	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) Aussie Consultant
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$500.00	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$100.00	
Other		
TOTAL	\$11,089.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In order to determine our written and oral interpretation needs, all parents at PS 631K fill out a Home Language Identification Survey. Even if a child is determined to be English Proficient based on their LAB-R or NYSESLAT scores, we recognize that many parents are more comfortable communicating in their native language and we strive to provide all school information in the preferred language. Upon entering PS 631K, parents are greeted with a sign that explains our willingness to communicate in the language of their choosing. This sign is written in all of the languages present in our school community.

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.

At PS 631K we have several languages represented in our parent population. Presently, we have 15 Spanish-speaking parents, 5 Mandarin speaking parents, and 6 Bengali speaking parents. In order to communicate with these important community members, we provide oral and written translation services. Our pupil secretary and all other office personnel have been informed of our parent language needs. Our ELL teacher works with the classroom teachers to make sure all materials are sent home in the preferred language

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.

When an important update needs to be sent home, Principal McAuley, the pupil account secretary, and the ELL teacher work together to ensure that the documents are translated in a timely manner. On the occasion that the DOE has a pre-translated version of a document (as is the case with many ELL parent notifications), we take advantage of the multiple languages already provided. In all other instances, the pupil account secretary is

informed of the translation needs by either the principal or the ELL teacher and contacts the DOE translation services well in advanced so that all parents receive the same information from the school.

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.

The majority of our oral interpretation services have been provided by the DOE phone services. We have occasionally used a Spanish-speaking staff member. In one instance, concerning a particularly confusing placement issue, our LSO ELL Coordinator came to provide an oral Spanish translation to a parent.

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>.

As a new school, we are working to ensure that all of our parent translation needs are reflected in ATS and on student emergency cards. We will continue to make our translation services known to the school community with our translation services sign in the front entrance. In addition, at our parent fair in early September, we will give all parents translated versions of the Bill of Parent Rights and Responsibilities.

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:	473,216	72,629	545,845
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,732	726	5,458
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,661	*	
4. Enter the anticipated 10% set-aside for Professional Development:	2,366	*	

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

* 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.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a 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 school is using the DOE ARIS website to increase the performance of all children. All teachers have all been trained by the school administrative team to use the website. In addition, parent workshops have been conducted to inform and train our parents to use this informational tool to assist in improving student performance. The school also has reconfigured our school Inquiry Team to target all students in Kindergarten through Grade 5; not just those students who are performing below grade level in the testing grades.

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.

Response:

- a) The school has increased the number of students under review of our Inquiry Team; increased the number of students in Grades Kindergarten through Grade 5 who are seen by our Academic Intervention Services (AIS) teachers; used our 37 ½ minute program to support instruction; continued our after-school academic program for Grades K-5 that focuses primarily on ELA and Mathematics; as well as providing more programs (Book Clubs, etc) to improve the academic performance of our advanced students.
- b) As a Science-based school where the majority of the student population is classified as underserved, the school has:
 - implemented a morning 37 ½ minute instructional period before the regular school day on Mondays – Thursdays for those students who have been identified as being at-risk or in need to academic enrichment;
 - an academic after school program two days a week (Tuesdays and Wednesdays) focusing on ELA and Mathematics;
 - incorporated more content-based learning when students are seen by our cluster/subject teachers;
 - provided more support, both academic and non-academic, to those students who receive public assistance or are underserved, including school counseling;

● The school continues to review all new curriculum initiatives as well as analyze those currently in use (Reading First, Everyday Math, Storytown, and others) to ensure we are meeting the needs of all our students. In addition, the school uses Schoolwide Project monies to pay the salaries of our AIS teachers and half of the salary of the assistant principal.

3. Instruction by highly qualified staff.

The school administrative team meets on regular basis to discuss the level of instruction given to our students. The team, through the use of classroom visits, snapshots, formal and informal teacher observations, teacher meetings and study groups, Inquiry Team meetings, etc. constantly reviews best-teacher practices and teaching strategies. The school frequently send teachers and staff to professional development opportunities provided by the Department of Education, our LSO, and the ISC to improve the level of instruction given to our students as well as increase the knowledge base of our staff.

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

High quality and ongoing Professional Development is provided to all teachers by the Teacher Center staff developer. Two coaches, one math and one literacy, work full time to increase the pedagogy of all teachers. Outside contractors such as ASCD are utilized as well to ensure that

the highest quality teaching and best practices are implemented. Teachers are also sent to PD opportunities provided by the Knowledge Network LSO and the Brooklyn ISC. Paraprofessionals are given the opportunity to develop their skills as educational assistants. Non-Doe providers such as National Geographic are being utilized to expand our implementation of content based science instruction. The Principal is being mentored by the NYC Leadership Academy. The Principal and Assistant Principal attend conferences such as the RTI conference sponsored by Lesley University and held in Boston last summer. Workshops are provided for the parents monthly at the Breakfast with the Principal to encourage parent participation and increase their ability to work in conjunction with the teachers and support staff. In addition, the Pre-K facilitator, the PTA and the PAC committees arrange for professionals to provide informational session and workshops for our parents. The Cornell Cooperative Extension is presenting a nutrition workshop series arranged by our Parent Coordinator. She has also arranged a CPR course through the NYCFD.

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

In order to attract highly qualified teachers to our school we implement the resources provided through the DOE. These include the New Teacher Finder, Career Fairs and the Reserve Teacher pool. We use the Teacher Development Toolkit found on the Principal's Portal.

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

The school continues to increase parental involvement through providing monthly parent workshops that focuses on important topics, such as computer literacy, understanding the NYS assessments, becoming familiar with the English Language Learner guidelines, training for the ARIS parent link, and many others. The school also invites parents to our many class/grade assemblies and subject fairs held throughout the year. As an enticement for our parents to attend monthly PTA meetings, the school and PTA sponsors raffles and door prizes to those parents who attend.

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

We have a universal Pre-K program here at PS 631K with two full classes. The program is full day and the students participate in the everyday happenings at the school. They are an integral part of our school community. They attend assemblies and perform at an assembly of their own. This year as part of their community service, the fifth grade students will be working with the pre-K students to read with them and to help them with their graduation. As they are a part of our community their transition is smooth.

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.

The school develops and distributes teacher surveys at the beginning the school year to gauge teacher input regarding the academic curricula being offered by the school, as well as provide suggestions for changes to the school programs. Also, the school encourages all teachers to attend bi-monthly Inquiry Team meetings where the achievement of individual students is discussed. All teachers are required to meet with their grade supervisor and coaches during monthly grade conferences where student achievement, instructional practices, teaching strategies, and assessment data are discussed. Teachers also meet with coaches to collaborate together in developing Beginning of Year, Middle of Year, and End of Year assessments for all students in all grades. Lastly, selected teachers were invited to an end-of-year retreat with the school administrative team to review student assessment data and develop professional development strategies for the upcoming school year.

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.

We administer Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) assessments to all our students in all academic and supplemental areas. These assessments along with the Predictive Assessments, NYS Assessments, DIBELS and ECLASS give a comprehensive picture of our students' academic needs. We look at each child as an individual and we also take into account their socio-economic status and their family circumstances. The administrators examine all this data with the teachers, guidance counselor, social worker and school psychologist. Parents are consulted and the students themselves are interviewed. Teacher observations as well as academic measures are taken into account. Students are recommended for interventions such as 37.5 minutes, participation in an Inquiry Team focus group and afterschool tutorial programs. There are two full time Academic Intervention Services teachers and one full time IEP teacher who provide informed interventions for identified students. The interventions begin on the first day of school and continue throughout the school year. The DATA specialist meets with the grade level inquiry teams weekly to review all data, soft and hard, to determine the needs of the students. They also discuss strategies they are frustrated with and strategies that they have been successful using. Using the above mentioned measures, especially using the ARIS system, has helped us direct our efforts in a timely fashion. The ARIS system provides us with up to the date information on students' progress and gives us the opportunity to ensure the students' difficulties are identified in a timely manner. We have a PPT team that meets biweekly to review the students who have been given these interventions yet still are not progressing. The Special Education experts advise us on next steps as we seek solutions for our students. Only after all other interventions have been explored are students recommended for evaluation. Our goal is to educate all of our students and provide them with every chance to be successful. In addition, because we are developing the whole child we have instituted an after school club program which includes instruction in violin, art, science, computers and dance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school's assistant principal is a member of the Area Information Response and Safety System (AIRSS) where schools in Districts 19, 23, and 32 share information on school safety concerns. In addition, AIRSS gives the school the opportunity to meet School Safety

and NYPD officers to discuss safety concerns outside the school. This member group provides our school the opportunity to bring in special providers and/or NYPD officials to conduct parent workshops on gang recognition and intervention.

Other programs the school has implemented include:

- a. a relationship with CAPP to work with our Grade 3 – 5 students on child abuse prevention;
- b. nutritional workshop for parents;
- c. a partnership with Spirituality For Kids (SFK) to have instructors to work with selected Grade 3 and 4 classes on self-esteem, positive decision making, and positive peer interaction; and
- d. officers from FDNY to conduct CPR training/certification for parents.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Program Name	Fund Source	Program Funds Are “Conceptually” Consolidated in the School-wide Program (✓)	Amount Contributed to School-wide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			473,216	✓	15-24; 45; 30-32
Title I, Part A (ARRA)	Federal	✓			72,626	✓	15-24; 45; 30-32
Title II, Part A	Federal	✓			21,241	✓	15-24; 45; 30-32
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			103,763	✓	15-24; 45; 30-32
Tax Levy	Local	✓			2,638,679	✓	15-24; 45; 30-32

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **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)

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.)

We have 23 students currently in Temporary Housing.

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

Students identified as being in temporary housing will be given supplies and/or materials (such as paper, notebooks, pencils, folders, etc.) that allow them to complete assignments and school work. Additional materials/supplies will be kept in storage for new admits or to replenish materials that have been lost or used. The school also will attempt to ensure that these students are given every opportunity to take part in all academic and non-academic programs offered at the school separate from our regular school programs: such as Early Morning 37 ½ minute instruction, Afterschool Tutorials, and Afterschool Club programs. Uniforms will be supplied as needed.

Part B: FOR NON-TITLE I SCHOOLS (Not Applicable)

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)

Public School 631K

Telephone 718-495-0952 Fax 718-495-1134

Web Address: 23K631@schools.nyc.gov

P.S. 631 Title 1 School – Parent Compact

School Responsibilities

P.S. 631K receives funds under Title 1 to support, secure, and implement supplemental instructional programs for its students that encourages high student academic achievement, and complies with the No Child Left Behind (NCLB). Included in this document are the policies and procedures for parental involvement, which describes four key components: Parent Involvement Activities, Annual Meetings, Consultation and Visitations. At the school level, parent coordinators facilitate parent involvement activities in collaboration with the Parents' Association.

The term parent involvement means the participation of parents, all primary caregivers, and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. The parents are encouraged to play an integral role in assisting their child's learning, being actively involved, and are full partners in their child's education. Additionally, parents are included in decision-making and on advisory committees to assist in the education of their child.

Consultation

Consultation in the P.S. 631K program offers a comprehensive range of opportunities for parents to become informed, in a timely manner, about how programs will be organized, operated and evaluated; allowing unique opportunities for parental participation so that parents and educators can work collaboratively to meet the program's objectives. After consultation with and review by the parents, this policy was written to ensure parents are involved in the planning, design and implementation of school programs, and supportive of parental involvement activities.

The following procedures have been implemented to ensure ongoing opportunities for consultation:

- The school has a full-time Parent Coordinator
- The school has established a Parent Teacher Association
- Parents are informed of their rights and responsibilities pursuant to Title I/NCLB (No Child Left Behind) Guidelines and regulations.
- Parents receive written descriptions of programs for their review, discussions and recommendations.
- Information is disseminated regarding program goals, objectives and procedures for the participation of parents with limited English Proficiency, parents with disabilities and parents of migratory children, in an understandable format and including alternate formats upon request, and to the extent practical, in a language the parent understands.
- Monthly progress reports and updates on program activities are provided to the parents, including assessments of the participating schools and student development, implementation and evaluation of educational strategies.

- Parents can discuss recommendations for programmatic change.
- Monthly information is disseminated by the Parent Advisory Council (PAC) and scheduled by the Parent Coordinator and the Parent Teacher Association. The school's Comprehensive Educational Plan (CEP) is available for review by the parents. Parents representative of the NCLB, Title 1, PTA organizations, Special Education, Bilingual Education, Early Childhood Education and other groups are encouraged to take information back to their respective members for input.

Annual Meetings

Each school year an annual "Meet the Staff Night" is held by October 31. The parent coordinator, teachers and support staff assists the PTA chair in scheduling this event. Parents are provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the year.

Parent Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- Monthly PTA meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided.
- Monthly "Breakfast with the Principal" meetings will be scheduled to provide parents an opportunity to gain some strategies to use to help their children develop academically and socially and to give them a forum for open discussions with the Principal. The December meeting will be planned in conjunction with the PTA meeting.
- A minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multi-cultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities.
- School visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a Mid-year and final evaluation report will be presented to the District Advisory Council and the District superintendent for their review.

In addition, parental involvement is an integral component of the following programs:

Universal Pre-Kindergarten (located in public schools and community-based organizations), SuperStart and SuperStart Plus (located in public schools).

Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.

Visitations

It is the policy of P.S. 631K that all parents are strongly encouraged to attend parent-teacher conferences and participate in parent workshops scheduled at their child's schools.

Shared Responsibility for High Student Achievement

In carrying out of the school-level policy regarding parental involvement, each Title 1/PCEN school will develop, with parents a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance.

The compact will:

- Describe the school's accountability for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children,
- Address the importance of ongoing communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff,
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities, and
- Maintain an open-door policy to address parents' needs.

District and School Building Capacity for Parental Involvement

The school will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and Acuity assessment tools and instruments, and how parents can participate in decision-making related to the education of their children.

The District and the school will:

- Educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology.
- Involve parents and community members in the educational process via the School Leadership Team, and
- Seek an organization to provide workshops for parents including General Education Diploma (GED) preparation classes.

Title 1 LEA Parent Involvement Policy

The Office of Family Engagement and Advocacy (OFEA), comprised of a team leader and parent support officers, will:

- Involve parents in the joint development of each district's Title 1 plan and the process of school review and improvement,
- Provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance,
- Build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association,
- Coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters and State-run preschool programs,
- Conduct, in collaboration with parents, an annual City and State evaluation of the content and effectiveness of the parental involvement policy, and
- Improve the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.

Professional Development:

The District Family Advocate will provide professional development for parents. This professional development will focus on school life for students, curriculum standards, assessments, health, and medical issues for families.

ELL Professional Development:

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

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

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment, and other matters pertaining to family social and educational issues. Workshops will also be given at the Breakfast with the Principal monthly meetings.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	General D. Chappie James Elementary School of Scie					
District:	23	DBN:	23K631	School	332300010631	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	27	35	34			92.0	90.9
Kindergarten	56	69	59				
Grade 1	56	67	77	Student Stability - % of Enrollment:			
Grade 2	60	66	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	69	75	61			86.7	84.8
Grade 4	84	71	82				
Grade 5	67	72	73	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0			89.6	98.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0			32	46
Grade 12	0	0	0				
Ungraded	2	4	5	Recent Immigrants - Total Number:			
Total	421	459	464	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						7	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	33	28	Principal Suspensions		18	30
# in Collaborative Team Teaching (CTT) Classes	11	12	4	Superintendent Suspensions		11	17
Number all others	10	15	26				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		37	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		10	7
# receiving ESL services only	17	18	TBD				
# ELLs with IEPs	2	7	TBD				

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

Number of Educational Paraprofessionals			
	2007-08	2008-09	2009-10
		2	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	0	% fully licensed & permanently assigned to this school		100.0	97.4
				% more than 2 years teaching in this school		0.0	2.5
				% more than 5 years teaching anywhere		54.1	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		76.0	87.5
American Indian or Alaska Native	0.5	0.7	0.9	% core classes taught by "highly qualified" teachers		100.0	94.8
Black or African American	83.8	83.2	82.3				
Hispanic or Latino	11.4	11.3	12.9				
Asian or Native Hawaiian/Other Pacific	2.1	2.8	2.8				
White	0.7	0.7	0.6				
Male	51.3	51.4	48.5				
Female	48.7	48.6	51.5				

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

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	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:				NR	
Overall Score:	24.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.3						
<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 3	District 23	School Number 631	School Name General D. "Chappie"
Principal Mrs. Margaret McAuley		Assistant Principal Mr. Patrick Petot	
Coach Ms. McEachin, Literacy Coach		Coach	
Teacher/Subject Area Ms. Wendlake, ESL Teacher		Guidance Counselor	
Teacher/Subject Area Ms. Scott, 5th Grade Teacher		Parent	
Teacher/Subject Area		Parent Coordinator Ms. English	
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	0	Number of Certified NLA/Foreign Language Teachers	0
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		Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

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

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

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

When a new student arrives at PS 631K, our pupil accounting secretary notifies our ESL teacher. At this point, the ESL teacher gives the parent the Home Language Identification Survey (HLIS) and the informal oral interview in English. We take advantage of the DOE's telephone translation services during our intake process. Additionally, we have a Spanish-speaking para-professional who assists with our Spanish-speaking families. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified ESL teacher administers the LAB-R and the Spanish LAB (if applicable) and places the child in appropriate services within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. We immediately inform the parent of their child's mandated ELL services and the various services models in person and in writing (in their native language).

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models available in the New York City Department of Education. The information is presented in a viewing of the EPIC video as well as in translated brochures which explain New York City's three service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder. Parents are aware of the fact that, at this time, PS 631K only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. As of this year, 2 out of our 18 ELLs had parent surveys which indicated a preference for Bilingual Education, When presented with the option of transferring schools, both parents decided that they would be more comfortable with their child remaining at PS 631K in the school's ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with and as a school, we work to ensure that their preference is met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

We have ongoing parent orientations as new ELLs arrive at PS 631K. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of PS 631K (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We currently have two orientations for all our ELL parents that are scheduled on November 9, 2010; these orientations will take place before and after our parent teacher conferences.

Based on parent surveys, informational letters, and conversations at parent orientations, all current ELL parents are aware of their program choices and are comfortable with the pull-out ESL program that we provide. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	1	6	2	0	1				18
Total	16	1	6	2	0	1	0	0	0	18

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	1	2	2	1	4	4								14
Chinese						1								1
Russian														0
Bengali					1									1
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	3	1	5	6	0	18						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

We have a freestanding Pull-out ESL program to supplement a full program which includes 90 minutes of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. The ELL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed.

PS 631K has a small and varied ELL population that spans six grades and provides services to students from four language backgrounds (Spanish, Mandarin, Arabic, and Bengali) with a extremely wide range of proficiency levels. Our current ELL population is serviced in three small Pull Out groups which will be explained in detail below.

Our five kindergarten through second grade ELLs are all considered to be either at the beginner or intermediate levels according to the 2010 NYSESLAT and the latest LAB-R scores. Out of this group of five, there is one student from a self-contained 12:1:1 class, one student who is an IEP student from a CTT class, two newcomers, and one hold-over. This group receives 360 minutes of Pull Out ESL services every week. While the group might appear to be completely heterogeneous at first glance, all of these ELLs struggle with phonemic awareness and reading and listening comprehension. Therefore, we use a combination of Foundations (a program that is used in our school-wide ELA program - this is considered a "double dose" and helps reinforce the phonics instruction from the classroom), the Moving into English curriculum, leveled-readers based on the students individual and instructional reading levels as determined by Fountis and Pinnell assessments, and teacher-created materials. The newcomers make use of bilingual picture-dictionaries (with teacher assistance) and are encouraged to repond in writing in both English and their native language whenever possible.

Our ten third through fifth grade ELLs range from the beginner level to the advanced level according to the NYSESLAT and the LAB-R. The advanced members of the group receive 180 minutes of Pull Out ESL services per week and the beginning and intermediate members of the group receive an additional 180 minutes of ESL instruction, bringing their total to 360 minute per week. This extra time allows concepts, skills and vocabulary to be constantly reinforced for the beginner and intermediate level students in this group. The planning for this group is consistent with the school-wide pacing calendars for ELA. Each week focuses on different strategies, skills, and grammar. Each month focuses on a specific genre. By keeping consistent with the mainstream ELA pacing, the students spend their time out of the classroom reinforcing the material that they are learning in the classroom. We use a balanced literacy approach and plan reading materials based on students' independent and instructional reading levels, as determined by Fountis and Pinnell assessmets.

Our final small group consists of two forth grade students who are in a self-contained 12:1:1 classroom. They are both beginners and receive 360 minutes of ESL per week. This time is spent on a combination of the Wilson Reading Program, a phonics program that targets struggling readers in the upper grades, and the same pacing calendar and balanced literacy program that the rest of upper grades follow at PS 631K. In addition to phonics, Wilson assists with sight-word awareness and reading fluency. The balanced literacy focuses on skills and strategies in ELA as well as vocabulary development and growth on the Fountis and Pinnell leveled reading scale.

We also have one second grade student who is considered x-coded and said to require monolingual services without ESL on his IEP.

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

fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students also receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

□□□□

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data - a more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners.

All of our teachers attend Fountas and Pinnell and balanced literacy professional trainings. We attend the staff development within Cluster 3. These trainings cover a wide range of topics including differentiated and academic language development strategies. In addition, our certified ESL teacher will be providing the PS 631 staff with on-going professional development on how to support ELLs in the mainstream classroom.

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?

Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate.

Our Parent Coordinator works with the DOE to provide information to the parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3			5
4		5			5
5		1			1

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

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

Therefore, instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing.

Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information, our ESL teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam. For those students in the upper grades, special attention will be paid to the listening and speaking section as well.

There are a high number of ELLs who have Level II and III scores on content area assessments, with a demonstrated increase in scale score. There is projected growth to improve ELL student performance to Level III and IV.

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		