



PS 8
THE LUIS BELLIARD SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **06M008**
ADDRESS: **465 WEST 167 STREET**
TELEPHONE: **(212) 928-4364**
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 8 **SCHOOL NAME:** The Luis Belliard School

SCHOOL ADDRESS: 465 West 167 Street, New York, NY 10032

SCHOOL TELEPHONE: (212) 928-4364 **FAX:** (212) 928-4072

SCHOOL CONTACT PERSON: Rafaela Landin **EMAIL ADDRESS:** rlandin@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Rafaela Landin

UFT CHAPTER LEADER: David Schweitzer

PARENTS' ASSOCIATION PRESIDENT: Rita Cortez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** CFN 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Martha Madera

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
Rafaela Landin	*Principal or Designee	
David Schweitzer	*UFT Chapter Chairperson or Designee	
Rita Cortez	*PA/PTA President or Designated Co-President	
Evelyn Suero	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>	
Arnery Reyes	CBO Representative, if applicable – non-voter	
Santo Luna	Member/ Parent	
Merys Piña	Member/ Parent	
Martha Rodriguez	Member/ Parent	
Washington Hernandez	Member/Teacher	
Llecely Mendoza	Member/ Teacher	
Virginia Liz	Member/ Teacher	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 8 (PS 8), the Luis Belliard School, is a full-service community school located in the Washington Heights section of Upper Manhattan in Community School District 6 (CSD6). It is challenged by a low income neighborhood plagued with issues prevalent in most urban communities. It is a barrier-free and handicapped accessible community school, with a partnership with our on-site Community Based Organization (CBO), The Children's Aid Society (CAS). In 1995, PS8 opened its doors to provide services for children in Early Head Start, Head Start, pre-K and grades K-5. The school was restructured in 2005 and divided into two smaller learning communities: The Bright Beginnings Academy, which includes grades kindergarten through 2, and the Langston Hughes DREAM Academy which includes grades 3 through 5.

The school's composition is as follows: 588 students registered from Kindergarten through grade 5. The school population is comprised of 94.3% Hispanic (primarily Dominican), 4.4% Black, 0.2% American Indian or Alaskan Native, 0.5% White, and 0.6% Asian students. The student body includes 48% English language learners and 14% special education students. Boys account for 53% of the student enrollment and girls account for 47%. The average attendance rate for the past 3 years is 94%. The school is in receipt of Title 1 funding with 93.09% eligibility.

Our mission is to give all students the opportunity to become independent thinkers and learners who are responsible, creative and well adjusted individuals. We foster a nurturing, supportive and safe environment that promotes a strong foundation of knowledge, skills and experiences. We are committed to joining in partnership with our entire school community in an effort to provide our children with the best opportunities for learning. Our students in fifth grade are afforded the opportunity to participate in a ten week program with the American Ballroom Dance and students in grades K-2 participate in key board classroom instruction through our partnership with Music and the Brain.

PS 8 is supported by CFN 104, American Reading Company, Achieve 3000 and AUSSIE. They provide professional development and guidance in implementing a standards-based curriculum. Teachers work collaboratively to create a seamless, school-wide, standard curriculum map, units of study, and differentiated lessons in all content areas. Our teachers work together to review students' data, student work and data found in ARIS in order to plan differentiated lessons. Teachers focus on student outcomes, using a systematic, data informed approach.

Parents are an integral part of the educational process at PS 8. They are active participants in our monthly parent meetings, parent orientation day, on-going workshops, math mornings and career days, as well as, serve as committee members in our decision-making teams. We believe that our families are a very important component that supports the success of our school, and we value their opinions, input, and participation.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 008 Luis Belliard								
District:	6	DBN:	06M008	School BEDS Code:	310600010008				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.7	94.2	TBD		
Kindergarten	86	73	100	Student Stability - % of Enrollment:					
Grade 1	110	104	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	117	88	106		93.5	94.8	TBD		
Grade 3	94	117	80	Poverty Rate - % of Enrollment:					
Grade 4	103	101	118	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	100	96	92		89.6	93.0	98.1		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	136	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		29	34	37		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	1	6	(As of June 30)	2007-08	2008-09	2009-10		
Total	612	580	588						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	35	32	31	Principal Suspensions	26	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	11	19	30	Superintendent Suspensions	7	6	TBD		
Number all others	35	39	30	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	95	197	101	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	115	109	81	Number of Teachers	53	51	TBD		
# receiving ESL services only	107	101	109						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	21	50	Number of Administrators and Other Professionals	19	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	71.7	68.6	TBD
				% more than 5 years teaching anywhere	69.8	70.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	91.0	88.0	TBD
American Indian or Alaska Native	0.2	0.0	0.2		91.7	98.7	TBD
Black or African American	4.4	5.2	5.3				
Hispanic or Latino	94.3	94.1	93.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.7				
White	0.5	0.2	0.0				
Male	52.6	51.6	49.3				
Female	47.4	48.4	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	59.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

As part of our needs assessment, P.S. 8 collected, reviewed, and analyzed student achievement data and our school educational program for all grades, K-5. We analyzed the following quantitative and qualitative data regarding student performance trends.

ELA Achievement Data

All Tested Students Scoring Levels 3 and 4 in the NYS ELA Assessment

Grade	2006-2007	2007-2008	2008-2009	*2009-2010 (reconfiguration of scale score)
3	21.9%	48.4%	50.0%	28.2%
4	38.8%	50.5%	54.0%	30.3%
5	25.2%	54.6%	62.2%	35.4%
Overall (Grades 3, 4, and 5)	28.4%	51.2%	55.2%	31.2%

Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	42.6%
2008	70.3%
2009	71.6%
*2010 (reconfiguration of scale scores)	42.5%

Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	11.1%
2008	27.9%
2009	36.8%
2010	20.0%

**Subgroup: Special Education Students That Scored a Level 3 or 4 in the NYS ELA Assessment
(Grades 3, 4, and 5)**

Year	Percentage
2007	11.4%
2008	20.5%
2009	18.4%
*2010 (reconfiguration of scale scores)	11.4%

Summary: In review of this data, PS 8 found that the overall percentages of third, fourth, and fifth grade students scoring a level 3 and 4 in the **2009-2010 NYS ELA** examination was 55.2%. In **2010, the percentage of students scoring levels 3 and 4 was 31.2%**. This resulted in a **24% decrease** for students in grades 3-5 in the ELA from **2009 to 2010**. The reconfiguration of scale scores by the State impacted our overall outcomes.

Furthermore, when analyzing the data for our subgroups, we found that the percentage of students scoring at levels 3 and 4 significantly decreased for all subgroups. Additionally, our data indicates that our Special Education Students and our ELLs are performing far below our English Proficient students. Closing the achievement gaps for these two subgroups continues to be a challenge. Over the years, we have modified our original restructuring plan to align our instruction and programs to meet the needs of all students.

Restructuring Plan Reflection

Years 1 & 2 2005-2006 2006-2007	Years 3 & 4 2007-2008 2008-2009 2008 Met AYP for All Subgroups and 2009 Met AYP for All Subgroups Except SWD	Year 5 2009-2010	Year 6 2010 - 2011
Instructional Emphasis	Instructional Emphasis	Instructional Emphasis	Instructional Emphasis
<ul style="list-style-type: none"> ■ America's Choice Design ■ Professional Development ■ Small Learning Communities ■ Standards-based curriculum alignment ■ Literacy Lab sites ■ On-going Assessment ■ Literacy Coaches ■ ELL support ■ Math workshop Model ■ Differentiated instruction 			
	<ul style="list-style-type: none"> ■ CTT class Gr. 3 ■ Differentiated Instruction ■ ESL Self-Contained ■ Guided Reading Instruction ■ Data Driven Instruction / Assessments ■ ELA Inquiry Team ■ Study Groups (ELLS, SWLD, Vocabulary and Guided Reading) 	<ul style="list-style-type: none"> ■ Co-teaching Model grades 4/5 ■ Differentiated Instruction ■ CTT classes Grades K,4,5 ■ Inquiry Team and Professional Learning Community ■ Guided Reading Instruction ■ Use of Assessment to inform 	<ul style="list-style-type: none"> ■ CTT classes Grades 1and 5 ■ Professional Learning Teams and Inquiry teams ■ Guided Reading Instruction ■ Continue to use formative and summative assessments to inform planning and instruction ■ Science Lab ■ Content Area Writing, vocabulary and grammar usage ■ Aligning school

<ul style="list-style-type: none"> ■ Increase Math time ■ Math Lab sites ■ Literacy in content area ■ Social Studies / Science ■ Assessment/ Data Analysis ■ Parent Coordinator 		<p>instruction and planning</p> <ul style="list-style-type: none"> ■ Content Area Writing ■ Lesson Study Model with special attention to ELLs and SWD ■ Science Lab ■ Professional Learning Teams (90% of Staff) ■ Guided Math Instruction ■ Emphasis on critical thinking 	<p>curriculum map with Common Core Standards</p> <ul style="list-style-type: none"> ■ Continue Lesson Study Model with special attention to ELLs and SWDs ■ Emphasis on higher order thinking skills in all content areas ■ Establish a co-teaching model in grades 2-5 to support students with their literacy development with special attention to ELLs and SWDs ■ Implementation of an independent reading assessment framework (IRLA) grades 2-5. ■ Technology Lab to further support ELLs and SWDs. ■ Implementation of “Math in a Flash” program to enhance mental math skills for the SWDs and ELLs
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As per the 2008-2009 NYS Accountability Report Card the school has made adequate yearly progress (AYP) for all sub-groups; except for SWD, in English Language Arts. In Mathematics and Science, our school is in Good Standing. As per the 2009-2010 NYS School Report Card accountability our school did not make AYP for any of the subgroups except for the students with disabilities through Safe Harbor. In addition, this report indicates that we did make AYP for all of our sub groups in the areas of Mathematics and Science. In an effort to address the achievement gaps amongst all subgroups; the school will implement the following initiatives:

- Continue to create opportunities for the staff to meet on a weekly basis in order to plan tiered lessons and plan differentiated lessons with special attention to ELLs and SWDs. Teachers will function as professional learning communities in vertical and horizontal alignment of the curriculum.
- Provide Professional Development for staff in the areas of differentiated instruction, guided reading and vocabulary instruction in order to improve instructional practices.
- Continue to implement a Co-teaching model of instruction for one hour a day (a total of 60 minutes) in the grades 2-5 to support students in skills block, guided and independent reading and writing development.
- Maintain the number of Collaborative Team Teaching classes in the school in grades one and grade five. The school has one 5th grade CTT class and one 1st grade class.

Each Class has an experienced and highly qualified Special Education Teacher and an ESL Specialist in order to further support our Special Education students and English Language Learners.

- Maintain reduced class size utilizing C4E funding in the early childhood grades in order to support ELLs and SWDs.
- Implement a co-teaching model to support the newly arrived students in grades 4 and 5 to support their Native Language content area skills and their second language development.
- Increase parental participation and involvement through training, on-going newsletters, open house meetings for all content departments, progress reports and parent coordinator contacts.
- Continue to provide progress reports three times a year to inform parents and families of students' progress.
- Provide for a Technology Lab to enable the integration of technology in the content area to provide opportunities for students in grades 2 to 5 with special attention to ELLs and SWDs.
- Provide for 2F status positions- Technology Director (for the purpose of increasing the technology integration into the classroom that supports differentiated instruction), and Academic Intervention Specialist that supports the AIS teachers with the implementation of the intervention model.

Math Achievement Data

Students Scoring Level 3 or 4 in the NYS Math Assessment

Grade	2008	2009	2010 (reconfiguration of scale score)
3	70.4%	79.1%	35.0%
4	50.0%	65.6%	34.0%
5	53.5%	78.4%	34.0%
Overall (Grades 3, 4, 5)	57.8%	74.6%	34.8%

Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	70.9%
2008	73.0%
2009	88.7%
2010 (reconfiguration of scale score)	54.1%

Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	35.4%
2008	40.9%
2009	60.5%
2010 (reconfiguration of scale score)	17.8%

Subgroup: *Special Education Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	25.7%
2008	40.0%
2009	52.1%
2010 (reconfiguration of scale score)	11.4%

Summary: Between 2009 and 2010 there has been a significant decrease in students performing at levels 3 and 4 in the NYS Math Exam. Although we have shown marked success in prior years the reconfiguration of the scaled scores by the State has impacted negatively our Math outcomes.

We realize we must meet this new challenge with aggressive intervention in order to improve and or exceed those results. To address the students in grades three, four and five who have not achieved mastery and those who are on or above standard, we will implement the following initiatives.

- Establish Guided Math instruction and problem-solving on Fridays.
- Plan professional development with a consultant from AUSSIE on tiered Guided Math lessons and the use of assessments to inform teaching.
- Mandated Extended Day Program for all students in grades 3-5 in order to provide small group and differentiated instruction based on the student needs according to results of pre-assessments.
- Differentiated instructional material to be utilized during extended time to provide test preparation for students in grades 3-5.
- A Math pacing calendar aligned to Common Core State Standards (CCSS) that clearly delineate what students need to know and be able to do at the end of each unit of study.
- Schedule the Math Coach to provide supplemental Math instruction to newly-arrived students in grades 3-5.
- Assign an ESL licensed teacher in grade three to provide Math instruction to second Language Learners.

Progress Report Results and Learning Environment Survey

Progress Report Results		
	08/09	09/10
School Environment Surveys	13.8 of 15	11.5 of 15
Student Performance	18.3 of 25	5.1 of 25
Student Progress	59.3 of 60	39.9 of 60
Overall Score	97.4 of 100	60.8 of 100

Learning Environment Survey		
	08/09	09/10
Safety and Respect	8.8%	8.9%
Academic Expectations	8.3%	8.6%
Engagement	8.0%	8.2%
Communication	8.0%	8.0%
Participation Rate		
•Teachers	92%	90%
•Parents	95%	92%

Summary: Maintaining an “A” Status for three consecutive years according to the NY City Progress report has been one of our greatest accomplishments. This include the areas of School Environment Survey which measures safety and respect, academic expectations, engagement, communication and participation of parents and teachers. Our challenge remains in the area of student performance. This will be the focal point of our school organization, school practices and professional development.

Science Data

Students Scoring Level 3 and 4 in the Grade 4 NYS Science Assessment

Year	Percentage of Students Scoring Level 3 And 4
2007	51%
2008	48%
2009	53%

Summary: We have seen a 5% increase in the number of fourth grade students who scored a level 3 or 4 in the NYS Science Assessment from 2008 to 2009. In order to support **all** of the students in the area of science, the school will continue to implement the following initiatives:

- Ensure that science instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week)
- Adopt a hands-on, sequentially developed science curriculum for all grades.
- Ensure the use of the Teacher Resource Binder and the pacing calendar and the NYS Science curriculum.
- Maintain a Science cluster program to support students in grades 3 and 4 with a hands on inquiry based science lab.

Social Studies Data

Students Scoring Level 3 and 4 in the Grade 5 NYS Social Studies Assessment

Year	Percentage of Students Scoring Level 3 and 4
2005-2006	35%
2006-2007	44%
2007-2008	61%

Summary:

Overall, on grade 5, student performance on the Social Studies State Test continues on an upward trend from 2006 to 2008. There was an increase of 17% in students scoring at level three or above from 2007 to 2008. Even though the NYS Social Studies test was eliminated we will continue to implement the following initiatives:

- Ensure that social studies instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week in alternate weeks)
- Monitor SS instruction in order to effectively implement the Social Studies Scope and Sequence (NYS Education Department Core Curriculum)
- Ensure the use of the Teacher Resource Binder during weekly common planning time
- Develop a Social Studies Curriculum Map by Grade that clearly delineates the timeframe for covering the curriculum material, a description of the expectations for both the students and the teacher – what the student should know as a result of having mastered this curriculum
- Administer a periodic Social Studies assessment to assess student's progress in meeting the Social Studies standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
<p>Goal 1: The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from 31.2% in the 2009-2010 school years to 40% in 2010-2011; resulting in an 8.8% achievement gain, as evidenced by the results of 2011 NYS ELA Exam.</p>	<p>A review of the New York State ELA Data Report reveals that the percentage of students in grades 3-5 obtaining levels 3 and 4 decreased by 24% from school year 2009 to 2010. This decrease was due to the reconfiguration of the scale scores. Therefore improvement of student performance will be the focal point of all school initiatives. Increasing student performance will allow us to meet AYP for all sub groups and NCLB mandates.</p>
<p>Goal 2: The percentage of English Language Learners, obtaining advanced and proficient levels in the NYSESLAT will increase from 55% in the 2009-2010 school years to 65% in the 2010-2011 school years, resulting in a 10% increase in students obtaining proficient and advanced levels in grades K-5, as evidenced by the results of the 2011 NYSESLAT.</p>	<p>A review of the 2009-2010 NYSESLAT data shows that 55% of our students achieved advanced and proficient levels. We hope to increase from 55% in the 2009-2010 to 65% in 2010-2011, an increase of 10%. In order to close the achievement gap between our proficient and English Language Learners, the SLT and the Design Team have decided to augment the percentage of students obtaining advanced and proficient levels in NYSESLAT.</p>
<p>Goal 3: The percentage of students in grades 3 to 5 obtaining levels 3 and 4 on the NYS State Math assessment will increase from 34.8 % in the 2009/2010 school year to 40% in the 2010/2011 school year. This will result in a 5.2% achievement gain; as evidenced by the 2011 NYS Math exam.</p>	<p>A review of the NYS Math data result reveals that the percentage of students obtaining levels 3 and 4 decreased by 40% from school year 2009/2010. This decrease was due to the reconfiguration of the scale scores. Therefore, improvement of student performance in Math will be the focal point of all school initiatives.</p>
<p>Goal 4: By June 2011, 55% of students in grades 2 through 4 will be reading at or above grade level expectations; as evidenced by the results of the Spring DRA-2 -Diagnostic Reading Assessment and the analysis of the Independent Reading Level Assessment Framework (IRLA)</p>	<p>After a review of the Fall 2010 DRA-2 data for grades 2 through 4, we found that only 28% of the students in grades 2-4 are reading on Standards or Exceeding the Standards. Therefore, we decided that raising the percentage of students reading and comprehending literature at the grade 2-5 complexity level should be a school-wide goal.</p>

<p>Goal 5: By June 2011, 95% of the staff will engage in Professional Learning Teams and will align the Common Core State Standards to our curriculum maps; as evidenced by PLT Learning Logs and team binders.</p>	<p>Due to the goals of our Common Core State Standards, it is imperative that 100% of teachers be involved in Professional Learning Teams.</p>
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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): **Reading** _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from 31.2% in the 2009-2010 school years to 40% in 2010-2011; resulting in an 8.8% achievement gain, as evidenced by the results of 2011 NYS ELA Exam.</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>Use of Data</p> <ul style="list-style-type: none"> - Organized classes based on DRA reading levels, ELA scores, and NYSESLAT scores Responsibility: Supervisors Time Frame: August– October 2010 - Professional Development on the data Analysis of the DRA, ELA Strand Analysis in ARIS, and NYSESLAT results to determine content and skills to be emphasized in literacy instruction Responsibility: Supervisors, Design Team, teachers Time Frame: September 2010 – June 2011 - Deconstructing the Common Core State Standards to align our curriculum maps and units of study in all content areas Responsibility: Principal, APs, Inquiry Team Time Frame: July 2010-August 2011 <p>Strategies:</p> <ul style="list-style-type: none"> - Leadership meeting with staff to outline and clarify data, set goals and introduce the Common Core Standards Responsibility: Principal Time Frame: September 7, 2010 - Establish Professional Learning Teams to align curriculum maps and units of study to Common Core Standards with a focus on vertical and horizontal alignment and to develop curriculum maps that address content topics, skills to be mastered, strategies, and student outcomes. Responsibility: Coaches, APs, Teachers Time Frame: October 2010–May 2011

- Implement a co-teaching model during the literacy block in grades 2-5, in order to support Differentiated instruction, Guided Instruction, and the effective implementation of the Independent Reading Level Assessment Framework
Responsibility: Administration Time Frame: September 2010–June 2011
- Provide opportunities for teachers and co-teachers to plan differentiated lessons (during school hours and per-session activities)
Responsibility: Principal Time Frame: September-June 2010-2011
- Organize and schedule a school wide monitoring system to determine student needs and progress (Independent Reading Level Assessment (IRLA), DRA-2, Words Their Way, Writing Prompts, ELA Pre and Post tests, Predictive and ITAs)
Responsibility: Principal, APs, Cabinet, Teachers, Coaches Time Frame: September 2010 – June 2011
- Provide opportunities to ELL and SWD to participate in the Achieve 3000 program.
Responsibility: Principal, APs Time Frame: November 2010-June 2011
- Mandate students in grades 3-5 to participate in the Extended Day program, 3 times per week for 150 minutes per week. Differentiated test preparation and Guided Reading will be provided during this time.
Responsibility: Principal, APs Time Frame: September 2010 – June 2011
- Organize the Extended Day Program according to the results of the 2010 NYS ELA /Math Exam, DRA-2 Levels and teachers recommendations in September 2010
Responsibility: Principal, APs, Teachers Time Frame: September 2010-June 2011
- Mandate the use of Guided Reading and small group instruction for ELL and SWD.
Responsibility: Principal, APs Time Frame: September 2010 – June 2011
- Establish a school – wide system of student goal setting in the area of literacy and mathematics, science and social studies
Responsibility: APs, coaches and teachers Time Frame: November 2010 – June 2011

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

Funding

- Utilize SINI Funds to supplement Guided Reading books to support Guided Reading instruction.
- Use Tile 1 monies (5%) and SINI Funds to provide opportunities for teachers to engage in professional learning teams to align curriculum to the Core State Standards with a focus on vertical and horizontal alignment and to ensure that our curriculum maps address content topics, skills to be mastered, strategies, and student outcomes.
- Use Tile 1 funds to provide on and off-site training in literacy development
- Use DRA Stabilization and Title I ARRA monies to fund an ELA coach and two assistant principals to expand use of high quality assessments and improve teacher quality through professional development.

Scheduling

- School-wide schedule for common planning time that includes all staff
- Scheduling the AIS Team, coaches, assistant principals and ESL staff to support grades 2 -5 during the literacy block
- Scheduling all students in grades 3-5 to receive differentiated test preparation during the Extended Day Program (3 times per week for 150 minutes)

Indicators of Interim Progress and/or Accomplishment

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

- 2010-2011 analysis of two ELA Predictive and two ITA ELA Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2
- The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from **31.2%** in the 2009-2010 school years to **40%** in 2010-2011 NYS Exam.

<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><u>Funding</u></p> <ul style="list-style-type: none"> - Utilize C4E funds to hire an ESL licensed teacher to provide instruction in a self-contained first grade class and reduce class size in first grade. - Utilize school funds to provide CTT Classes in grades 1 and 5 to meet the needs of ELLs and special education students. - Use Title 1 funds to provide academic intervention support to ELLs and Special Ed students via Reading Specialists and Content Area Specialists - Use Title 1 funds to provide on site training in literacy development (American Reading Company) - Use Inquiry funds and other school funds to establish an Inquiry Team in ELA with special attention to ELL and SWD <p><u>Scheduling</u></p> <ul style="list-style-type: none"> - School-wide schedule for common planning time once per week, that includes all staff - Schedule the AIS Team to support grades 2-5 during the literacy block - Schedule all students in grades 3-5 to receive differentiated test preparation during the Extended Day Program - Target ELL in grades 3-5 to attend title III Program once per week
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Objective Evidence:</u></p> <ul style="list-style-type: none"> - Achieve 3000 tests will be administered weekly and incremental progress will be documented. Our goal is for ELLs to show improvement of at least 12% (one more correct questions) on each of the bi-weekly assessments given during the 2010-2011 school year - 65% of students in grades K-5 will obtain proficient and advanced levels as evidenced in the results of the 2011 NYSESLAT

Subject/Area (where relevant):

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: The percentage of students in grades 3 to 5 obtaining levels 3 and 4 on the NYS Math assessment will increase from 34.8 % in the 2009/2010 school year to 40% in the 2010/2011 school year. This will result in a 5.2% achievement gain, as evidenced by the 2011 NYS Math exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data</p> <ul style="list-style-type: none">- Utilize class assessment data to organize class groups according to math levels- Responsibility – Teachers and Math Coach Time Frame: Sept. 10– Oct. 11 - Analyze the results of the Math Predictive and ITAs to determine needs and progress- Responsibility: PLT, classroom teachers, APs, Math Coach Time Frame: Nov 10 – June 11 - Analysis of Classroom Visitation Observation Tool conducted by supervisors and the inquiry team to determine effective implementation of differentiated instruction within the math workshop model and Guided Math instruction.- Responsibility: Principal, APs, Design Team Time Frame: Sep 10- June 11 <p>Strategies:</p> <ul style="list-style-type: none">- Leadership meeting with faculty to outline and clarify data and set goals- Responsibility: Principal Time Frame: September 7, 2010 - Establish Guided Math instruction on Fridays and implement ECAM, grades K-5.- Responsibility: Principal, APs, Math Coach, AUSSIE Time Frame: Sep 10- June 11 - Establish a Math Facts in a Flash Program to provide opportunities for the development of mental math strategies for computation and problem solving for grades 3-5. This program uses technology as well as continuous math assessment data.- Responsibility: Principal, APs, Coaches, teachers Time Frame: Oct. 10 – May 11 - Establish math lab-sites in grades K-5 to provide for the interchange of best practices for differentiated instruction in the area of mathematics- Responsibility: Math Coach, selected lab-site teachers Time Frame: Nov. 10 – June 11 - Organize an Extended Day Program that addresses the math levels of students in grades 3-5. Utilize a research based Math Program (Kaplan) during the Extended Time- Responsibility – Principal, AP’s, Teachers and Math Coach Time Frame: Sept 10 – June 10

<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><u>Funding</u></p> <ul style="list-style-type: none"> -Use Title 1 monies to fund a math coach position and an ESL Teacher -Use school funds to purchase a program that supports differentiated instruction to be used in the Extended Day Program (Kaplan) -Use Title 1 funds to provide on and off-site training in Math development -Use school funds to purchase “NEOS” to support the effective implementation of Math Facts in a Flash -Use Title 1 and FSF funds to create per-session stipend for professional learning teams. <p><u>Scheduling</u></p> <ul style="list-style-type: none"> -Math Coach to co-teach in our bilingual bridge classes comprised of new arrivals -School-wide schedule for common planning time that includes all staff -Schedule the AIS Teachers to support bilingual classes in grades 1-5 -Schedule all students in grades 3-5 to receive differentiated test preparation in Mathematics during the extended day program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Objective Evidence:</u></p> <ul style="list-style-type: none"> - 40% of students in grades 3-5 will obtain levels 3 or 4 on the 2011 NYS Math Exam - Analysis of the two Predictive and two ITA Math Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2. -Consistent use of curriculum map to guide differentiated instruction in math as evidenced by daily classroom visits, student work, lesson plans and formal and informal observations

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2011, 55% of students in grades 2 through 4 will be reading at or above grade level expectations as evidenced by the results of the Spring DRA-2 (Diagnostic Reading Assessment) and the analysis of the Independent Reading Level Assessment Framework (IRLA)</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>Use of Data</p> <ul style="list-style-type: none"> -Conduct an analysis of the 2010 Fall DRA -2 results to establish baseline independent reading levels -Responsibility – Cabinet , Data Specialist Time Frame: Sept. 10 Oct. 11 -Distribute and collect Reading Logs for 100 Book Challenge in Grades 2-5 (September, December, April) -Responsibility – Teachers and Literacy Coach Time Frame: Sept. 10- June 11 -Administer the DRA-2 to students in grades 1-5 in the fall, winter and spring (2010-2011) and analyze data in order to monitor independent reading levels, set instructional goals, and develop an action plan -Responsibility – Teachers, Literacy Coach, APs Time Frame: Sept. 10- Oct. 11 -Collect and analyze the IRLA to monitor and revise Guided Reading practices and Independent Reading. -Responsibility – APs -Establish daily student conferencing using IRLA Framework -Responsibility –Literacy Coach, Supervisors, Classroom Teachers -Time Frame: Dec. 10 – June 11 <p>Strategies:</p> <ul style="list-style-type: none"> - Use the results of DRA Fall 2010 to ensure appropriate placement in guided reading groups of students in grades 1-5 Responsibility: APs, Teachers, Coaches Time Frame: Fall 10- June 11 - Establish and ensure the use of Guided Reading Observations based on the IRLA Framework and Fountas and Pinell. Responsibility: APs, Coach, Teachers Time Frame: Sep 10- June 11

	<ul style="list-style-type: none"> - Organize and schedule a school wide monitoring system to determine student needs and progress in independent reading levels (DRA-2, School Pace) Responsibility: Principal, APs, Consultant American Reading Company Time Frame: Sep 10- June 11 - Implement a Co-teaching model in grades 1-5 in order to support effective implementation of guided reading instruction and the IRLA Framework. Responsibility: Principal, APs, Teachers Time Frame: Sep 10- June 11
<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>Funding</p> <ul style="list-style-type: none"> - Use Title 1 monies to fund a literacy coach position and 2 Literacy AIS Specialists - Use SINI Grant funds to purchase leveled libraries to be used for guided reading instruction - Use Title 1 funds to provide on-site training in Guided Reading Instruction - Use SINI funds to create per-session stipend for co-teaching planning and for the alignment of the Common Core Standards and curriculum. <p>Scheduling</p> <ul style="list-style-type: none"> - School-wide schedule for common planning time that includes all staff - Scheduling the AIS Teachers and support staff to push-in during the literacy block to support guided reading instruction and the effective implementation of the IRLA Framework.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> - DRA-2 will be administered three times a year and incremental progress will be documented. - 55% of students in grades 2-5 will be reading at or above grade level expectations as evidenced by the administration of the Spring 2011 DRA-2 and the analysis of the IRLA Framework.

Subject/Area (where relevant): Professional Learning Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011, 95% of the staff will engage in Professional Learning Teams and alignment of Common Core State Standards to our curriculum maps; as evidenced by PLT Learning Logs and team binders.</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>Use of Data</p> <ul style="list-style-type: none"> -Conduct a pre- and post Survey to determine stage of development of planning and inquiry processes of the team. -Responsibility – Principal, AP’s, Cabinet Time Frame: Nov 10 June 2011 <p>Strategies:</p> <ul style="list-style-type: none"> - Provide training in the use of ARIS to all staff and have each team complete the Inquiry Space Profile in ARIS Responsibility: AP’s, Cabinet, Coaches and Teachers Time Frame: Oct 10- June 2011 - Utilize the expertise of the supervisors, coaches and teachers to provide continuous onsite professional development that includes demonstration lessons, inter-visitation and weekly planning meetings using data to inform instruction. Responsibility: Principal, AP’s and Teachers Time Frame: Sep 10- June 11 - Involve teachers in examining student work and assessment results to develop strategies and inform their planning - Involve teachers in aligning our curriculum to the Common Core State Standards Responsibility: Administrators, Classroom Teachers, Time Frame: October 10 – July 2011
<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>Funding</p> <ul style="list-style-type: none"> - Use Title 1 monies and SINI Grant to provide teachers with the opportunity to participate in Professional Learning Teams once per week for 2 hours. - Use Tile 1 funds to provide off-site training on the effective implementation of the Common Core State Standards in ELA and Mathematics. - Use Title 1 monies to fund a literacy coach to support professional development needs at the school level <p>Scheduling</p> <ul style="list-style-type: none"> - School-wide schedule for common planning time that includes all staff

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Vertical and horizontal alignment of curriculum maps aligned to the Common Core State Standards
- Units of Study for Fiction, Non-Fiction, Poetry, Response to Literature, Narrative Procedure, delineating what students should know and what they should be able to do at the end of each unit
- PLT Learning Logs
- Inquiry Space Profile in ARIS
- Results of the pre and post Survey

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	3		N/A	N/A				
1	16		N/A	NA	10	0	2	4
2	42		N/A	N/A	7	0	0	2
3	15		N/A	N/A	7	0	4	6
4	16	17	0	0	5	0	7	5
5	12				1	0	9	2
6								
7								
8								
9								
10								
11								
12	104	17	0	0	30	0	22	19

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.).
ELA:	<p>Identified students in grades K-5 will receive AIS services in accordance to their needs and based on assessment data results. All efforts will be made to implement a co-teaching approach in grades 2/3 that will provide additional teacher support for 60 minutes in grades 2-5 during the literacy block. This will support differentiated instruction for all Tier 1 and Tier II students and students meeting the standard. Literacy services will also be provided for 50 minutes per day for targeted Tier 1 and Tier II students. This will take place in small groups by experienced highly qualified teachers through a push-in or pull -out model during the school day. A one-to-one tutoring program will be provided by an AIS specialist to selected first grade students who scored in the lowest quartile on the Reading Rescue pre-assessment. An after-school extended day program will also address the needs of at-risk and level 1 students in grades 3-5. Students demonstrating phonological deficiencies will be supported through researched-based strategies that are part of Wilson, Foundations and Reading Rescue Program. Based on analysis of diagnostic data, students demonstrating fluency, vocabulary and comprehension deficiencies will be supported through the use of Focus on Fluency Program, Language Proficiency Intervention, Reader’s Theater and Great Leaps. A strong emphasis will be placed in the development of literacy via the content areas. The Language Proficiency Intervention Program incorporates literacy development through the use of researched –based second language acquisition strategies that support English Language Learners.</p> <p>English as a Second Language support will be given by a Licensed ESL teachers in grades K-5 to targeted ELLs through a push-in or push-out model. Students will receive instruction in accordance to City and State mandates based on proficiency levels. In addition, 2 CTT classes in grades 1 and 5 will receive an ESL instructional program through the services of an in class ESL teacher. A team Teaching Model in these grades will provide ELL students with the expertise of an ESL teacher and an experienced Common Branch teacher. This will ensure differentiated support to ELLs in Tier 1 and Tier 2 in all content areas. An after-school Literacy support for ELL students will also be implemented in grades 3-5.</p> <p>1. Reading Rescue: This is a researched based literacy program that is provided to the lowest quartile 1st grade students. It is a comprehensive phonological program that focuses on a one-to-one instructional support based on a Reading Clinicians Professional Development program. Students receive this tutoring program during the school day and or after school.</p>

	<p>2. Wilson: This program is for selected students who have a high level. For students who have a high level of listening comprehension in comparison with phonemic awareness, decoding, spelling and fluency. Students learn strategies such as “tapping” and scooping for phonemic awareness and fluency. (for grades 2-5). Learning through manipulatives is emphasized.</p> <p>3. Foundations: (Baby Wilson) For students that have difficulty with phonemic awareness, spelling, and decoding. (Grades K-2) Provides interactive practice that reinforces areas of deficiency.</p> <p>4. Multisensory Comprehension Strategies: For students that have difficulty with comprehension. Students are taught using many visuals and “hands on” activities to improve comprehension</p> <p>5. Readers’ Theatre- Students participate in a mini play. This helps students with fluency and vocabulary development.</p> <p>6.Focus on Fluency- Computer practice with non-fiction books to aid students with fluency, comprehension, and content vocabulary.</p> <p>7. REWARDS- Practice with breaking up multi-syllabic words by using the prefixes, suffixes, and root words to increase oral and silent reading fluency. This is appropriate for students reading at a 2.5 level.</p> <p>8. Step Up to Writing- A multi-sensory approach to teaching basic writing. Students are provided with a developmental writing program that contains explicit instruction in writing using visuals, graphic organizers and color codes. The program gets progressively more complex and allows for interactive learning.</p> <p>9.Language Proficiency Kit- A science Based Literacy Program promoting second language acquisition by developing students’ reading, writing, listening and speaking skills through sequentially structured activities.</p> <p>10. Uptown Education Program: Students receive leveled games that teach, reinforce and provide practice in vocabulary, reading comprehension, phonics and writing, as well as, the content areas of math, science and social studies. Teachers can align games to their curriculum. Progress reports are provided daily to determine levels of proficiency and deficiency in a particular skill.</p>
<p>Mathematics:</p>	<p>Students identified as having math deficiencies in grades 3-5 receive a minimum of 50 minutes in a small group pull-out or push in program that aligns itself with the classroom instructional program. Tier 1 ELL students are targeted to receive this support. Students are actively engaged in concrete experiences that are supported by Everyday math intervention activities. Practice and repetition of</p>

	<p>concepts are interwoven into the daily activities presented. Targeted students are also eligible to participate in the after-school extended day program. This program provides additional support.</p> <ol style="list-style-type: none"> 1. Provides instructional activities for 12 Mathematics Strategies 2. Uses a step-by step approach to achieve mathematics success. 3. Prepares students for assessment in mathematics comprehension. 4. Provides application of math concepts and skills to daily problems.
Science:	<p>Language Proficiency Program focuses on the development of Science Content through a literacy - based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction science books are also used to augment science background knowledge and improve understanding of science concepts.</p>
Social Studies:	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, historical figures and map study will take place during each unit.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance counselor will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, students are referred to the Child Study Team for further support as well as outside agencies and treatment centers.</p>
At-risk Services Provided by the School Psychologist:	<p>School Psychologist evaluates AIS students that have been referred for and evaluation and provides information on the psycho-social development of the student.</p>
At-risk Services Provided by the Social Worker:	<p>The School Social Worker will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies. Working closely with the family and classroom teacher is part of the process used to support the student.</p>
At-risk Health-related Services:	<p>A school nurse provides the health services needed to at-risk students. Records are updated to include all services provided.</p>

Appendix 2: Program Delivery for English Language Learners (ELLs)

NCLB/SED requirement for all schools

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.

A: Language Allocation Policy (LAP)

LAP Template
2010-2011.doc

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:** 266 LEP 0 Non-LEP

Number of Teachers 7 Other Staff (Specify) 1 Supervisor 1 Secretary

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.

Description of School:

Public School 8, The Luis Belliard School (P.S. 8M) strives to support English Language Learners (ELLs) in achieving new and higher standards in alignment with the Common Core State Standards (CCSS). P.S. 8M is a K-5 elementary school with a population of 594 students (as of October 18, 2010), of which 266 students (about 44.28%) are English Language Learners with Spanish as their home language. Presently, we have two (2) Transitional Bilingual classes in K-1, one (1) Transitional Bilingual bridge class in second and third (2nd 3rd) grades and one (1) Transitional Bilingual bridge class in fourth and fifth (4th/5th) grades; six (6) Self-Contained Dual Language Classes in grades K-5; two (2) ESL Self-Contained classes in grades kindergarten and second grades and one (1) CTT/ESL Self-Contained in first grade. So far we have one hundred and seventeen (117) ELLs who have been opted out of the transitional bilingual program. 1.5 licensed certified ESL Teachers provide push-in/pull-out services to these students.

Professional Development Overview:

Through out the year, our teachers have an opportunity to select and receive professional development addressing the following: Analysis of the English Language Arts Exam for Grades 3-5, Math, Social Studies, Science; Math: Using Assessments to Differentiate and Plan Guided Instruction; Guided Reading/Math; 100 Book Challenge; Teaching Reading Comprehension Strategies; Integrating ESL Methodology Into Daily Teaching and Learning, Differentiated Instruction: Strategies for Reading Academic Texts Across Content Areas; Creating an Inquiry-Based Classroom for Science; Leveling and Organizing Classroom Libraries; Using the Standards to Plan Instruction; Creating Literacy Centers (Make and Take); Time Management and Organization: Fitting It All; Vocabulary Instruction in the Classroom to Build Academic Language (Make and Take); Administering and Analyzing the DRA-2/EDL to Plan for Instruction; Administering and Analyzing DRA-2 Word Analysis/ELSOL/NYSESLAT to Plan for Instruction; Accountable Talk Using "Standards" Language; Technology Integration Into Daily Classroom Instruction; Professional Development for Paraprofessionals; How to Incorporate the Classroom Paraprofessional and IEP Paraprofessional in the Instructional Program; Creative Classroom Management: Strategies to Meet the Needs of All Students.

Description of Title III Program:

TEMPLATE - MAY 2010

In order to support our English Language Learners and to accommodate their academic needs our Title III Program will take place as follows:

- Our K-2 students will be supported during our instructional day with 30 minutes of test prep. We will use the Empire State NYSESLAT ESL/ELL Test Prep Materials from Continental Press
- Our 3-5 students will also be supported with 30 minutes of test prep using the Empire State NYSESLAT ESL/ELL Test Prep Materials from Continental Press. In addition they will be participating in our Title III Program which will be taking place on Saturdays. We will meet from December 2010 – April 2011 from 9:00 a.m. – 1:00 p.m. During this time the students will be supported through Read Alouds, Guided Reading, Achieve3000, NYSESLAT Test Prep, and Math Games. Targeted students in K/1 will participate in a Parents' Literacy Program with their day teacher.
- Seven (7) teachers will work with groups of 10-12 students for a total of 14 sessions (Saturdays) from 9:00 a.m. – 1:00 p.m. for a total of 56 hrs each
- A supervisor will be hired to supervise the program
- A trained secretary will be hired to handle the payroll and other required clerical work

Instructional Programs:

- Guided Reading-Language Proficiency and Vocabulary Intervention Kits: Research has shown that an English language learner's oral proficiency positively impacts reading comprehension (August and Shanahan 2008). Our Title III Program will focus on oral language throughout the program; questioning and discussion will be the primary modes of delivering instruction. Building vocabulary in the second language is also critical to success for English language learners therefore vocabulary acquisition will be supported through repeated exposures to a word, word study, and instruction in specific words and their meanings. Teachers will help students build background by previewing with them and supplying information that students may not know. Our students will also benefit from the combine instruction in fluency, phonics and phonemic awareness and comprehension.
- Achieve3000: Students in 3-5 will be supported with Achieve3000 during the day for 30 minutes, on Saturdays for 45 minutes and at home (students who have access to a computer)
- Empire State NYSESLAT Test Prep Materials: This instructional program provides an opportunity for our students to practice for the New York State English as a Second Language Achievement Test. This program incorporates NYSESLAT testing strategies to help familiarized our students with the NYSESLAT addressing the four strands of language development; listening, speaking, reading and writing.
- Math Games: Students in 3-5 will be supported in Mathematics through the use of mathematical games. Emphasis will be given to mathematical facts: addition, subtraction, multiplication and division. Students will have an opportunity to increase their mathematical skills as well as their English proficiency as they participate in discussions, give and follow directions, and take a leadership role while playing these games. Conversations will be allowed in both languages to support the new arrivals.
- We will be reinforcing all four modalities: Speaking, Listening, Reading and Writing through content area instruction

School: 06M008 BEDS Code: 310600010008

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)	\$24,023.20	<u>Title III Saturday Program</u> 7 teachers x 4 hrs x 14 sessions = 392 hrs x \$50.00 = \$19,600.00 1 supervisor x 5 hrs x 14 sessions x \$52.21 = \$3,654.70 1 secretary x 25 hrs x \$30.74 = \$768.50
Purchased services		NA
Supplies and materials	\$19,656.80	<u>Curriculum Materials</u> Empire State NYSESLAT ESL/ELL (Continental Press) Workbooks (K-5) 300 @ \$18.65 = \$5,595.00 English Now! Teacher Kits 2 @ \$1,957.99 = \$3,914.00 Student Materials 60 @ \$39.95 = \$2,397.00 Student Assessment 60 @ \$21.80 = \$1,308.00 Rourkes' Language Proficiency and Vocabulary Intervention Kits 4 @ 399.99 = \$1,599.96 Listening Centers 5 @ \$600.00 = \$3,000.00 Other consumable material \$1,842.84
Educational Software (Object Code 199)		NA
Travel		
Other Parental/Student Involvement/Celebration	\$1,000.00	Parental and Community Involvement Parent materials to be distributed

		Refreshments and snacks Tickets to Movies Arts & Crafts, Raffles, Etc.
TOTAL	\$44,680.00	

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 the school's written translation and interpretation needs, the School Leadership Team first determined the languages the students speak at home. According to the Home Language Surveys, 94.2% of the students at the school are native Spanish speakers. Four percent of the students are African-American and 0.4% of the students are white non-Hispanic. These families home language is English and therefore do not require translation services. The remaining 0.8% of the students are Asian, specifically from Yemen.

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.

Our parents are predominantly a non-English speaking community therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships. PS8 provides all communications via parent letters which are sent home in English and Spanish. The school works collaboratively with the Parent's Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both Languages. School calendars, monthly newsletters, and updates for available programs are all provided to our school community in a translated format. This information was disseminated to our staff via faculty conferences at the beginning of the year and to our PTA and the Children's Aid Society during our bi-weekly PTA meetings.

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.

Our school is committed to providing our parent community with all the necessary information to ensure a successful partnership focused on the accomplishments of higher academic standards. To this end, we provide all school related communications in both English and Spanish. We encourage participation in all school related activities with the assistance of the parent coordinator and in collaboration with the Parents' Association. The success of our efforts is evident among the increase of attendance on Parent Teacher Conferences, parent workshops, parent volunteers, and analysis of the Parents Survey Review.

Our school utilizes in-house personnel to provide written translations for parents and community members. Written translation services within our school are scheduled from the commencement of the school year with the inception of parent orientations and informational academic calendars. To ensure that all appropriate areas are addressed we offer parent workshops. In collaboration with the School Leadership Team, Parent Association, Parent Coordinator and Academic Intervention Liaison, translated announcements and home letters are distributed to the entire school population.

All documents distributed to the parents in Spanish are translated by staff members. Manuals, such as the Promotional Policy and the Parent Handbook, are translated by the Translation-Interpretation Unit. Since no staff member at the school is fluent in Arabic, *all* documents distributed must be translated into Arabic by the Translation-Interpretation Unit.

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 oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and serves as excellent resources at our parent workshops and meetings. School funds are used to create per-session stipends for paraprofessionals, school aides and family workers to provide translation services in fall and spring Parent Teacher Conferences. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose.

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

The Chancellor's Regulations will be fulfilled to increase parent participation and involvement by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel and the services of the Translation Unit will be utilized to translate documents into Haitian and Arabic. All

essential school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns.

Signs informing parents of Chancellor's Regulations A-663 are posted in the main entrance, in the main office, and throughout the school building. Additionally, signs are posted throughout the school in different languages (Spanish, English, Arabic and Haitian) indicating the availability of interpretation services.

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:	670,121.	34,786.	704,907
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,701	347.	7,048
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,506	*	
4. Enter the anticipated 10% set-aside for Professional Development:	67,012 (Math Coach)	*	

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 2010-2011 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.

Public School 8 Parent Involvement Policy:

Part I – General Expectations

2010-2011

Public School 8 (P.S. 8) agrees to implement the following statutory requirements:

- Public School 8 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S. 8 share a partnership with the Children’s Aid Society. That partnership will yield increased parental involvement. Good family involvement programs do not always require new or additional money. The relationship with Children’s Aid Society will allow for increased staff membership in projects that will promote parental involvement at P.S. 8.
- In carrying out the Title I, Part A parental involvement requirements, P.S. 8 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. As an example of the activities that P.S. 8 will

coordinate under the supervision of the Principal and through the Parent Coordinator, the following workshops will be held (in English and Spanish) throughout the school year 2010-2011.

Date	Workshop
September 10, 2010	Bilingual Programs Orientation
September 23, 2010	Parental Involvement Policy
September 30, 2010	SES Providers Fair
October 8, 2010	Special Education Orientation
October 21, 2010	Title I Orientation
October 28, 2010	NCLB Orientation
October 2010	Middle School Orientation
November 4, 2010	Report Card Orientation
November 19, 2010	Thanksgiving Celebration
November 2010	ARIS Parent Link Training
December 2, 2010	Home Strategies Workshop
December 16, 2010	Holiday Celebration
January 6, 2011	Learning Feels Good
January 20, 2011	Grading Policy
February 3, 2011	The Write Stuff
February 17, 2011	Valentine's Celebration
March 10, 2011	HIV Curriculum
March 2010	ARIS Parent Link
March 15, 2011	Parent Teacher Conference
April 2, 2011	Helping Your Child perform Better on State Tests
April 14, 2011	Child Abuse Prevention
May 6, 2011	Transition to Middle Schools, High Schools, College
May 27, 2011	End of the Year Celebration
June 16, 2011	Promotional Criteria Orientation and Summer School

- P.S. 8 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent. Our Special Education Department at P.S. 8 will also provide information to parents of children with IEP's and who have special needs.

At PS 8 Parental Involvement/Engagement for the academic year 2010-2011 will be enhanced through the following activities, workshops and classes.

- Parent Teacher Conferences & Open School Week
- ARIS Parent Link
- PTA Monthly Meetings (Breakfast and Raffles for participants).
- PTA Supplies and expenses (from cups, napkins, etc. to paper, pencils and other office supplies).
- Educational/Parent Orientations (Breakfast provided).
- The Children's Aid Society (Family Literacy Program) - Includes ESL instruction, parent resource time, and parent/child time. Instructors for these classes paid by PS 8 CBO.
- E.P.I.C Parent Workshops- workshops designed to help parents develop their communication and improve parenting skills. (The Children's Aid Society).
- We Are New York, DOE ESL Conversational Groups.
- Partnership with other agencies to provide educational workshops (Sylvan, Health First, Cornell University....)
- Annual Parent Recognition award ceremony held in recognition of the completion of workshops provided using Title 1 funds i.e. Home Care Services, Nutrition, Citizenship, Vocational Trainings.
- Continue to establish communications through the use of monthly newsletters, phone calls, flyers and surveys.
- Provide information and training about the importance of parental involvement.
- Increasing parental involvement by providing ongoing parent workshops and support for new arrivals to improve the home-school connection.
- Providing opportunities for parent involvement via the Parent Coordinator, the School Leadership Team, School Programs and Services, Parent Association activities, weekly workshops, support groups for parents of children with special needs, and adult education classes.
- Training parents as SLT members.
- Workshops provided by The Children's Aid Society include: Immigration & Citizenship, Domestic Violence Awareness, Child Abuse Awareness, Housing, and Public Services Accessibility.
- Parents involved in Graduation Committees, Dual Language Committees, Safety.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Public School 8 School-Parent Compact 2010-2011

According to the 1994 Title I Amendments, a school-parent compact is an agreement developed between parents and schools “that outlines how parents, the entire school staff, and students will share the responsibility for improved student 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.”

The Community of Public School 8 believes that it is only through the cooperation of the parents and the school that children reach their full potential. In light of this the school and parents will work co-operatively to provide for the successful education of the children as follows:

THE SCHOOL AGREES:	THE PARENT/GUARDIAN AGREES:
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	To become involved in developing, implementing, evaluating, evaluating and revising the school parent-involvement policy.
To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	To use or ask for assistance that the local school may offer on child development and teaching and learning strategies as needed.
To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with our child/children on their schoolwork.
To provide parents with timely information about all programs	To ask them what they learned about that day
To provide performance profiles and	To encourage them to share their

individual student assessment results for each child and other pertinent individual and school district education information	successes and areas of frustration
To provide high quality curriculum and instruction	Provide assistance if necessary
To deal with communication issues between teachers and parents through parent-teacher conferences at least annually	Encourage them to read, write, and practice their math skills daily
To deal with communication issues between teachers and parents through frequent reports to parents on their children's progress	To monitor our child/children's attendance at school
To deal with communication issues between teachers and parents through reasonable access to staff	To monitor our child/children's homework
To deal with communication issues between teachers and parents through opportunities to volunteer and participate in their child's class and to conduct observation of classroom activities	To monitor our child/children's television watching
To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.	To monitor our child/children's computer and video game usage
	To encourage the development of effort and persistence in our children
	To share the responsibility for improved student achievement.
	To communicate with our child/children's teachers about their educational needs.

	To ask parents and to parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.
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Signature Section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children. ***Please sign and return to your child's teacher.***

Signature of Teacher

Signature of Parent/Guardian

Type/Print Name

Telephone Number

Best time to contact: _____

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's needs assessments data have been detailed on pages 9-16 Part IV of the Needs Assessment Section of our current CEP. The data presented includes an analysis of our most current quantitative and qualitative data regarding student performance trends and other indicators of progress.

2. **School wide 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- Our school continues to implement the America's Choice School Design Model which is a research based program, Board of Education approved and aligned to the requirements of the NCLB Act and State Standards. In addition, we are supported in our professional development efforts by the American Reading Company, the AUSSIE and our CFN support network. Our professional development training data driven and emphasizes alignment of the Common Core State Standards. The analysis of student progress data is utilized to modify, revise and improve instructional plans.
 - To meet the needs of the low academically achieving students, PS 8 provides an extended day program for all of our students in grades 3-5 Monday through Wednesday from 2:35-3:25. In addition, approximately 100 of our students are given the opportunity to attend a Summer School program through our partnership with the Children's Aid Society.
 - Our instructional program and planning is based on CCSS. Great emphasis is placed on academic rigor and higher order thinking skills for all of our students in order to provide a rich and accelerated curriculum.

- In order to meet the needs of our historically underserved population (ELL and Special Education students) we are providing a co-teaching model in grades 2-5 in order to support differentiated instruction as well as to reduce the student to teacher ratio.
- To meet the needs of the low academically achieving students; PS 8 provides AIS services for level 1 and holdover students. Additionally, identified at-risk first graders are provided with a tutoring program, Reading Rescue, by trained AIS specialists and paraprofessionals during school hours and during the extended day.
- To ensure that the needs of all students are addressed, classroom teachers focus on providing differentiated and small group instruction.

3. Instruction by highly qualified staff.

The PS 8 staff is comprised of 100% fully licensed teachers and 88% of the teachers possess a Masters Degree. 98.7% of our classes are taught by “highly qualified” teachers”(NCLB/SED). In addition, teachers are provided with opportunities to acquire course credits to further certification requirements and expand instructional abilities under Title I funding.

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

- The ongoing professional development which will be provided at PS 8 has been incorporated throughout all content areas as an essential component of the needs assessments Implications when planning for instructional programs.
- Teachers will receive onsite and off-site professional development on the Common Core State Standards from our CFN support network, AUSSIE and American Reading Company.
- Collaboration and planning will continue across the grade levels during common planning time on a weekly basis
- Teachers and paraprofessionals will be provided with professional development opportunities in guided reading instruction, Reading Rescue, DRA-2, Independent Reading Level Assessment Framework, Quality review rubric, Word Analysis administration, and understanding an effectively implementing the IEP.
- Principal and Assistant Principals will receive on-site and off-site professional development on the use of summative and formative data to improve teaching and learning, Common Core State Standards and the use of Quality Review Rubric as a tool to improve school wide efforts
- Parents will receive training in the effective implementation of Title I programs and the Parent Policy and Parent Compact.
- Mentoring by coaches and lead teachers will assist new teachers to ensure seamless instruction of curriculum

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

- Hiring of teachers will be processed via the School Human Resources Committee.
- We will enlist the support of our Human Resources Liaison to fulfill all vacancies in late spring and during the summer months.
- Create a corps of support staff such as lead teachers, coaches and administrators to support our new teachers and teachers identified as in need of professional development.
- We will effectively implement the New Teacher Induction Mentoring Program.

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

- a. We will aggressively enlist the participation of parents in our SLT.
- b. Conduct weekly parent meetings on topics of their choice using results of parent surveys
- c. Provide family literacy and parenting skills workshops through our partnership with the Children's Aid Society
- d. Our annual Reading Rally to launch the One Million Word Campaign
- e. Parent as Partner Reading Assemblies (Three times a year: December, April and June)
- f. Celebration of Student Published Work (every 6-8 weeks)
- g. Student of the Month Award Ceremonies

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.

- Parent Orientations prior to enrollment in Kindergarten classes
- Visitations between the Early Childhood teachers and Kindergarten teachers
- Student visitations to the new Kindergarten classrooms
- Summer programs that provide lunch and transition the students to the new Kindergarten routines

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 Leadership Team
- Design Team
- Inquiry Team
- Cabinet Meetings
- Child Study Team

We also provide annual teacher surveys to assure that the staff has the opportunity to express and reflect upon instructional programs effectiveness and suggestions for improvements. The teachers are an essential element when targeting the at risk student population. Teacher observations and recommendations are crucial to meeting the needs of all the students.

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.

Our school provides Level 1, 2, and promotion in doubt students with assistance through the Academic Intervention Services. AIS provide instruction assistance at both the Tier I and Tier II levels. Please refer to Appendix 1, pps 32-35.

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.

In collaboration with the Children’s Aid Society, the PS 8 parent community and student population are provided with:

- After School Extended Day Programs which provide our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes. The After School Programs also provide arts, recreation, socialization, and leadership activities.
- Saturday Basketball Club for at risk targeted students provides physical fitness opportunities and sportsmanship experiences.
- Preventive Services Program – Provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- Family Resource Center – provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- Adult Learning Program which provides workshops on ESL, Family Life & Holistic Sexuality, Growing Together Mothers and daughters, and Arts & crafts

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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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

	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	✓			\$670,121	✓	18,20-24,27
Title I, Part A (ARRA)	Federal	✓			\$34,786	✓	18,20-24,25-29
Title II, Part A	Federal	✓			\$229,547	✓	18-27
Title III, Part A	Federal	✓			\$44,680	✓	36-40
Title IV	Federal		✓				
IDEA	Federal	✓			\$55,107	✓	18,22-24
Tax Levy	Local	✓			\$2,663,323	✓	24-27

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

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

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

-
- students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

NCLB/SED Status: Restructuring –
Year 2 (Advanced) Focused – **SURR³ Phase/Group (If applicable):**
2008-2009

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.

As per the 2008-2009 NYS Accountability Report Card, we were identified by the New York State Education Department as a **Title 1 School Restructuring Year 2– Advanced**. The NYS School Report Card for school year 2009-2010 indicates that we did not meet AYP for the following sub-groups: All Students, Hispanic, Limited English Proficient, Economically Disadvantaged students. Our students with disabilities made AYP due to Safe Harbor. In the area of Math and Science, all subgroups are making AYP. Our school had a joint review (State and City) school year 2009-2010 and we are still waiting for the recommendations of this joint review.

Due to the reconfiguration in scale scores for both ELA and Math State exams, our school's general upward trend for all sub-groups was negatively affected. This change has made us realize the urgent need to ensure that our staff is equip with best teaching practices and that our curriculum is aligned to the Common Core State Standards. We need to continue to enhance our planning, lessons and teaching to meet the needs of all students; with special attention to ELL and SWD. Additionally, we find that we need to provide opportunities for general education and special education teachers to share best practices and instructional approaches that will help to increase access to the general education curriculum and improve student performance.

School Under Registration Review (SURR)

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.

Our school has many improvement and intervention plans to continue to support all students, Hispanic or Latino, LEP/ELL population and Economically Disadvantaged populations with emphasis on students with disabilities during the upcoming year. These plans are delineated throughout the CEP goals and action plans. These plans include:

- Improve teaching practice and curriculum planning by providing a literacy coach and a math coach to support school-wide Professional Development
- Establish Professional Learning Teams to re-map our curriculum and align to the Common Core State Standards
- Establish a technology lab to support bilingual and SWD with literacy and math development (RESO A)
- Implement Teaching Matters Program (Title II D grant) to enhance students writing and technology development
- Implement Math Facts in a Flash (Accelerated Readers Program) to support students with mental math skills and enhance performance in state assessments
- Enhance conferencing during readers workshop by implementing the Independent Reading Level assessment Framework (American Reading Program)
- Utilize an ELL Coordinator to support students and teachers in the Bilingual and Dual Language Programs, as well as the wider staff, in integrating ESL methodology into classroom instruction with special attention to students with disabilities
- Adherence to Language Allocation Policy in order to plan for academic language instruction, scaffold language acquisition strategies, align LAP to curriculum initiatives and structure literacy, math and other content areas to include LAP requirements
- Provide extensive Professional Development in differentiating instruction for all curriculum areas and include the integration of ESL Methodology and strategies that work with students with disabilities.
- Enhance parent input and involvement in school activities and leadership decision-making.
- Provide ongoing parent workshops that support the students with disabilities achievement gains

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

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.

Title 1 Funds will be utilized to fund a Literacy Coach to model best teaching practice, co-teach and co-plan with individual teachers and during common planning by grade. Additionally, 5% HQ funds will be used to provide on-site and off-site professional development to staff given by AUSSIE, American Reading Program and the DOE Internal Services.

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In 2010-2011, we will continue with our Professional Learning Teams for vertical and horizontal planning. During PLT, teachers have the opportunity to plan together by grade and involve in inquiry work. Teachers meet twice per week for two hours and this model serves as a great strategy to mentor new teachers. This year we do not have any teachers new to the system, however, teachers in their 2nd, and 3rd year of teaching will continue to receive onsite professional development by our coaches in literacy and math.

1. 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.

P.S. 8 will continue to inform parents of the school's improvement status via parent letters, which will be sent home in English and Spanish. In addition, the school will work collaboratively with the PTA and the Parent Coordinator to organize workshops and meetings in regards to our school's restructuring and curricular changes affecting their children. Teachers will send home bi-monthly newsletters to inform parents about what their children are learning. The principal will send bi-monthly newsletters with updates and available programs and participation opportunities to encourage parent involvement. In November and June the school will organize and present a parent orientation to inform parents about the restructuring plan, organizational and instructional changes for the following year, as well as discuss new school initiatives aligned to test data results. At the beginning of the school year and in February, parents will be invited to additional orientation meetings to continue the discussions about the school improvement plans and changes. All efforts will be made to keep parents involved in the academic process and educational reforms with attention to their input into the decisions that impact teaching and learning. PS 8 will continue to partner with Children's Aid Society in order to provide parents with current information with improvement efforts being instituted.

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.)**

In school year 2010-2011, we have 4 Students in Temporary Housing attending our school as indicated in the Student Data Report in ATS.

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

STH are provided with services comparable to services offered to other students in the school, including educational services for which the child meets the eligibility criteria such as compensatory educational programs for the disadvantaged, educational programs for the disabled and for students with limited English proficiency (Ells'), STH are eligible to receive free school meals, free transportation to travel to/from school. STH and their family are automatically referred to our onsite CBO, the Children's Aid Society for support, guidance and assistance in medical, housing and preventive services. STH are referred to the Parent Coordinator whom keeps close communication with the families to facilitate services and support for students. STH are also given priority to participate in our daily after school program. In addition, STH receive Literacy, Math and Science support, provide by our Academic Intervention Team (AIS).

Part B: FOR NON-TITLE I SCHOOLS – N/A

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 008 Luis Belliard					
District:	6	DBN:	06M008	School		310600010008

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		92.7	94.2	93.6
Kindergarten	73	100	92				
Grade 1	104	86	120	Student Stability - % of Enrollment:			
Grade 2	88	106	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	117	80	94		93.5	94.8	94.8
Grade 4	101	118	89				
Grade 5	96	92	96	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	98.1	98.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	136	132
Grade 12	0	0	0				
Ungraded	1	6	5	Recent Immigrants - Total Number:			
Total	580	588	595	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					29	34	37

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	32	31	31	Principal Suspensions	26	17	8
# in Collaborative Team Teaching (CTT) Classes	19	30	17	Superintendent Suspensions	7	6	3
Number all others	39	30	33				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	197	101	TBD	Number of Teachers	53	51	48
# in Dual Lang. Programs	109	81	TBD	Number of Administrators and Other Professionals	19	18	6
# receiving ESL services only	101	109	TBD				
# ELLs with IEPs	21	50	TBD	Number of Educational Paraprofessionals	2	1	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.7	68.6	81.3
				% more than 5 years teaching anywhere	69.8	70.6	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	88.0	95.8
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	91.7	98.7	100.0
Black or African American	5.2	5.3	4.2				
Hispanic or Latino	94.1	93.7	95.1				
Asian or Native Hawaiian/Other Pacific	0.5	0.7	0.0				
White	0.2	0.0	0.7				
Male	51.6	49.3	51.9				
Female	48.4	50.7	48.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	60.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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



PS 8
THE LUIS BELLIARD SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **06M008**
ADDRESS: **465 WEST 167 STREET**
TELEPHONE: **(212) 928-4364**
FAX: **(212) 928-4072**

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SECTION I: SCHOOL INFORMATION PAGE21

SCHOOL NUMBER: P.S. 8 **SCHOOL NAME:** The Luis Belliard School

SCHOOL ADDRESS: 465 West 167 Street, New York, NY 10032

SCHOOL TELEPHONE: (212) 928-4364 **FAX:** (212) 928-4072

SCHOOL CONTACT PERSON: Rafaela Landin **EMAIL ADDRESS:** rlandin@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Rafaela Landin

UFT CHAPTER LEADER: David Schweitzer

PARENTS' ASSOCIATION PRESIDENT: Rita Cortez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** CFN 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE22

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
Rafaela Landin	*Principal or Designee	
David Schweitzer	*UFT Chapter Chairperson or Designee	
Rita Cortez	*PA/PTA President or Designated Co-President	
Evelyn Suero	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>	
Arnery Reyes	CBO Representative, if applicable – non-voter	
Santo Luna	Member/ Parent	
Merys Piña	Member/ Parent	
Martha Rodriguez	Member/ Parent	
Washington Hernandez	Member/Teacher	
Llecely Mendoza	Member/ Teacher	
Virginia Liz	Member/ Teacher	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE22

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.

Public School 8 (PS 8), the Luis Belliard School, is a full-service community school located in the Washington Heights section of Upper Manhattan in Community School District 6 (CSD6). It is challenged by a low income neighborhood plagued with issues prevalent in most urban communities. It is a barrier-free and handicapped accessible community school, with a partnership with our on-site Community Based Organization (CBO), The Children's Aid Society (CAS). In 1995, PS8 opened its doors to provide services for children in Early Head Start, Head Start, pre-K and grades K-5. The school was restructured in 2005 and divided into two smaller learning communities: The Bright Beginnings Academy, which includes grades kindergarten through 2, and the Langston Hughes DREAM Academy which includes grades 3 through 5.

The school's composition is as follows: 588 students registered from Kindergarten through grade 5. The school population is comprised of 94.3% Hispanic (primarily Dominican), 4.4% Black, 0.2% American Indian or Alaskan Native, 0.5% White, and 0.6% Asian students. The student body includes 48% English language learners and 14% special education students. Boys account for 53% of the student enrollment and girls account for 47%. The average attendance rate for the past 3 years is 94%. The school is in receipt of Title 1 funding with 93.09% eligibility.

Our mission is to give all students the opportunity to become independent thinkers and learners who are responsible, creative and well adjusted individuals. We foster a nurturing, supportive and safe environment that promotes a strong foundation of knowledge, skills and experiences. We are committed to joining in partnership with our entire school community in an effort to provide our children with the best opportunities for learning. Our students in fifth grade are afforded the opportunity to participate in a ten week program with the American Ballroom Dance and students in grades K-2 participate in key board classroom instruction through our partnership with Music and the Brain.

PS 8 is supported by CFN 104, American Reading Company, Achieve 3000 and AUSSI. They provide professional development and guidance in implementing a standards-based curriculum. Teachers work collaboratively to create a seamless, school-wide, standard curriculum map, units of study, and differentiated lessons in all content areas. Our teachers work together to review students' data, student work and data found in ARIS in order to plan differentiated lessons. Teachers focus on student outcomes, using a systematic, data informed approach.

Parents are an integral part of the educational process at PS 8. They are active participants in our monthly parent meetings, parent orientation day, on-going workshops, math mornings and career days, as well as, serve as committee members in our decision-making teams. We believe that our families are a very important component that supports the success of our school, and we value their opinions, input, and participation.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 008 Luis Belliard								
District:	6	DBN:	06M008	School BEDS Code:	310600010008				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.7	94.2	TBD		
Kindergarten	86	73	100	Student Stability - % of Enrollment:					
Grade 1	110	104	86	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	117	88	106		93.5	94.8	TBD		
Grade 3	94	117	80	Poverty Rate - % of Enrollment:					
Grade 4	103	101	118	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	100	96	92		89.6	93.0	98.1		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	136	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		29	34	37		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	1	6	(As of June 30)	2007-08	2008-09	2009-10		
Total	612	580	588						
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	35	32	31	Principal Suspensions	26	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	11	19	30	Superintendent Suspensions	7	6	TBD		
Number all others	35	39	30	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
					CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment:					Early College HS Program Participants	0	0	0	
(BESIS Survey)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	95	197	101	Number of Teachers	53	51	TBD		
# in Dual Lang. Programs	115	109	81						
# receiving ESL services only	107	101	109						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	21	50	Number of Administrators and Other Professionals	19	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	71.7	68.6	TBD
				% more than 5 years teaching anywhere	69.8	70.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	91.0	88.0	TBD
American Indian or Alaska Native	0.2	0.0	0.2		91.7	98.7	TBD
Black or African American	4.4	5.2	5.3				
Hispanic or Latino	94.3	94.1	93.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.7				
White	0.5	0.2	0.0				
Male	52.6	51.6	49.3				
Female	47.4	48.4	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	59.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	6						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT24

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?
-

As part of our needs assessment, P.S. 8 collected, reviewed, and analyzed student achievement data and our school educational program for all grades, K-5. We analyzed the following quantitative and qualitative data regarding student performance trends.

ELA Achievement Data

All Tested Students Scoring Levels 3 and 4 in the NYS ELA Assessment

Grade	2006-2007	2007-2008	2008-2009	*2009-2010 (reconfiguration of scale score)
3	21.9%	48.4%	50.0%	28.2%
4	38.8%	50.5%	54.0%	30.3%
5	25.2%	54.6%	62.2%	35.4%
Overall (Grades 3, 4, and 5)	28.4%	51.2%	55.2%	31.2%

**Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS ELA Assessment
(Grades 3, 4, and 5)**

Year	Percentage
2007	42.6%
2008	70.3%
2009	71.6%
*2010 (reconfiguration of scale scores)	42.5%

Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	11.1%
2008	27.9%
2009	36.8%
2010	20.0%

**Subgroup: Special Education Students That Scored a Level 3 or 4 in the NYS ELA Assessment
(Grades 3, 4, and 5)**

Year	Percentage
2007	11.4%
2008	20.5%
2009	18.4%
*2010 (reconfiguration of scale scores)	11.4%

Summary: In review of this data, PS 8 found that the overall percentages of third, fourth, and fifth grade students scoring a level 3 and 4 in the **2009-2010 NYS ELA** examination was 55.2%. In **2010, the percentage of students scoring levels 3 and 4 was 31.2%**. This resulted in a **24% decrease** for students in grades 3-5 in the ELA from **2009 to 2010**. The reconfiguration of scale scores by the State impacted our overall outcomes.

Furthermore, when analyzing the data for our subgroups, we found that the percentage of students scoring at levels 3 and 4 significantly decreased for all subgroups. Additionally, our data indicates that our Special Education Students and our ELLs are performing far below our English Proficient students. Closing the achievement gaps for these two subgroups continues to be a challenge. Over the years, we have modified our original restructuring plan to align our instruction and programs to meet the needs of all students.

Restructuring Plan Reflection

Years 1 & 2 2005-2006 2006-2007	Years 3 & 4 2007-2008 2008-2009	Year 5 2009-2010	Year 6 2010 - 2011
	2008 Met AYP for All Subgroups and 2009 Met AYP for All Subgroups Except SWD	Did Not Make AYP for ALL Students, Hispanics, Economically and Disadvantaged – Made AYP for SWD through Safe Harbor –	
Instructional Emphasis	Instructional Emphasis	Instructional Emphasis	Instructional Emphasis
<ul style="list-style-type: none"> ■ America's Choice Design ■ Professional Development ■ Small Learning Communities ■ Standards-based curriculum alignment ■ Literacy Lab sites ■ On-going Assessment ■ Literacy Coaches ■ ELL support ■ Math workshop Model 			
	<ul style="list-style-type: none"> ■ CTT class Gr. 3 ■ Differentiated Instruction ■ ESL Self-Contained ■ Guided Reading Instruction ■ Data Driven Instruction / Assessments ■ ELA Inquiry Team ■ Study Groups (ELLS, SWLD, Vocabulary and 	<ul style="list-style-type: none"> ■ Co-teaching Model grades 4/5 ■ Differentiated Instruction ■ CTT classes Grades K,4,5 ■ Inquiry Team and Professional Learning Community ■ Guided Reading Instruction ■ Use of 	<ul style="list-style-type: none"> ■ CTT classes Grades 1and 5 ■ Professional Learning Teams and Inquiry teams ■ Guided Reading Instruction ■ Continue to use formative and summative assessments to inform planning and instruction ■ Science Lab ■ Content Area Writing, vocabulary and

<ul style="list-style-type: none"> ■ Differentiated instruction ■ Increase Math time ■ Math Lab sites ■ Literacy in content area ■ Social Studies / Science ■ Assessment/ Data Analysis ■ Parent Coordinator 	<p>Guided Reading)</p>	<p>Assessment to inform instruction and planning</p> <ul style="list-style-type: none"> ■ Content Area Writing ■ Lesson Study Model with special attention to ELLs and SWD ■ Science Lab ■ Professional Learning Teams (90% of Staff) ■ Guided Math Instruction ■ Emphasis on critical thinking 	<p>grammar usage</p> <ul style="list-style-type: none"> ■ Aligning school curriculum map with Common Core Standards ■ Continue Lesson Study Model with special attention to ELLs and SWDs ■ Emphasis on higher order thinking skills in all content areas ■ Establish a co-teaching model in grades 2-5 to support students with their literacy development with special attention to ELLs and SWDs ■ Implementation of an independent reading assessment framework (IRLA) grades 2-5. ■ Technology Lab to further support ELLs and SWDs. ■ Implementation of "Math in a Flash" program to enhance mental math skills for the SWDs and ELLs
---	------------------------	---	--

A review of the accountability report cards for school years 2007-08, 2008-09 and 2009-10 reveals the following: In 2007-08 PS 8 made AYP in ELA for all sub-groups, 2008-09 PS 8 made AYP in ELA for all sub-groups except for SWD. The achievement gap between 07-08 and 08-09 shows a significant decrease in the number of sub-groups that did not make AYP in the identified area (ELA). In school year 2009-10, due to the changes in scale scores, PS 8 did not make AYP and that we were 2 points away from meeting Effective Annual Measurable Objective for the following sub-groups: All Students Hispanic, Economically disadvantaged. Limited English proficient students were 10 points away from meeting effective AMO. Students with disabilities made AYP through Safe Harbor. In addition, this report indicates that we made AYP for all of our sub groups in the areas of Mathematics and Science. In an effort to address the achievement gaps amongst all subgroups; the school will implement the following initiatives:

- Continue to create opportunities for the staff to meet on a weekly basis in order to plan tiered lessons and plan differentiated lessons with special attention to ELLs and SWDs. Teachers will function as professional learning communities in vertical and horizontal alignment of the curriculum.
- Provide Professional Development for staff in the areas of differentiated instruction, guided reading and vocabulary instruction in order to improve instructional practices.

- Continue to implement a Co-teaching model of instruction for one hour a day (a total of 60 minutes) in the grades 2-5 to support students in skills block, guided and independent reading and writing development.
- Maintain the number of Collaborative Team Teaching classes in the school in grades one and grade five. The school has one 5th grade CTT class and one 1st grade class. Each Class has an experienced and highly qualified Special Education Teacher and an ESL Specialist in order to further support our Special Education students and English Language Learners.
- Maintain reduced class size utilizing C4E funding in the early childhood grades in order to support ELLs and SWDs.
- Implement a co-teaching model to support the newly arrived students in grades 4 and 5 to support their Native Language content area skills and their second language development.
- Increase parental participation and involvement through training, on-going newsletters, open house meetings for all content departments, progress reports and parent coordinator contacts.
- Continue to provide progress reports three times a year to inform parents and families of students' progress.
- Provide for a Technology Lab to enable the integration of technology in the content area to provide opportunities for students in grades 2 to 5 with special attention to ELLs and SWDs.
- Provide for 2F status positions- Technology Director (for the purpose of increasing the technology integration into the classroom that supports differentiated instruction), and Academic Intervention Specialist that supports the AIS teachers with the implementation of the intervention model.

Math Achievement Data

Students Scoring Level 3 or 4 in the NYS Math Assessment

Grade	2008	2009	2010 (reconfiguration of scale score)
3	70.4%	79.1%	35.0%
4	50.0%	65.6%	34.0%
5	53.5%	78.4%	34.0%
Overall (Grades 3, 4, 5)	57.8%	74.6%	34.8%

Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	70.9%
2008	73.0%
2009	88.7%
2010 (reconfiguration of scale score)	54.1%

Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	35.4%
2008	40.9%
2009	60.5%
2010 (reconfiguration of scale score)	17.8%

Subgroup: *Special Education Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	25.7%
2008	40.0%
2009	52.1%
2010 (reconfiguration of scale score)	11.4%

Summary: Between 2009 and 2010 there has been a significant decrease in students performing at levels 3 and 4 in the NYS Math Exam. Although we have shown marked

success in prior years the reconfiguration of the scaled scores by the State has impacted negatively our Math outcomes.

We realize we must meet this new challenge with aggressive intervention in order to improve and or exceed those results. To address the students in grades three, four and five who have not achieved mastery and those who are on or above standard, we will implement the following initiatives.

- Establish Guided Math instruction and problem-solving on Fridays.
- Plan professional development with a consultant from AUSSIE on tiered Guided Math lessons and the use of assessments to inform teaching.
- Mandated Extended Day Program for all students in grades 3-5 in order to provide small group and differentiated instruction based on the student needs according to results of pre-assessments.
- Differentiated instructional material to be utilized during extended time to provide test preparation for students in grades 3-5.
- A Math pacing calendar aligned to Common Core State Standards (CCSS) that clearly delineate what students need to know and be able to do at the end of each unit of study.
- Schedule the Math Coach to provide supplemental Math instruction to newly-arrived students in grades 3-5.
- Assign an ESL licensed teacher in grade three to provide Math instruction to second Language Learners.

Progress Report Results and Learning Environment Survey

Progress Report Results		
	08/09	09/10
School Environment Surveys	13.8 of 15	11.5 of 15
Student Performance	18.3 of 25	5.1 of 25
Student Progress	59.3 of 60	39.9 of 60
Overall Score	97.4 of 100	60.8 of 100

Learning Environment Survey		
	08/09	09/10
Safety and Respect	8.8%	8.9%
Academic Expectations	8.3%	8.6%
Engagement	8.0%	8.2%
Communication	8.0%	8.0%
Participation Rate		
•Teachers	92%	90%
•Parents	95%	92%

Summary: Maintaining an “A” Status for three consecutive years according to the NY City Progress report has been one of our greatest accomplishments. This include the areas of School Environment Survey which measures safety and respect, academic expectations, engagement, communication and participation of parents and teachers. Our challenge remains in the area of student performance. This will be the focal point of our school organization, school practices and professional development.

Science Data

Students Scoring Level 3 and 4 in the Grade 4 NYS Science Assessment

Year	Percentage of Students Scoring Level 3 And 4
2007	51%
2008	48%
2009	53%

Summary: We have seen a 5% increase in the number of fourth grade students who scored a level 3 or 4 in the NYS Science Assessment from 2008 to 2009. In order to support **all** of the students in the area of science, the school will continue to implement the following initiatives:

- Ensure that science instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week)
- Adopt a hands-on, sequentially developed science curriculum for all grades.
- Ensure the use of the Teacher Resource Binder and the pacing calendar and the NYS Science curriculum.
- Maintain a Science cluster program to support students in grades 3 and 4 with a hands on inquiry based science lab.

Social Studies Data

Students Scoring Level 3 and 4 in the Grade 5 NYS Social Studies Assessment

Year	Percentage of Students Scoring Level 3 and 4
2005-2006	35%
2006-2007	44%
2007-2008	61%

Summary:

Overall, on grade 5, student performance on the Social Studies State Test continues on an upward trend from 2006 to 2008. There was an increase of 17% in students scoring at level three or above from 2007 to 2008. Even though the NYS Social Studies test was eliminated we will continue to implement the following initiatives:

- Ensure that social studies instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week in alternate weeks)
- Monitor SS instruction in order to effectively implement the Social Studies Scope and Sequence (NYS Education Department Core Curriculum)
- Ensure the use of the Teacher Resource Binder during weekly common planning time
- Develop a Social Studies Curriculum Map by Grade that clearly delineates the timeframe for covering the curriculum material, a description of the expectations for both the students and the teacher – what the student should know as a result of having mastered this curriculum
- Administer a periodic Social Studies assessment to assess student’s progress in meeting the Social Studies standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
<p>Goal 1: The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from 31.2% in the 2009-2010 school years to 40% in 2010-2011; resulting in an 8.8% achievement gain, as evidenced by the results of 2011 NYS ELA Exam.</p>	<p>A review of the New York State ELA Data Report reveals that the percentage of students in grades 3-5 obtaining levels 3 and 4 decreased by 24% from school year 2009 to 2010. This decrease was due to the reconfiguration of the scale scores. Therefore improvement of student performance will be the focal point of all school initiatives. Increasing student performance will allow us to meet AYP for all sub groups and NCLB mandates.</p>
<p>Goal 2: The percentage of English Language Learners, obtaining advanced and proficient levels in the NYSESLAT will increase from 55% in the 2009-2010 school years to 65% in the 2010-2011 school years, resulting in a 10% increase in students obtaining proficient and advanced levels in grades K-5, as evidenced by the results of the 2011 NYSESLAT.</p>	<p>A review of the 2009-2010 NYSESLAT data shows that 55% of our students achieved advanced and proficient levels. We hope to increase from 55% in the 2009-2010 to 65% in 2010-2011, an increase of 10%. In order to close the achievement gap between our proficient and English Language Learners, the SLT and the Design Team have decided to augment the percentage of students obtaining advanced and proficient levels in NYSESLAT.</p>
<p>Goal 3: The percentage of students in grades 3 to 5 obtaining levels 3 and 4 on the NYS State Math assessment will increase from 34.8 % in the 2009/2010 school year to 40% in the 2010/2011 school year. This will result in a 5.2% achievement gain; as evidenced by the 2011 NYS Math exam.</p>	<p>A review of the NYS Math data result reveals that the percentage of students obtaining levels 3 and 4 decreased by 40% from school year 2009/2010. This decrease was due to the reconfiguration of the scale scores. Therefore, improvement of student performance in Math will be the focal point of all school initiatives.</p>
<p>Goal 4: By June 2011, 55% of students in grades 2 through 4 will be reading at or above grade level expectations; as evidenced by the results of the Spring DRA-2 -Diagnostic Reading Assessment and the analysis of the Independent Reading Level Assessment Framework (IRLA)</p>	<p>After a review of the Fall 2010 DRA-2 data for grades 2 through 4, we found that only 31% of the students in grades 2-4 are reading on Standards or Exceeding the Standards. Therefore, we decided that raising the percentage of students reading and comprehending literature at the grade 2-5 complexity level should be a school-wide goal.</p>

<p>Goal 5: By June 2011, 95% of the staff will engage in Professional Learning Teams and will align the Common Core State Standards to our curriculum maps; as evidenced by PLT Learning Logs and team binders.</p>	<p>Due to the goals of our Common Core State Standards, it is imperative that 100% of teachers be involved in Professional Learning Teams.</p>
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SECTION VI: ACTION PLAN26

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): **Reading** _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from 31.2% in the 2009-2010 school years to 40% in 2010-2011; resulting in an 8.8% achievement gain, as evidenced by the results of 2011 NYS ELA Exam.</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>Use of Data</p> <ul style="list-style-type: none"> - Organized classes based on DRA reading levels, ELA scores, and NYSESLAT scores Responsibility: Supervisors Time Frame: August– October 2010 - Professional Development on the data Analysis of the DRA, ELA Strand Analysis in ARIS, and NYSESLAT results to determine content and skills to be emphasized in literacy instruction Responsibility: Supervisors, Design Team, teachers Time Frame: September 2010 – June 2011 - Deconstructing the Common Core State Standards to align our curriculum maps and units of study in all content areas Responsibility: Principal, APs, Inquiry Team Time Frame: July 2010-August 2011 <p>Strategies:</p> <ul style="list-style-type: none"> - Leadership meeting with staff to outline and clarify data, set goals and introduce the Common Core Standards Responsibility: Principal Time Frame: September 7, 2010 - Establish Professional Learning Teams to align curriculum maps and units of study to Common Core Standards with a focus on vertical and horizontal alignment and to develop curriculum maps that address content topics, skills to be mastered, strategies, and student outcomes. Responsibility: Coaches, APs, Teachers Time Frame: October 2010–May 2011

- Implement a co-teaching model during the literacy block in grades 2-5, in order to support Differentiated instruction, Guided Instruction, and the effective implementation of the Independent Reading Level Assessment Framework
Responsibility: Administration Time Frame: September 2010–June 2011
- Provide opportunities for teachers and co-teachers to plan differentiated lessons (during school hours and per-session activities)
Responsibility: Principal Time Frame: September-June 2010-2011
- Organize and schedule a school wide monitoring system to determine student needs and progress (Independent Reading Level Assessment (IRLA), DRA-2, Words Their Way, Writing Prompts, ELA Pre and Post tests, Predictive and ITAs)
Responsibility: Principal, APs, Cabinet, Teachers, Coaches Time Frame: September 2010 – June 2011
- Provide opportunities to ELL and SWD to participate in the Achieve 3000 program.
Responsibility: Principal, APs Time Frame: November 2010-June 2011
- Mandate students in grades 3-5 to participate in the Extended Day program, 3 times per week for 150 minutes per week. Differentiated test preparation and Guided Reading will be provided during this time.
Responsibility: Principal, APs Time Frame: September 2010 – June 2011
- Organize the Extended Day Program according to the results of the 2010 NYS ELA /Math Exam, DRA-2 Levels and teachers recommendations in September 2010
Responsibility: Principal, APs, Teachers Time Frame: September 2010-June 2011
- Mandate the use of Guided Reading and small group instruction for ELL and SWD.
Responsibility: Principal, APs Time Frame: September 2010 – June 2011
- Establish a school – wide system of student goal setting in the area of literacy and mathematics, science and social studies
Responsibility: APs, coaches and teachers Time Frame: November 2010 – June 2011

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

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.

Funding

- Utilize SINI Funds to supplement Guided Reading books to support Guided Reading instruction.
- Use Tile 1 monies (5%) and SINI Funds to provide opportunities for teachers to engage in professional learning teams to align curriculum to the Core State Standards with a focus on vertical and horizontal alignment and to ensure that our curriculum maps address content topics, skills to be mastered, strategies, and student outcomes.
- Use Tile 1 funds to provide on and off-site training in literacy development
- Use DRA Stabilization and Title I ARRA monies to fund an ELA coach and two assistant principals to expand use of high quality assessments and improve teacher quality through professional development.

Scheduling

- School-wide schedule for common planning time that includes all staff
- Scheduling the AIS Team, coaches, assistant principals and ESL staff to support grades 2 -5 during the literacy block
- Scheduling all students in grades 3-5 to receive differentiated test preparation during the Extended Day Program (3 times per week for 150 minutes)

Indicators of Interim Progress and/or Accomplishment

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

- 2010-2011 analysis of two ELA Predictive and two ITA ELA Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2
- The percentage of students achieving levels 3 and 4 on the NYS ELA Assessment will increase from **31.2%** in the 2009-2010 school years to **40%** in 2010-2011 NYS Exam.

<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><u>Funding</u></p> <ul style="list-style-type: none"> - Utilize C4E funds to hire an ESL licensed teacher to provide instruction in a self-contained first grade class and reduce class size in first grade. - Utilize school funds to provide CTT Classes in grades 1 and 5 to meet the needs of ELLs and special education students. - Use Title 1 funds to provide academic intervention support to ELLs and Special Ed students via Reading Specialists and Content Area Specialists - Use Title 1 funds to provide on site training in literacy development (American Reading Company) - Use Inquiry funds and other school funds to establish an Inquiry Team in ELA with special attention to ELL and SWD <p><u>Scheduling</u></p> <ul style="list-style-type: none"> - School-wide schedule for common planning time once per week, that includes all staff - Schedule the AIS Team to support grades 2-5 during the literacy block - Schedule all students in grades 3-5 to receive differentiated test preparation during the Extended Day Program - Target ELL in grades 3-5 to attend title III Program once per week
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Objective Evidence:</u></p> <ul style="list-style-type: none"> - Achieve 3000 tests will be administered weekly and incremental progress will be documented. Our goal is for ELLs to show improvement of at least 12% (one more correct questions) on each of the bi-weekly assessments given during the 2010-2011 school year - 65% of students in grades K-5 will obtain proficient and advanced levels as evidenced in the results of the 2011 NYSESLAT

Subject/Area (where relevant):

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: The percentage of students in grades 3 to 5 obtaining levels 3 and 4 on the NYS Math assessment will increase from 34.8 % in the 2009/2010 school year to 40% in the 2010/2011 school year. This will result in a 5.2% achievement gain, as evidenced by the 2011 NYS Math exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of Data</p> <ul style="list-style-type: none">- Utilize class assessment data to organize class groups according to math levels- Responsibility – Teachers and Math Coach Time Frame: Sept. 10– Oct. 11 - Analyze the results of the Math Predictive and ITAs to determine needs and progress- Responsibility: PLT, classroom teachers, APs, Math Coach Time Frame: Nov 10 – June 11 - Analysis of Classroom Visitation Observation Tool conducted by supervisors and the inquiry team to determine effective implementation of differentiated instruction within the math workshop model and Guided Math instruction.- Responsibility: Principal, APs, Design Team Time Frame: Sep 10- June 11 <p>Strategies:</p> <ul style="list-style-type: none">- Leadership meeting with faculty to outline and clarify data and set goals- Responsibility: Principal Time Frame: September 7, 2010 - Establish Guided Math instruction on Fridays and implement ECAM, grades K-5.- Responsibility: Principal, APs, Math Coach, AUSSIE Time Frame: Sep 10- June 11 - Establish a Math Facts in a Flash Program to provide opportunities for the development of mental math strategies for computation and problem solving for grades 3-5. This program uses technology as well as continuous math assessment data.- Responsibility: Principal, APs, Coaches, teachers Time Frame: Oct. 10 – May 11 - Establish math lab-sites in grades K-5 to provide for the interchange of best practices for differentiated instruction in the area of mathematics- Responsibility: Math Coach, selected lab-site teachers Time Frame: Nov. 10 – June 11 - Organize an Extended Day Program that addresses the math levels of students in grades 3-5. Utilize a research based Math Program (Kaplan) during the Extended Time- Responsibility – Principal, AP’s, Teachers and Math Coach Time Frame: Sept 10 – June 10

<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><u>Funding</u></p> <ul style="list-style-type: none"> -Use Title 1 monies to fund a math coach position and an ESL Teacher -Use school funds to purchase a program that supports differentiated instruction to be used in the Extended Day Program (Kaplan) -Use Title 1 funds to provide on and off-site training in Math development -Use school funds to purchase “NEOS” to support the effective implementation of Math Facts in a Flash -Use Title 1 and FSF funds to create per-session stipend for professional learning teams. <p><u>Scheduling</u></p> <ul style="list-style-type: none"> -Math Coach to co-teach in our bilingual bridge classes comprised of new arrivals -School-wide schedule for common planning time that includes all staff -Schedule the AIS Teachers to support bilingual classes in grades 1-5 -Schedule all students in grades 3-5 to receive differentiated test preparation in Mathematics during the extended day program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Objective Evidence:</u></p> <ul style="list-style-type: none"> - 40% of students in grades 3-5 will obtain levels 3 or 4 on the 2011 NYS Math Exam - Analysis of the two Predictive and two ITA Math Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2. -Consistent use of curriculum map to guide differentiated instruction in math as evidenced by daily classroom visits, student work, lesson plans and formal and informal observations

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2011, 55% of students in grades 2 through 4 will be reading at or above grade level expectations as evidenced by the results of the Spring DRA-2 (Diagnostic Reading Assessment) and the analysis of the Independent Reading Level Assessment Framework (IRLA)</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>Use of Data</p> <ul style="list-style-type: none"> -Conduct an analysis of the 2010 Fall DRA -2 results to establish baseline independent reading levels -Responsibility – Cabinet , Data Specialist Time Frame: Sept. 10 Oct. 11 -Distribute and collect Reading Logs for 100 Book Challenge in Grades 2-5 (September, December, April) -Responsibility – Teachers and Literacy Coach Time Frame: Sept. 10- June 11 -Administer the DRA-2 to students in grades 1-5 in the fall, winter and spring (2010-2011) and analyze data in order to monitor independent reading levels, set instructional goals, and develop an action plan -Responsibility – Teachers, Literacy Coach, APs Time Frame: Sept. 10- Oct. 11 -Collect and analyze the IRLA to monitor and revise Guided Reading practices and Independent Reading. -Responsibility – APs -Establish daily student conferencing using IRLA Framework -Responsibility –Literacy Coach, Supervisors, Classroom Teachers -Time Frame: Dec. 10 – June 11 <p>Strategies:</p> <ul style="list-style-type: none"> - Use the results of DRA Fall 2010 to ensure appropriate placement in guided reading groups of students in grades 1-5 Responsibility: APs, Teachers, Coaches Time Frame: Fall 10- June 11 - Establish and ensure the use of Guided Reading Observations based on the IRLA Framework and Fountas and Pinell. Responsibility: APs, Coach, Teachers Time Frame: Sep 10- June 11

	<ul style="list-style-type: none"> - Organize and schedule a school wide monitoring system to determine student needs and progress in independent reading levels (DRA-2, School Pace) Responsibility: Principal, APs, Consultant American Reading Company Time Frame: Sep 10- June 11 - Implement a Co-teaching model in grades 1-5 in order to support effective implementation of guided reading instruction and the IRLA Framework. Responsibility: Principal, APs, Teachers Time Frame: Sep 10- June 11
<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>Funding</p> <ul style="list-style-type: none"> - Use Title 1 monies to fund a literacy coach position and 2 Literacy AIS Specialists - Use SINI Grant funds to purchase leveled libraries to be used for guided reading instruction - Use Title 1 funds to provide on-site training in Guided Reading Instruction - Use SINI funds to create per-session stipend for co-teaching planning and for the alignment of the Common Core Standards and curriculum. <p>Scheduling</p> <ul style="list-style-type: none"> - School-wide schedule for common planning time that includes all staff - Scheduling the AIS Teachers and support staff to push-in during the literacy block to support guided reading instruction and the effective implementation of the IRLA Framework.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> - DRA-2 will be administered three times a year and incremental progress will be documented. - 55% of students in grades 2-5 will be reading at or above grade level expectations as evidenced by the administration of the Spring 2011 DRA-2 and the analysis of the IRLA Framework.

Subject/Area (where relevant): Professional Learning Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011, 95% of the staff will engage in Professional Learning Teams and alignment of Common Core State Standards to our curriculum maps; as evidenced by PLT Learning Logs and team binders.</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>Use of Data</p> <ul style="list-style-type: none"> - Conduct a pre- and post Survey to determine stage of development of planning and inquiry processes of the team. - Responsibility – Principal, AP’s, Cabinet Time Frame: Nov 10 June 2011 <p>Strategies:</p> <ul style="list-style-type: none"> - Provide training in the use of ARIS to all staff and have each team complete the Inquiry Space Profile in ARIS Responsibility: AP’s, Cabinet, Coaches and Teachers Time Frame: Oct 10- June 2011 - Utilize the expertise of the supervisors, coaches and teachers to provide continuous onsite professional development that includes demonstration lessons, inter-visitation and weekly planning meetings using data to inform instruction. Responsibility: Principal, AP’s and Teachers Time Frame: Sep 10- June 11 - Involve teachers in examining student work and assessment results to develop strategies and inform their planning - Involve teachers in aligning our curriculum to the Common Core State Standards Responsibility: Administrators, Classroom Teachers, Time Frame: October 10 – July 2011
<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>Funding</p> <ul style="list-style-type: none"> - Use Title 1 monies and SINI Grant to provide teachers with the opportunity to participate in Professional Learning Teams once per week for 2 hours. - Use Tile 1 funds to provide off-site training on the effective implementation of the Common Core State Standards in ELA and Mathematics. - Use Title 1 monies to fund a literacy coach to support professional development needs at the school level <p>Scheduling</p> <ul style="list-style-type: none"> - School-wide schedule for common planning time that includes all staff

Indicators of Interim Progress and/or Accomplishment

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

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Vertical and horizontal alignment of curriculum maps aligned to the Common Core State Standards
- Units of Study for Fiction, Non-Fiction, Poetry, Response to Literature, Narrative Procedure, delineating what students should know and what they should be able to do at the end of each unit
- PLT Learning Logs
- Inquiry Space Profile in ARIS
- Results of the pre and post Survey

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	3		N/A	N/A				
1	16		N/A	NA	10	0	2	4
2	42		N/A	N/A	7	0	0	2
3	15		N/A	N/A	7	0	4	6
4	16	17	0	0	5	0	7	5
5	12				1	0	9	2
6								
7								
8								
9								
10								
11								
12	104	17	0	0	30	0	22	19

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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Identified students in grades K-5 will receive AIS services in accordance to their needs and based on assessment data results. All efforts will be made to implement a co-teaching approach in grades 2/3 that will provide additional teacher support for 60 minutes in grades 2-5 during the literacy block. This will support differentiated instruction for all Tier 1 and Tier II students and students meeting the standard. Literacy services will also be provided for 50 minutes per day for targeted Tier 1 and Tier II students. This will take place in small groups by experienced highly qualified teachers through a push-in or pull -out model during the school day. A one-to-one tutoring program will be provided by an AIS specialist to selected first grade students who scored in the lowest quartile on the Reading Rescue pre-assessment. An after-school extended day program will also address the needs of at-risk and level 1 students in grades 3-5. Students demonstrating phonological deficiencies will be supported through researched-based strategies that are part of Wilson, Foundations and Reading Rescue Program. Based on analysis of diagnostic data, students demonstrating fluency, vocabulary and comprehension deficiencies will be supported through the use of Focus on Fluency Program, Language Proficiency Intervention, Reader’s Theater and Great Leaps. A strong emphasis will be placed in the development of literacy via the content areas. The Language Proficiency Intervention Program incorporates literacy development through the use of researched –based second language acquisition strategies that support English Language Learners.</p> <p>English as a Second Language support will be given by a Licensed ESL teachers in grades K-5 to targeted ELLs through a push-in or push-out model. Students will receive instruction in accordance to City and State mandates based on proficiency levels. In addition, 2 CTT classes in grades 1 and 5 will receive an ESL instructional program through the services of an in class ESL teacher. A team Teaching Model in these grades will provide ELL students with the expertise of an ESL teacher and an experienced Common Branch teacher. This will ensure differentiated support to ELLs in Tier 1 and Tier 2 in all content areas. An after-school Literacy support for ELL students will also be implemented in grades 3-5.</p> <p>1. Reading Rescue: This is a researched based literacy program that is provided to the lowest quartile 1st grade students. It is a comprehensive phonological program that focuses on a one-to-one instructional support based on a Reading Clinicians Professional Development program. Students receive this tutoring program during the school day and or after school.</p>

	<p>2. Wilson: This program is for selected students who have a high level. For students who have a high level of listening comprehension in comparison with phonemic awareness, decoding, spelling and fluency. Students learn strategies such as “tapping” and scooping for phonemic awareness and fluency. (for grades 2-5). Learning through manipulatives is emphasized.</p> <p>3. Foundations: (Baby Wilson) For students that have difficulty with phonemic awareness, spelling, and decoding. (Grades K-2) Provides interactive practice that reinforces areas of deficiency.</p> <p>4. Multisensory Comprehension Strategies: For students that have difficulty with comprehension. Students are taught using many visuals and “hands on” activities to improve comprehension</p> <p>5. Readers’ Theatre- Students participate in a mini play. This helps students with fluency and vocabulary development.</p> <p>6.Focus on Fluency- Computer practice with non-fiction books to aid students with fluency, comprehension, and content vocabulary.</p> <p>7. REWARDS- Practice with breaking up multi-syllabic words by using the prefixes, suffixes, and root words to increase oral and silent reading fluency. This is appropriate for students reading at a 2.5 level.</p> <p>8. Step Up to Writing- A multi-sensory approach to teaching basic writing. Students are provided with a developmental writing program that contains explicit instruction in writing using visuals, graphic organizers and color codes. The program gets progressively more complex and allows for interactive learning.</p> <p>9.Language Proficiency Kit- A science Based Literacy Program promoting second language acquisition by developing students’ reading, writing, listening and speaking skills through sequentially structured activities.</p> <p>10. Uptown Education Program: Students receive leveled games that teach, reinforce and provide practice in vocabulary, reading comprehension, phonics and writing, as well as, the content areas of math, science and social studies. Teachers can align games to their curriculum. Progress reports are provided daily to determine levels of proficiency and deficiency in a particular skill.</p>
<p>Mathematics:</p>	<p>Students identified as having math deficiencies in grades 3-5 receive a minimum of 50 minutes in a small group pull-out or push in program that aligns itself with the classroom instructional program. Tier 1 ELL students are targeted to receive this support. Students are actively engaged in concrete experiences that are supported by Everyday math intervention activities. Practice and repetition of</p>

	<p>concepts are interwoven into the daily activities presented. Targeted students are also eligible to participate in the after-school extended day program. This program provides additional support.</p> <ol style="list-style-type: none"> 1. Provides instructional activities for 12 Mathematics Strategies 2. Uses a step-by step approach to achieve mathematics success. 3. Prepares students for assessment in mathematics comprehension. 4. Provides application of math concepts and skills to daily problems.
Science:	<p>Language Proficiency Program focuses on the development of Science Content through a literacy - based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction science books are also used to augment science background knowledge and improve understanding of science concepts.</p>
Social Studies:	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, historical figures and map study will take place during each unit.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance counselor will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, students are referred to the Child Study Team for further support as well as outside agencies and treatment centers.</p>
At-risk Services Provided by the School Psychologist:	<p>School Psychologist evaluates AIS students that have been referred for and evaluation and provides information on the psycho-social development of the student.</p>
At-risk Services Provided by the Social Worker:	<p>The School Social Worker will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies. Working closely with the family and classroom teacher is part of the process used to support the student.</p>
At-risk Health-related Services:	<p>A school nurse provides the health services needed to at-risk students. Records are updated to include all services provided.</p>

Appendix 2: Program Delivery for English Language Learners (ELLs)

NCLB/SED requirement for all schools

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.

A: Language Allocation Policy (LAP)

LAP Template
2010-2011.doc

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:** 266 LEP 0 Non-LEP

Number of Teachers 7 Other Staff (Specify) 1 Supervisor 1 Secretary

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.

Description of School:

Public School 8, The Luis Belliard School (P.S. 8M) strives to support English Language Learners (ELLs) in achieving new and higher standards in alignment with the Common Core State Standards (CCSS). P.S. 8M is a K-5 elementary school with a population of 594 students (as of October 18, 2010), of which 266 students (about 44.28%) are English Language Learners with Spanish as their home language. Presently, we have two (2) Transitional Bilingual classes in K-1, one (1) Transitional Bilingual bridge class in second and third (2nd 3rd) grades and one (1) Transitional Bilingual bridge class in fourth and fifth (4th/5th) grades; six (6) Self-Contained Dual Language Classes in grades K-5; two (2) ESL Self-Contained classes in grades kindergarten and second grades and one (1) CTT/ESL Self-Contained in first grade. So far we have one hundred and seventeen (117) ELLs who have been opted out of the transitional bilingual program. 1.5 licensed certified ESL Teachers provide push-in/pull-out services to these students.

Professional Development Overview:

Through out the year, our teachers have an opportunity to select and receive professional development addressing the following: Analysis of the English Language Arts Exam for Grades 3-5, Math, Social Studies, Science; Math: Using Assessments to Differentiate and Plan Guided Instruction; Guided Reading/Math; 100 Book Challenge; Teaching Reading Comprehension Strategies; Integrating ESL Methodology Into Daily Teaching and Learning, Differentiated Instruction: Strategies for Reading Academic Texts Across Content Areas; Creating an Inquiry-Based Classroom for Science; Leveling and Organizing Classroom Libraries; Using the Standards to Plan Instruction; Creating Literacy Centers (Make and Take); Time Management and Organization: Fitting It All; Vocabulary Instruction in the Classroom to Build Academic Language (Make and Take); Administering and Analyzing the DRA-2/EDL to Plan for Instruction; Administering and Analyzing DRA-2 Word Analysis/ELSOL/NYSESLAT to Plan for Instruction; Accountable Talk Using "Standards" Language; Technology Integration Into Daily Classroom Instruction; Professional Development for Paraprofessionals; How to Incorporate the Classroom Paraprofessional and IEP Paraprofessional in the Instructional Program; Creative Classroom Management: Strategies to Meet the Needs of All Students.

Description of Title III Program:

TEMPLATE - MAY 2010

In order to support our English Language Learners and to accommodate their academic needs our Title III Program will take place as follows:

- Our K-2 students will be supported during our instructional day with 30 minutes of test prep. We will use the Empire State NYSESLAT ESL/ELL Test Prep Materials from Continental Press
- Our 3-5 students will also be supported with 30 minutes of test prep using the Empire State NYSESLAT ESL/ELL Test Prep Materials from Continental Press. In addition they will be participating in our Title III Program which will be taking place on Saturdays. We will meet from December 2010 – April 2011 from 9:00 a.m. – 1:00 p.m. During this time the students will be supported through Read Alouds, Guided Reading, Achieve3000, NYSESLAT Test Prep, and Math Games. Targeted students in K/1 will participate in a Parents' Literacy Program with their day teacher.
- Seven (7) teachers will work with groups of 10-12 students for a total of 14 sessions (Saturdays) from 9:00 a.m. – 1:00 p.m. for a total of 56 hrs each
- A supervisor will be hired to supervise the program
- A trained secretary will be hired to handle the payroll and other required clerical work

Instructional Programs:

- Guided Reading-Language Proficiency and Vocabulary Intervention Kits: Research has shown that an English language learner's oral proficiency positively impacts reading comprehension (August and Shanahan 2008). Our Title III Program will focus on oral language throughout the program; questioning and discussion will be the primary modes of delivering instruction. Building vocabulary in the second language is also critical to success for English language learners therefore vocabulary acquisition will be supported through repeated exposures to a word, word study, and instruction in specific words and their meanings. Teachers will help students build background by previewing with them and supplying information that students may not know. Our students will also benefit from the combine instruction in fluency, phonics and phonemic awareness and comprehension.
- Achieve3000: Students in 3-5 will be supported with Achieve3000 during the day for 30 minutes, on Saturdays for 45 minutes and at home (students who have access to a computer)
- Empire State NYSESLAT Test Prep Materials: This instructional program provides an opportunity for our students to practice for the New York State English as a Second Language Achievement Test. This program incorporates NYSESLAT testing strategies to help familiarized our students with the NYSESLAT addressing the four strands of language development; listening, speaking, reading and writing.
- Math Games: Students in 3-5 will be supported in Mathematics through the use of mathematical games. Emphasis will be given to mathematical facts: addition, subtraction, multiplication and division. Students will have an opportunity to increase their mathematical skills as well as their English proficiency as they participate in discussions, give and follow directions, and take a leadership role while playing these games. Conversations will be allowed in both languages to support the new arrivals.
- We will be reinforcing all four modalities: Speaking, Listening, Reading and Writing through content area instruction

School: 06M008 BEDS Code: 310600010008

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)	\$24,023.20	<u>Title III Saturday Program</u> 7 teachers x 4 hrs x 14 sessions = 392 hrs x \$50.00 = \$19,600.00 1 supervisor x 5 hrs x 14 sessions x \$52.21 = \$3,654.70 1 secretary x 25 hrs x \$30.74 = \$768.50
Purchased services		NA
Supplies and materials	\$19,656.80	<u>Curriculum Materials</u> Empire State NYSESLAT ESL/ELL (Continental Press) Workbooks (K-5) 300 @ \$18.65 = \$5,595.00 English Now! Teacher Kits 2 @ \$1,957.99 = \$3,914.00 Student Materials 60 @ \$39.95 = \$2,397.00 Student Assessment 60 @ \$21.80 = \$1,308.00 Rourkes' Language Proficiency and Vocabulary Intervention Kits 4 @ 399.99 = \$1,599.96 Listening Centers 5 @ \$600.00 = \$3,000.00 Other consumable material \$1,842.84
Educational Software (Object Code 199)		NA
Travel		
Other Parental/Student Involvement/Celebration	\$1,000.00	Parental and Community Involvement Parent materials to be distributed

		Refreshments and snacks Tickets to Movies Arts & Crafts, Raffles, Etc.
TOTAL	\$44,680.00	

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 the school's written translation and interpretation needs, the School Leadership Team first determined the languages the students speak at home. According to the Home Language Surveys, 94.2% of the students at the school are native Spanish speakers. Four percent of the students are African-American and 0.4% of the students are white non-Hispanic. These families home language is English and therefore do not require translation services. The remaining 0.8% of the students are Asian, specifically from Yemen.

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.

Our parents are predominantly a non-English speaking community therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships. PS8 provides all communications via parent letters which are sent home in English and Spanish. The school works collaboratively with the Parent's Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both Languages. School calendars, monthly newsletters, and updates for available programs are all provided to our school community in a translated format. This information was disseminated to our staff via faculty conferences at the beginning of the year and to our PTA and the Children's Aid Society during our bi-weekly PTA meetings.

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.

Our school is committed to providing our parent community with all the necessary information to ensure a successful partnership focused on the accomplishments of higher academic standards. To this end, we provide all school related communications in both English and Spanish. We encourage participation in all school related activities with the assistance of the parent coordinator and in collaboration with the Parents' Association. The success of our efforts is evident among the increase of attendance on Parent Teacher Conferences, parent workshops, parent volunteers, and analysis of the Parents Survey Review.

Our school utilizes in-house personnel to provide written translations for parents and community members. Written translation services within our school are scheduled from the commencement of the school year with the inception of parent orientations and informational academic calendars. To ensure that all appropriate areas are addressed we offer parent workshops. In collaboration with the School Leadership Team, Parent Association, Parent Coordinator and Academic Intervention Liaison, translated announcements and home letters are distributed to the entire school population.

All documents distributed to the parents in Spanish are translated by staff members. Manuals, such as the Promotional Policy and the Parent Handbook, are translated by the Translation-Interpretation Unit. Since no staff member at the school is fluent in Arabic, *all* documents distributed must be translated into Arabic by the Translation-Interpretation Unit.

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 oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and serves as excellent resources at our parent workshops and meetings. School funds are used to create per-session stipends for paraprofessionals, school aides and family workers to provide translation services in fall and spring Parent Teacher Conferences. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose.

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

The Chancellor's Regulations will be fulfilled to increase parent participation and involvement by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel and the services of the Translation Unit will be utilized to translate documents into Haitian and Arabic. All

essential school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns.

Signs informing parents of Chancellor's Regulations A-663 are posted in the main entrance, in the main office, and throughout the school building. Additionally, signs are posted throughout the school in different languages (Spanish, English, Arabic and Haitian) indicating the availability of interpretation services.

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:	670,121.	34,786.	704,907
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,701	347.	7,048
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,506	*	
4. Enter the anticipated 10% set-aside for Professional Development:	67,012 (Math Coach)	*	

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 2010-2011 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.

Public School 8 Parent Involvement Policy:

Part I – General Expectations

2010-2011

Public School 8 (P.S. 8) agrees to implement the following statutory requirements:

- Public School 8 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S. 8 share a partnership with the Children’s Aid Society. That partnership will yield increased parental involvement. Good family involvement programs do not always require new or additional money. The relationship with Children’s Aid Society will allow for increased staff membership in projects that will promote parental involvement at P.S. 8.
- In carrying out the Title I, Part A parental involvement requirements, P.S. 8 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. As an example of the activities that P.S. 8 will

coordinate under the supervision of the Principal and through the Parent Coordinator, the following workshops will be held (in English and Spanish) throughout the school year 2010-2011.

Date	Workshop
September 10, 2010	Bilingual Programs Orientation
September 23, 2010	Parental Involvement Policy
September 30, 2010	SES Providers Fair
October 8, 2010	Special Education Orientation
October 21, 2010	Title I Orientation
October 28, 2010	NCLB Orientation
October 2010	Middle School Orientation
November 4, 2010	Report Card Orientation
November 19, 2010	Thanksgiving Celebration
November 2010	ARIS Parent Link Training
December 2, 2010	Home Strategies Workshop
December 16, 2010	Holiday Celebration
January 6, 2011	Learning Feels Good
January 20, 2011	Grading Policy
February 3, 2011	The Write Stuff
February 17, 2011	Valentine's Celebration
March 10, 2011	HIV Curriculum
March 2010	ARIS Parent Link
March 15, 2011	Parent Teacher Conference
April 2, 2011	Helping Your Child perform Better on State Tests
April 14, 2011	Child Abuse Prevention
May 6, 2011	Transition to Middle Schools, High Schools, College
May 27, 2011	End of the Year Celebration
June 16, 2011	Promotional Criteria Orientation and Summer School

- P.S. 8 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent. Our Special Education Department at P.S. 8 will also provide information to parents of children with IEP's and who have special needs.

At PS 8 Parental Involvement/Engagement for the academic year 2010-2011 will be enhanced through the following activities, workshops and classes.

- Parent Teacher Conferences & Open School Week
- ARIS Parent Link
- PTA Monthly Meetings (Breakfast and Raffles for participants).
- PTA Supplies and expenses (from cups, napkins, etc. to paper, pencils and other office supplies).
- Educational/Parent Orientations (Breakfast provided).
- The Children's Aid Society (Family Literacy Program) - Includes ESL instruction, parent resource time, and parent/child time. Instructors for these classes paid by PS 8 CBO.
- E.P.I.C Parent Workshops- workshops designed to help parents develop their communication and improve parenting skills. (The Children's Aid Society).
- We Are New York, DOE ESL Conversational Groups.
- Partnership with other agencies to provide educational workshops (Sylvan, Health First, Cornell University....)
- Annual Parent Recognition award ceremony held in recognition of the completion of workshops provided using Title 1 funds i.e. Home Care Services, Nutrition, Citizenship, Vocational Trainings.
- Continue to establish communications through the use of monthly newsletters, phone calls, flyers and surveys.
- Provide information and training about the importance of parental involvement.
- Increasing parental involvement by providing ongoing parent workshops and support for new arrivals to improve the home-school connection.
- Providing opportunities for parent involvement via the Parent Coordinator, the School Leadership Team, School Programs and Services, Parent Association activities, weekly workshops, support groups for parents of children with special needs, and adult education classes.
- Training parents as SLT members.
- Workshops provided by The Children's Aid Society include: Immigration & Citizenship, Domestic Violence Awareness, Child Abuse Awareness, Housing, and Public Services Accessibility.
- Parents involved in Graduation Committees, Dual Language Committees, Safety.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Public School 8 School-Parent Compact 2010-2011

According to the 1994 Title I Amendments, a school-parent compact is an agreement developed between parents and schools “that outlines how parents, the entire school staff, and students will share the responsibility for improved student 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.”

The Community of Public School 8 believes that it is only through the cooperation of the parents and the school that children reach their full potential. In light of this the school and parents will work co-operatively to provide for the successful education of the children as follows:

THE SCHOOL AGREES:	THE PARENT/GUARDIAN AGREES:
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	To become involved in developing, implementing, evaluating, evaluating and revising the school parent-involvement policy.
To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	To use or ask for assistance that the local school may offer on child development and teaching and learning strategies as needed.
To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with our child/children on their schoolwork.
To provide parents with timely information about all programs	To ask them what they learned about that day
To provide performance profiles and	To encourage them to share their

individual student assessment results for each child and other pertinent individual and school district education information	successes and areas of frustration
To provide high quality curriculum and instruction	Provide assistance if necessary
To deal with communication issues between teachers and parents through parent-teacher conferences at least annually	Encourage them to read, write, and practice their math skills daily
To deal with communication issues between teachers and parents through frequent reports to parents on their children's progress	To monitor our child/children's attendance at school
To deal with communication issues between teachers and parents through reasonable access to staff	To monitor our child/children's homework
To deal with communication issues between teachers and parents through opportunities to volunteer and participate in their child's class and to conduct observation of classroom activities	To monitor our child/children's television watching
To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.	To monitor our child/children's computer and video game usage
	To encourage the development of effort and persistence in our children
	To share the responsibility for improved student achievement.
	To communicate with our child/children's teachers about their educational needs.

	To ask parents and to parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.
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Signature Section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children. ***Please sign and return to your child's teacher.***

Signature of Teacher

Signature of Parent/Guardian

Type/Print Name

Telephone Number

Best time to contact: _____

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's needs assessments data have been detailed on pages 9-16 Part IV of the Needs Assessment Section of our current CEP. The data presented includes an analysis of our most current quantitative and qualitative data regarding student performance trends and other indicators of progress.

2. **School wide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- Our school continues to implement the America's Choice School Design Model which is a research based program, Board of Education approved and aligned to the requirements of the NCLB Act and State Standards. In addition, we are supported in our professional development efforts by the American Reading Company, the AUSSIE and our CFN support network. Our professional development training data driven and emphasizes alignment of the Common Core State Standards. The analysis of student progress data is utilized to modify, revise and improve instructional plans.
 - To meet the needs of the low academically achieving students, PS 8 provides an extended day program for all of our students in grades 3-5 Monday through Wednesday from 2:35-3:25. In addition, approximately 100 of our students are given the opportunity to attend a Summer School program through our partnership with the Children's Aid Society.
 - Our instructional program and planning is based on CCSS. Great emphasis is placed on academic rigor and higher order thinking skills for all of our students in order to provide a rich and accelerated curriculum.

- In order to meet the needs of our historically underserved population (ELL and Special Education students) we are providing a co-teaching model in grades 2-5 in order to support differentiated instruction as well as to reduce the student to teacher ratio.
- To meet the needs of the low academically achieving students; PS 8 provides AIS services for level 1 and holdover students. Additionally, identified at-risk first graders are provided with a tutoring program, Reading Rescue, by trained AIS specialists and paraprofessionals during school hours and during the extended day.
- To ensure that the needs of all students are addressed, classroom teachers focus on providing differentiated and small group instruction.

3. Instruction by highly qualified staff.

The PS 8 staff is comprised of 100% fully licensed teachers and 88% of the teachers possess a Masters Degree. 98.7% of our classes are taught by “highly qualified” teachers”(NCLB/SED). In addition, teachers are provided with opportunities to acquire course credits to further certification requirements and expand instructional abilities under Title I funding.

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

- The ongoing professional development which will be provided at PS 8 has been incorporated throughout all content areas as an essential component of the needs assessments Implications when planning for instructional programs.
- Teachers will receive onsite and off-site professional development on the Common Core State Standards from our CFN support network, AUSSIE and American Reading Company.
- Collaboration and planning will continue across the grade levels during common planning time on a weekly basis
- Teachers and paraprofessionals will be provided with professional development opportunities in guided reading instruction, Reading Rescue, DRA-2, Independent Reading Level Assessment Framework, Quality review rubric, Word Analysis administration, and understanding an effectively implementing the IEP.
- Principal and Assistant Principals will receive on-site and off-site professional development on the use of summative and formative data to improve teaching and learning, Common Core State Standards and the use of Quality Review Rubric as a tool to improve school wide efforts
- Parents will receive training in the effective implementation of Title I programs and the Parent Policy and Parent Compact.
- Mentoring by coaches and lead teachers will assist new teachers to ensure seamless instruction of curriculum

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

- Hiring of teachers will be processed via the School Human Resources Committee.
- We will enlist the support of our Human Resources Liaison to fulfill all vacancies in late spring and during the summer months.
- Create a corps of support staff such as lead teachers, coaches and administrators to support our new teachers and teachers identified as in need of professional development.
- We will effectively implement the New Teacher Induction Mentoring Program.

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

- a. We will aggressively enlist the participation of parents in our SLT.
- b. Conduct weekly parent meetings on topics of their choice using results of parent surveys
- c. Provide family literacy and parenting skills workshops through our partnership with the Children's Aid Society
- d. Our annual Reading Rally to launch the One Million Word Campaign
- e. Parent as Partner Reading Assemblies (Three times a year: December, April and June)
- f. Celebration of Student Published Work (every 6-8 weeks)
- g. Student of the Month Award Ceremonies

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.

- Parent Orientations prior to enrollment in Kindergarten classes
- Visitations between the Early Childhood teachers and Kindergarten teachers
- Student visitations to the new Kindergarten classrooms
- Summer programs that provide lunch and transition the students to the new Kindergarten routines

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 Leadership Team
- Design Team
- Inquiry Team
- Cabinet Meetings
- Child Study Team

We also provide annual teacher surveys to assure that the staff has the opportunity to express and reflect upon instructional programs effectiveness and suggestions for improvements. The teachers are an essential element when targeting the at risk student population. Teacher observations and recommendations are crucial to meeting the needs of all the students.

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.

Our school provides Level 1, 2, and promotion in doubt students with assistance through the Academic Intervention Services. AIS provide instruction assistance at both the Tier I and Tier II levels. Please refer to Appendix 1, pps 32-35.

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.

In collaboration with the Children’s Aid Society, the PS 8 parent community and student population are provided with:

- After School Extended Day Programs which provide our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes. The After School Programs also provide arts, recreation, socialization, and leadership activities.
- Saturday Basketball Club for at risk targeted students provides physical fitness opportunities and sportsmanship experiences.
- Preventive Services Program – Provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- Family Resource Center – provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- Adult Learning Program which provides workshops on ESL, Family Life & Holistic Sexuality, Growing Together Mothers and daughters, and Arts & crafts

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” ⁴ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of
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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

	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

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

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

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- students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

NCLB/SED Status: Restructuring –
(Advanced) Comprehensive – **SURR⁶ Phase/Group (If applicable):**
2008-2009

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.

As per the 2008-2009 NYS Accountability Report Card, we were identified by the New York State Education Department as a **Title 1 School Restructuring Year 2– Advanced**. The NYS School Report Card for school year 2009-2010 indicates that we did not meet AYP for the following sub-groups: All Students, Hispanic, Limited English Proficient, Economically Disadvantaged students. Our students with disabilities made AYP due to Safe Harbor. In the area of Math and Science, all subgroups are making AYP. Our school had a joint review (State and City) school year 2009-2010. See attached, revised Restructuring Plan with findings and recommendations from this review.

Due to the reconfiguration in scale scores for both ELA and Math State exams, our school’s general upward trend for all sub-groups was negatively affected. This change has made us realize the urgent need to ensure that our staff is equip with best teaching practices and that our curriculum is aligned to the Common Core State Standards. We need to continue to enhance our planning, lessons and teaching to meet the needs of all students; with special attention to ELL and SWD. Additionally, we find that we need to provide opportunities for general education and special education teachers to share best practices and instructional approaches that will help to increase access to the general education curriculum and improve student performance.

School Under Registration Review (SURR)

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.

Our school has many improvement and intervention plans to continue to support all students, Hispanic or Latino, LEP/ELL population and Economically Disadvantaged populations with emphasis on students with disabilities during the upcoming year. These plans are delineated throughout the CEP goals and action plans. These plans include:

- Improve teaching practice and curriculum planning by providing a literacy coach and a math coach to support school-wide Professional Development
- Establish Professional Learning Teams to re-map our curriculum and align to the Common Core State Standards
- Establish a technology lab to support bilingual and SWD with literacy and math development (RESO A)
- Implement Teaching Matters Program (Title II D grant) to enhance students writing and technology development
- Implement Math Facts in a Flash (Accelerated Readers Program) to support students with mental math skills and enhance performance in state assessments
- Enhance conferencing during readers workshop by implementing the Independent Reading Level assessment Framework (American Reading Program)
- Utilize an ELL Coordinator to support students and teachers in the Bilingual and Dual Language Programs, as well as the wider staff, in integrating ESL methodology into classroom instruction with special attention to students with disabilities
- Adherence to Language Allocation Policy in order to plan for academic language instruction, scaffold language acquisition strategies, align LAP to curriculum initiatives and structure literacy, math and other content areas to include LAP requirements
- Provide extensive Professional Development in differentiating instruction for all curriculum areas and include the integration of ESL Methodology and strategies that work with students with disabilities.
- Enhance parent input and involvement in school activities and leadership decision-making.
- Provide ongoing parent workshops that support the students with disabilities achievement gains

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

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.

Title 1 Funds will be utilized to fund a Literacy Coach to model best teaching practice, co-teach and co-plan with individual teachers and during common planning by grade. Additionally, 5% HQ funds will be used to provide on-site and off-site professional development to staff given by AUSSIE, American Reading Program and the DOE Internal Services.

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In 2010-2011, we will continue with our Professional Learning Teams for vertical and horizontal planning. During PLT, teachers have the opportunity to plan together by grade and involve in inquiry work. Teachers meet twice per week for two hours and this model serves as a great strategy to mentor new teachers. This year we do not have any teachers new to the system, however, teachers in their 2nd, and 3rd year of teaching will continue to receive onsite professional development by our coaches in literacy and math.

- 1. 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.**

P.S. 8 will continue to inform parents of the school's improvement status via parent letters, which will be sent home in English and Spanish. In addition, the school will work collaboratively with the PTA and the Parent Coordinator to organize workshops and meetings in regards to our school's restructuring and curricular changes affecting their children. Teachers will send home bi-monthly newsletters to inform parents about what their children are learning. The principal will send bi-monthly newsletters with updates and available programs and participation opportunities to encourage parent involvement. In November and June the school will organize and present a parent orientation to inform parents about the restructuring plan, organizational and instructional changes for the following year, as well as discuss new school initiatives aligned to test data results. At the beginning of the school year and in February, parents will be invited to additional orientation meetings to continue the discussions about the school improvement plans and changes. All efforts will be made to keep parents involved in the academic process and educational reforms with attention to their input into the decisions that impact teaching and learning. PS 8 will continue to partner with Children's Aid Society in order to provide parents with current information with improvement efforts being instituted.

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.)**

In school year 2010-2011, we have 4 Students in Temporary Housing attending our school as indicated in the Student Data Report in ATS.

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

STH are provided with services comparable to services offered to other students in the school, including educational services for which the child meets the eligibility criteria such as compensatory educational programs for the disadvantaged, educational programs for the disabled and for students with limited English proficiency (Ells'), STH are eligible to receive free school meals, free transportation to travel to/from school. STH and their family are automatically referred to our onsite CBO, the Children's Aid Society for support, guidance and assistance in medical, housing and preventive services. STH are referred to the Parent Coordinator whom keeps close communication with the families to facilitate services and support for students. STH are also given priority to participate in our daily after school program. In addition, STH receive Literacy, Math and Science support, provide by our Academic Intervention Team (AIS).

Part B: FOR NON-TITLE I SCHOOLS – N/A

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)