



P.S. 128 AUDUBON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 128 AUDUBON
ADDRESS: 560 WEST 169 STREET
TELEPHONE: 212-927-0607
FAX: 212-781-8002

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600010128 **SCHOOL NAME:** P.S. 128 Audubon

SCHOOL ADDRESS: 560 WEST 169 STREET, MANHATTAN, NY, 10032

SCHOOL TELEPHONE: 212-927-0607 **FAX:** 212-781-8002

SCHOOL CONTACT PERSON: Rosa Argelia Arredondo **EMAIL ADDRESS** RArredo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marie Andino

PRINCIPAL: Rosa Argelia Arredondo

UFT CHAPTER LEADER: Marie Andino

PARENTS' ASSOCIATION PRESIDENT: Delia Flores\ Suyapa Adames

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** 94 CFN 209

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

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
Rosa Argelia Arredondo	Principal	
Marie Andino	UFT Chapter Leader	
Mildred Olivo	UFT Member	Comments: YES
Lisette Urena	UFT Member	Comments: yes
Lillian Cordero	Parent	Comments: yes
Debra Imbriale	UFT Member	Comments: yes
Daniel Leopold	UFT Member	Comments: yes
Yolanda Encarnacion	UFT Chapter Leader	Comments: yes
Fatima Saab	UFT Member	Comments: yes
Tanya A. Robinson	Parent	Comments: yes
Olga Tavarez	Parent	Comments: yes
Angela Fernandez	Parent	Comments: yes
Zoila Juncal	Parent	Comments: yes
Nicanora Velazquez	Parent	Comments: Yes
Delia Flores	Parent	Comments: Yes

Norma Reynoso	Parent	Comments: yes
Elva Bautista	Parent	Comments: Yes
Iris Antonetty	UFT Member	Comments: yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 128's Vision and Mission Statement

PS 128M's vision is to educate the whole child while instilling a passion for life long learning. We believe that all students have the immense capacity to achieve high standards of academic excellence and to flourish into responsible and resourceful citizens.

The PS 128M learning community, consisting of the staff, parents and community based organizations, will work collaboratively to create a safe and nurturing child-centered environment in which students' cultural experiences, physical, social and emotional development are integrated with the educational process. We will provide our students with all available tools and resources to foster critical thinking skills in order to empower them to be contributing, responsible future citizens of their community as well as be able to compete in the changing global economy.

PS 128M strives for academic excellence. The staff, parents and community are committed to collaboratively raising students' achievement and to meeting State Standards. PS 128 M has been identified as a school in Restructuring (Year 1) – Focused on English Language Arts for Students with Disabilities (SWD) on the NCLB/NYSED accountability status report. As such, we have made a dramatic change to the services and support provided to our Students with Disabilities (SWD) and English Language Learners (ELL) through our Restructuring Plan.

Clear expectations and academic rigor under the Principles of Learning remain our key focus areas for all instruction. A standard and research based literacy program that includes a ninety-minute block is implemented in grades Pre-K through 5. Leveled classroom libraries in grades Pre-K through 5 are used to support the literacy curriculum as well as all content areas. The mathematics curriculum includes manipulative materials, games, small group activities and the use of supplemental programs for intervention. This includes problem solving processes and application of mathematical concepts to real life situations. Students are exposed to various writing genres and the craft of writing through the writing curriculum. Writing in all content areas is also emphasized for all students. Ongoing informal assessments are administered to support flexible grouping. Diagnostic prescriptive instruction based on data analysis is provided to meet our students' needs. All mainstream curriculum and programs are paralleled in Bilingual and Special Education classes.

The School Leadership Team (SLT) consists of representatives from each constituency of the school community. Its main responsibility is to provide guidance and participate in the decision making process which impacts and monitors instructional programs. School teams are established to support and facilitate collaboration and unity in the school community. The Professional Development (PD) Team, consisting of the Principal, Assistant Principal, coordinators, and teachers plan and monitor the school's comprehensive and differentiated PD plan which includes ongoing workshops, make and

take, planning sessions, peer coaching, classroom demonstrations, inter-class visitations, lab-sites and in-service courses. The Child Study Team (CST) which includes the Principal, Coordinators, guidance counselors, family workers, clinicians, Community Based Organization (CBO) members, the parent coordinator, as well as pedagogical staff, provides an intervention plan of support for students with social, emotional and academic needs.

Parent outreach focuses on family literacy, parenting skills, parent leadership and enhancing their knowledge of community resources. The parent coordinator facilitates all parental involvement components that include participating in the SLT, school events/programs, Parents' Association activities and meetings, the school volunteer program, weekly workshops, school committees as well as adult education classes.

PS 128M has and continues to be focused on providing each child with optimal learning opportunities in order for them to become future contributing citizens. More importantly, we emphasize on creating a warm and motivating culture for all students, staff and parents. This goal will be attained by our dedicated professionals through ongoing collaboration.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 128 Audubon								
District:	6	DBN #:	06M128	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	32	36	35		93.1	94.3	TBD		
Kindergarten	85	107	94						
Grade 1	137	114	130	Student Stability - % of Enrollment:					
Grade 2	140	125	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	120	128	122		92.1	94.39	TBD		
Grade 4	152	119	135						
Grade 5	148	153	108	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.2	89.6	91.3		
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		20	122	TBD		
Grade 12	0	0	0						
Ungraded	3	0	3	Recent Immigrants - Total Number:					
Total	817	782	735	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					24	27	38		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	38	46	50	Principal Suspensions	34	12	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	24	11	Superintendent Suspensions	3	3	TBD		
Number all others	54	50	52						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	241	228	225	Early College HS Participants	0	0	0		

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	147	105	101	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	7	73	Number of Teachers	74	73	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	17	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.6	100	TBD
				% more than 2 years teaching in this school	70.3	72.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	71.6	72.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	90	TBD
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	97.2	TBD
Black or African American	4.5	5	3				
Hispanic or Latino	93.4	92.8	95.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.3	0.7				
White	0.9	0.9	0.7				
Multi-racial							
Male	52	49.9	50.7				
Female	48	50.1	49.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input checked="" type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	Ysh	√					
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:	
Overall Score	87.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 128 M has been identified on the NCLB/NYSED accountability status report as a school in Restructuring (Year 1) – Focused on English Language Arts, specifically for the Students with Disabilities (SWD) cohort based on the 2009 ELA scores. The English Language Learners (ELL) cohort also failed to meet the AYP, but met the Safe Harbor.

- What student performance trends can you identify?

In spring 2010, 352 students in grades 3, 4, and 5 took the NYS ELA, compared to a total of 376 students in 2009. In 2010, of the 352 students tested, 89 students (25.28%) achieved a level 1; 169 students (48.01%) scored a level 2; 86 students (24.43%) achieved a level 3; and 8 students (2.27%) achieved a level 4. The winter 2009 test scores showed 40 (10.64%) level 1 students; 115 (30.59%) level 2 students; 210 (55.85%) level 3 students and 11 students (2.93%) achieved a level 4. A comparison of these results shows an increase in levels 1 and 2, of 14.64% and 17.42%. There was, however, a decrease in level 3 students by 31.42% as well as a decrease in level 4 students by 0.66%. We have not seen this decrease in level 3 and 4 and increase in levels 1 and 2 for the past three years.

A careful review of the ELA (grades 3-5) item bank analysis indicates that our current 2010 level 1 and level 2 students are deficient in the area of writing comprehension, specifically, main idea, details and author's purpose. Writing conventions also seems to be an area of need. As a result of our inquiry and teacher team work, we have shown an improvement in understanding main ideas and supporting details in reading comprehension for fourth and fifth grades. We have also seen a continued improvement in the area of vocabulary as in comparison to our 2008 and 2009 ELA where vocabulary was one of our greatest areas of need.

In the 2010 ELA Assessment, we tested a total of 151 English Language Learners (ELL) students in grades 3, 4 and 5. Of the total tested, 58 (38.41%) of our students achieved a level 1; 76 (50.33%) of our students achieved a level 2; 15 (9.93%) of our students scored a level 3; and 2 (1.32%) of our students scored a level 4. In 2009 we tested a 168 ELL students in grades 3, 4, and 5. Our data shows that 34 (20.23%) students scored a level 1, 82 (48.81%) students scored a level 2, 49 (29.17%) students scored a level 3 and 3 (1.79%) students scored a level 4. In comparing the 2010 to the 2009 scores we noticed that the ELL cohort shows an increase in level 1 students by 18.18%, and decreasing in levels 2, 3 and 4.

A careful analysis of our SWD ELA data shows that a total of 66 SWDs were tested in grades 3-5 in 2010. Our current SWD population scored as follows: 35 (53.03%) students at level 1; 21(31.82%) students at level 2; 8 (12.12%) students at level 3; and 2 students obtained a level 4 (3.03%). In 2009, 86 SWDs in grades 3 -5 took the ELA test. Out of 86 students, 28 (32.56%) students obtained a level 1; 38 (44.18%) students scored a level 2; 20 (23.26%) obtained a level 3; and no students obtained a level 4. At 53.03% more than half of the SWD cohort scored a level 1, which is an increase from 2009 where 32.56% obtained a level 1. There was also a significant decrease in level 2 and 3 as compared to 2009.

In the Spring 2010 a total of 330 ELL students took the NYS English as a Second Language Achievement Test (NYSESLAT) to determine their English proficiency performance. Of the total tested in the reading and writing strand 25% scored at the Beginning level, another 25% scored at the Intermediate level, 31% scored at the Advanced level and 19% scored at the Proficient level. In the strand of listening and speaking students in grades K-5 performed as follows: 10% scored at the beginners level; 10% scored at the intermediate level; 26% scored at the advance level; and 54% scored at a proficient level. We noticed that our ELL students in grades K-5 have scored at a higher proficiency level in the stands of listening and speaking as opposed to the reading and writing strands. The same scenario occurred in 2009 where 54.02% of K-5 scored at a proficient level in the listening and speaking level and only 16.07% scored proficient level in reading and writing.

The end of the 2010 school year results in E-CLAS 2 were as follows: 99 kindergarten students tested: in Phonemic Awareness, 53.53% mastered grade level expectations; in Alphabetic Recognition only 37.37% of students met benchmark; in Sight Words 66.67% met, in Reading Accuracy 58.59% of students were at or above grade level; and in Writing, 66.67% met mastery. Overall about half of our Kindergarten population met end of year grade level expectation, except in Alphabet Recognition where letter sound and vowel sounds seemed to be an issue. In first grade 136 students were tested: in Phonemic Awareness (PA) 78.68% mastered grade level expectations; in Alphabetic Recognition only 63.97% of students met benchmark; in Sight Words 59.56% met benchmark, in Reading Accuracy 57.35% of students were at or above grade level; and in Writing 50.74% met mastery. First grade showed a large number of students meeting mastery of PA, an early development skill, however we recognize it should be above 97% considering this is a benchmark skill from kindergarten. We also noted that overall the first grade met the other strands by only 50%. For second grade 112 students were tested indicating: in Decoding 54.46% met the benchmark, while in Sight Word recognition 58.04% of students met the benchmark; in Reading Accuracy and Comprehension 68.75% met grade level expectations; in Writing 56.25% met benchmark. We conclude that weak decoding and sight word skills in second grade was a factor in our students' ability to read and write and contributed to more than a third of the grade not reaching benchmark. In third grade 126 students tested; in Decoding, 80.95% met the benchmark; in Sight Word Recognition, 46.03% met the benchmark; in Reading Accuracy and comprehension 60.32% met grade level expectations; in Writing 70.63% met benchmark. We saw a large increase in third grades decoding, and sight word skill. Closer analysis of grade 2 and 3 indicate that despite our students increase in decoding and sight word skills as compared to 2009, students in both grades remained at the 60th percentile, just as in 2009, when it came to applying those skills in context. Overall comprehension in both reading and writing still presents an issue.

In 2010, 372 students were administered the NYS Math Assessment. Out of 372 students tested, 40 (10.75%) achieved a level 1; 172 (46.24%) students scored a level 2; 119 (31.99) achieved a level 3 and 41 (11.02%) students scored a level 4.

BY comparison, in 2009, a total of 400 students in grades 3-5 took the NYS Math test with the following results: 18 (4.50%) scored a level 1; 69 (17.25%) children achieved a level 2; 233 (58.25%) students scored a level 3 and 80 (20.00%) students scored a level 4. A comparison of these results shows an increase in levels 1 and 2, of 6.25% and 28.99%. There was, however, a decrease in level 3 students by 26.26% as well as a decrease in level 4 students by 8.98%. This is the first time in

many years where we did not show steady progress and had such a significant decrease in levels 3 and 4.

A careful review of the Math (grades 3-5) item bank analysis indicates that our current 2010 level 1 and level 2 students are deficient in the area of graphing, both in how to create as well as interpret a bar, line or pictograph. All three grades also struggled with number sense and operations, geometric terminology, multiplication and fractions, as well as using a variety of strategies when asked to add, subtract, multiply and/or divide.

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

As recommended in our latest Quality Review, we are now engaged in more in depth reflective practices. As a result, over the last two years, we have seen improvement in various areas.

Supervisory conferences with individual teachers to establish class goals based on data
More lesson plans reflect the teachers' use of data to plan differentiated instruction.
The role of parents in helping students meet their goals is emphasized on an ongoing basis
More students are encouraged to participate in self reflective practices to address their role in meeting core curriculum standards.
The ELL institute provides teachers with best teaching practices, such as scaffolding instruction, to address the needs of the English language learners.
The needs of the SWD are being addressed by implementing the "Reading is Enlightening" (RIE) hour where the student to teacher ratio is lowered to facilitate individualized instruction.
The school provides a welcoming and safe learning community to which students are happy to come for their education.
The school collects a wide range of relevant data to support diagnostic prescriptive instruction.
There is an increase in the use of smart boards for instructional purposes, within all classrooms.
Collaboration is more evident through teacher teams.
An active Parents Association works collaboratively with the Parent Coordinator and school staff members to keep parents well informed about students' progress and to enhance students' support.
Engaging school wide activities are designed to integrate and extend the students' multicultural experiences.
Management of resources by the principal maximizes the impact of instruction despite the reduced funding.
Professional development is well planned and differentiated to meet teachers' needs, while the support given to new teachers is outstanding.
The partnerships with community-based organizations are key elements in meeting the school's goals for the development of the whole child.
The principal's vision is embraced by the school learning community via an effective d
A significant increase in the use of technology in the classroom to support all learners (laptop carts for every floor, smart boards available) enhances all content areas and PD
Our State report card and the NYC Progress report indicate that our student attendance exceeds the average for all city schools.
Student work and progress is celebrated and highlighted through bulletin board displays, assembly presentations and monthly writing celebrations.
PS 128 was given a Gold Award for ongoing quest to foster healthy lifestyles for our students, staff and families, as evidenced by our participation in the citywide Jeter Meter; compliance with the Asthma Free Zone school program; the PS 128 Dance Team; participation in the American Ballroom Dance program (taking us the city Grand Finals); our annual Health Fair; class participation in sensitivity training; and participation in Red Ribbon week activities.

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

- Continue to align the schools' cycle of monitoring and review with the periodic assessments schedule to include clear benchmarks for progress monitoring.
- PS 128M continues to have a high percentage of ELL's: 275 for 2010-2011. We have 196 ELL students in Bilingual classes and 79 ELLs receiving ESL services.
- We still have a relatively high number of SWDs. We currently have 106 students with IEPs; 39 are in self-contained SPED classes and of those 39, 24 are in Bilingual SPED classes; 12 SWDs are in Collaborative Team Teaching (CTT) classes; the remaining students are in Mainstream classes and receive related services.
- Budget cuts have caused constraints in resources for intervention activities, after-school programs, counseling support, and Saturday academies.
- The increase in State and City mandates, as well as the increase in number of assessments and staff accountability requirements, has placed an additional burden on managing time effectively. Arranging time for common planning, data analysis, documentation and articulation among staff has become more challenging.
- The impact of the country's current economic status is even more prevalent in the low socio economic community of PS 128M.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, at least 5% of students at level 2 in grades 3-5 will progress towards achieving state standards to a proficiency level 3, as measured by the NYS ELA exam.	<input type="checkbox"/> By June 2011, at least 5% of students at level 2 in grades 3-5 will progress towards achieving state standards to proficiency level 3 as measured by the NYS ELA exam.
<input type="checkbox"/> By the end of June 2011, 15% of the mainstream classroom teachers will participate in the ELL Institute in order to obtain proven strategies that foster language development.	<input type="checkbox"/> By the end of June 2011, 15% of the mainstream classroom teachers will participate in the ELL Institute in order to obtain proven strategies that foster language development.
<input type="checkbox"/> By the end of June 2011, 100% of classroom teachers will receive professional development in the Fountas and Pinnell (F and P) Running Records Benchmark Assessment which will be used to determine student's needs in order to plan differentiated literacy instruction and accelerate learning.	<input type="checkbox"/> By June 2011, 100% of classroom teachers will receive professional development in the Fountas and Pinnell (F and P) Running Records Benchmark Assessment which will be used to determine student's needs in order to plan differentiated literacy instruction and accelerate learning.
<input type="checkbox"/> By June 2011 students at level 1, 2 and 3 in grades 3-5 will demonstrate progress towards achieving the state standards as measured by a 5% increase in the NYS Math assessment.	<input type="checkbox"/> By June 2011 students at level 1, 2 and 3 in grades 3-5 will demonstrate progress towards achieving the state standards as measured by a 5% increase in the NYS Math assessment.

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, at least 5% of students at level 2 in grades 3-5 will progress towards achieving state standards to a proficiency level 3, as measured by the 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><input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> • Teachers conference with supervisors to review skills analysis and individual student data profiles three times per year • Teachers conference with students on a weekly basis to enable them to take ownership of their goals and learning paths • Teachers create focused guided reading lessons in the area of comprehension that address main ideas and supporting details • Teachers use Bloom’s Taxonomy to develop differentiated questioning to foster higher order comprehension skills • Teachers will submit students’ reading levels and articulate next steps, at least 4 times per year • Through the inquiry process and by progress monitoring, teachers will analyze data and students’ progress to plan differentiated instruction, modify strategies and determine best teaching practices

	<ul style="list-style-type: none"> • Monthly Writing Celebrations will emphasize rigor and build stamina in the craft of writing • Teachers will integrate daily word work (phonics, vocabulary, and grammar) mini-lessons as part of literacy instruction • Students will be engaged in reflective journal writing through all core content areas • Teachers will use the Compass Learning Odyssey (CLO) program to address individual students' needs • Common grade planning will be scheduled twice a month to facilitate systematic use of best practices • Students in grades 2-5 will participate in the Extended Time Tutoring (ETT) Program for supplemental instruction • Highly qualified teachers (HQT) in the Accelerated Classes (grades 1-5) will infuse extended activities throughout the core content areas, integrated projects and additional experiences to enhance critical and creative thinking • Teachers will use class profile binders as a tool to plan differentiated instruction, set benchmarks, and press academic rigor • Parent workshops will include activities to support literacy skills
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title 1 SWP; FSF; Title 3; SINI</p> <ul style="list-style-type: none"> • Title 1 SWP funds are used for consultants as part of PD • FSF is used for per diem to facilitate the staffs' participation in PD sessions Common planning time is scheduled to facilitate planning and articulation • Title 3 • SINI grant is used to fund a Saturday Academy for ELA focused strategies • CFN support specialists support PD

	<ul style="list-style-type: none"> • Schedules are modified as needed to accommodate training
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Articulation forms • Artifacts from learning walks (LW) and supervisor formal and informal observations • PARP calendars; anecdotal notes/records of time students spend reading • Display of students' work on bulletin boards and portfolios • Content area writing samples and reflection journals collected and seen during LW • Quarterly Fountas and Pinnell (Fand P) results • Evidence of differentiated instruction and implementation of best practices • Periodic Acuity benchmark results • Monthly writing unit/piece based on standardized rubric • Teacher made assessments and CLO assessments • Agendas and evaluation forms

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By the end of June 2011, 15% of the mainstream classroom teachers will participate in the ELL Institute in order to obtain proven strategies that foster language development.
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>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Teachers <input type="checkbox"/> will continue to receive training in using ARIS as part of their Inquiry work • Teacher Teams will delve into Inquiry work to continue exploring research based strategies and the direct correlation between language development and comprehension

	<ul style="list-style-type: none"> • PD will continue to include language development objectives in Social Studies and Science • A differentiated PD Plan, in collaboration with Network support and school Coaches, will provide training based on teachers' strengths and needs • Funds will continue to be used for an F-Status teacher to provide additional staff mentoring • Funds will be used for consultants that specialize in best practices for language development and literacy • Classes will be scheduled into computer labs to facilitate the use of a computerized intervention tool, Compass Learning Odyssey (CLO), that helps to develop academic language based on individual student's needs • Schedules will continue to facilitate Data Talks for Teacher Teams • Classroom teachers will identify and track 6 students; 2 low, 2 middle and 2 top, to monitor their comprehension progress • The PD will explore current research in order to enhance staff training • Monthly Learning Walks, inter-class visitations, grade meetings, Lab Site visits, and individual planning sessions will be schedule and facilitated in order to provide differentiated professional development • Planning and dibriefing time is schudeled
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title 1; SWP, Title III, FSF, SINI grant,</p> <ul style="list-style-type: none"> • Common Planning time is to scheduled • All preventive and intervention resources are made available to teachers based on the needs of the ELL students • Funding from the title 3 and ELL grants are used to provide PD • Time is scheduled to accommodate the continuation of the CFN ELL Institute • Title 1 funds to be used to provide PD • FSF is used for substitute teachers to allow staff to attend off site PD • Per Diem funds is used to release staff for PD

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Evidence of Tier 2 and Tier 3 vocabulary words through monthly writing celebrations and class work • Improvement of Comprehension skills and vocabulary as evidenced by periodic assessment • Evidence of the use of strategies to promote academic language in classroom evidence • Lesson plans that include application of learned research based strategies • Formal and informal observations • Collection of Team meetings documentation-agenda, minutes, etc. • Evidence of integration of new strategies as part of monthly learning walks • Writing samples in all core content areas • Quality of writing and oral presentations through monthly writing celebration • Classrooms observations showing an increase in the use of ESL strategies during planning and instruction

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By the end of June 2011, 100% of classroom teachers will receive professional development in the Fountas and Pinnell (F and P) Running Records Benchmark Assessment which will be used to determine student's needs in order to plan differentiated literacy instruction and accelerate learning.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Resources will be used to purchase the Fountas and Pinnell (Fand P) Assessment System • CFN staff will provide training in the use of Fand P for running records for all teachers • Teachers will use the Fand P running records to assess students' reading level growth within given benchmark 4 times a year • Schedules will include secured Teacher Team Meeting and Common Planning Meetings • Classrooms teachers will share running records benchmarks results with clusters and intervention teachers • Professional Development will include differentiated schedules and best practices based on teachers' needs and strengthens • Data talks will include evaluation of assessment results and assessment samples • School coaches will meet by monthly to review data in order to support teachers • All classroom libraries include varied leveled books in different genres to support student's independent reading levels • The Literacy Coordinator facilitates monthly parent workshops to provide parents with activities and strategies to support literacy at home • CFN support will provide professional development in leveling, guided reading and reading strategies
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title 1 SWP; FSF; Title 3</p> <ul style="list-style-type: none"> • Common planning is scheduled to facilitate meeting on analyzing data and planning instruction • CFN support specialist supports professional development • Schedules are modified as needed to accommodate training • Title 1 funds are used for consultants as part of professional development • Per Diem funds are used to release staff for PD

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Formal and informal observation • Collection of running records benchmark results quarterly • Coach viewing/support • Individual Teacher PD plans • Data Meeting with emphasis on miscue analysis • Lessons plans with evidence of students' instructional reading level • Evidence of differentiated grouping based on miscue analysis • Conferencing Notes • Coach Logs
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Subject Area
(where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 students at level 1, 2 and 3 in grades 3-5 will demonstrate progress towards achieving the state standards as measured by a 5% increase in the NYS Math assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teacher Teams will gather to collaborate in planning, reflecting on lessons and tools to address standards, curriculum and assessments • Teachers Teams will be encouraged to communicate and identify trends ,track progress, and differentiate instructional strategies to meet students need • Teachers conference with students on a weekly basis to enable them to take ownership of their goals and learning strategies • Teachers will incorporate differentiated instructions that reinforce student needs • Students are given daily opportunities to engage in hands-on activities • Teachers conduct daily guided math lessons in order to support students needs • Students participate in the ETT program for supplemental math instruction • Students have opportunities to use the CLO program to practice math skills

	<ul style="list-style-type: none"> • Teachers engage in cycled PD opportunities provided by the Network Support Specialist through the CFN network • The Math Coordinator and grade leaders provide ongoing support through model lessons and immediate feedback • PD consultants work collaboratively with teachers in developing lessons in math • The school PD plan includes monthly Learning Walks, interclass visitations and planning sessions to evaluate and facilitate best teaching practices (think aloud, guided, etc.) • The Math Coordinator provides parent workshops at least twice a year to enhance math skills at home • PD emphasizes strategies to develop math vocabulary, modeling strategies, problem-solving, number sense, geometry and measurement. Unspiraling of the EDM curriculum for grades K and 1st. Students will be engaged in Multiplication bee contest to improve in math facts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <input type="checkbox"/> Title 1SWP; <ul style="list-style-type: none"> • FSF funds will be used to secure consultants for on going in-house and for off site PD. • Math Steps as supplemental program • EDM Pacing Calendar • State Standards • EDM Curriculum • NYS Math Practice Assessments
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> NYS Exam, EDM unit and chapter tests • EDM beginning, middle, and end of year assessments • Acuity • Portfolios • Formal and informal assessments • CLO assessments • periodic assessments

- Artifacts gathered during learning walks.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	19	24	N/A	N/A	11			
1	65	30	N/A	N/A	9			
2	108	64	N/A	N/A	16			
3	62	40	N/A	N/A	9			
4	89	65	124	89	10			
5	117	95	103	88	20			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p>Reading specialists provide diagnostic prescriptive instruction for targeted students 3 to 5 times a week for 50 minutes during the school day</p> <p>Paraprofessionals use Reading Rescue as part of the ETT program for 1st graders for 75 minutes, 2 times per week</p> <p>The ETT Program provide additional instruction for students in grades 2 – 5, 2 times per week for 75 minutes</p> <p>Intervention includes a variety of resources for supplemental instruction; including, but not limited to: Words Their Way; Rewards; Wilson; Great Leaps; Voyager Passport, Literacy Games, Math Games, Project Support, Harcourt Brace (HB) Intervention and ELL Kits, Leap Frog, Leap Track, CLO, STARS, Pasaporte, Explore the Code, Estrellita resources</p> <p>Students in grades 2-5 grade receive intervention support as part of the “RIE” period 5 days a week for 45 minutes</p> <p>ELL students in grades 2-5 receive supplemental instruction as part of the ELL after school program, twice a week for 1 and half hours.</p> <p>At risk students in grades 3 -5 will participate in a 3 hour session Saturday Academy to support ELA and Math instruction</p> <p>SWDs are given priority in all intervention programs, especially ETT, the ELL program and the Saturday Academy</p>
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Guided Math instruction is conducted as part of the EMD curriculum, 5 times a week for 50 minutes and supplemented by Math Steps <input type="checkbox"/> As a new initiate, all classes use math games to reinforce deficient skills once a week for 50 minutes <input type="checkbox"/> Cluster teachers support mathematical concepts as part of their specific program <input type="checkbox"/> CLO is used to support students’ needs by providing ongoing assessments and individual learning paths in classrooms as well as lab sites
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom library books are used to support curriculum themes and units <input type="checkbox"/> HB Science Textbooks are used to support standard based instruction

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> HB extended activities are integrated into the daily instructional plan <input checked="" type="checkbox"/> CLO is used to support science instruction <input checked="" type="checkbox"/> School policy includes a weekly science block of 100 minutes to secure hands-on science experiments <input checked="" type="checkbox"/> Students are provided with opportunities for real life science exploration through trips
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classroom libraries will support curriculum themes and units and standard based instruction <input checked="" type="checkbox"/> UBD planning will be used to review and modify instruction on an ongoing basis <input checked="" type="checkbox"/> CLO is used as a supplemental program <input checked="" type="checkbox"/> Cultural trips to museums will enhance the S.S. curriculum
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Screening and articulation <input checked="" type="checkbox"/> Individual and group counseling <input checked="" type="checkbox"/> Referrals made via consultation with the Child Study Team (CST)
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Screening and articulation <input checked="" type="checkbox"/> Individual and group counseling <input checked="" type="checkbox"/> Referrals will be made via consultation during the CST meetings

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 275

Non-LEP 450

Number of Teachers 10

Other Staff (Specify) 1 Professional Developer

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

P.S. 128M will offer our English Language Learners (ELLs) in grades K through 5, an extended day academic intervention program which concentrates on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III tutorial after school program in K-5 provides staff an opportunity to meet individual student needs on a "one to one" basis or small group setting through a diagnostic-prescriptive approach. The K-1 Project SUPPORT program focuses on phonemic awareness and phonics skills. Teachers utilize an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities and whole language strategies to teach reading. The K-1 groups are comprised of 6 to 8 ELL students in monolingual and bilingual Kindergarten classes and one first grade bilingual class. The ELL extended day academic intervention program for grades 2-5 targets approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups consist of 10-12 ELL students in grades 2-5. The K-1 Project SUPPORT and the ELL 2-5 programs meet two days a week, Monday and Friday for one and half hour each day for 18 weeks during November through April. Teachers provide instruction in the areas of literacy, math, social studies and science. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for standardized testing. Instruction focuses on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. Ten certified Bilingual teachers with a minimum of three years experience provides instruction. Student's progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

Professional Development Program

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

Research indicates that professional Development is the key to improve student achievement. We offer a comprehensive professional development program that supports the twelve teachers participating in the Title III extended day program as well as the Bilingual and ESL teachers in our school. A comprehensive professional development program addresses the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers are assessed for their strength and weaknesses based on observation, questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer presents workshops focusing on best practices in six, one and hour sessions, during November through April to staff members participating in the Title III after school program. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second

language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies, and self-reflection sharing sessions are included in our meetings.

The Bilingual Professional Developer provides 6 two hour session parent workshops that address the academic, social and emotional needs of the ELL students. The parent workshop topics are aligned with the Title III program. These workshops focus on: Developing Academic Language at Home; Build Prior Knowledge and Vocabulary through Family Trips; Reading and Writing at Home; Activities to Increase the Listening; Speaking, Reading and Writing; and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents also receive information about the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. Through the use of flyers, letters to parents, the Bilingual Professional Developer keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual Professional Developer during meetings and special workshops.

Section III. Title III Budget

School: **PS 128M**
 BEDS Code: **310600010128**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$33,526.08	<input type="checkbox"/> ELL After School Program grades K-5 10 teachers X 2 hours X 2 days X 15 Weeks @ \$ 49.89 = \$29,934.00 Professional Development: 10 teachers X 1hr X 6 sessions X \$49.89 = \$2,993.40 1 Bilingual Professional Developer X 6 Sessions X 2hrs X \$49.89 = \$598.68
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	12,413.92	<input type="checkbox"/> Instructional Supplies: Guided Reading Books (Sets in English and Spanish) for Grades K-5 Grade K \$ 2,295.00 Grade 1 \$2,620.00

		Grade 2 \$2,785.00 Grade 3 \$1,045.00 Grade 4 \$1,095.00 Grade 5 \$1,095.00 Material to support instruction \$1,478.92
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	\$2,940.00	<input type="checkbox"/> Parental Involvement Refreshments \$90.00 X 6 sessions = \$540.00 Cultural trips 20 parents X \$60 X 2 trips=\$2,400.00
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey (HLS). Our parents' needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teacher. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, with questions pertaining to their home language, academic, physical, and mental health development for the students and the family in order to assess the needs and interests of individual families. Finally, parent needs are also ascertained through feedback from school personnel.

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. The PS 128 learning community consists mostly of immigrant families from Spanish speaking countries. Over 93% of our students and families are Latinos. During the 2009-2010 school year we had approximately 38 recent immigrants. As indicated above, during the registration process, we determine the preferred language of our parents by a review of the HLS. At the beginning of the school year's parent orientation session, we are also able to assess the language needs of our families.

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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital

documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish. In addition, we also provide translations during all parent teacher conferences, for parents on a needs basis, and all school wide events/celebrations.

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.

All oral interpretation services for parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition, we have Community Based Organizations (CBO) such as PAL, a partnership between PS 128 and the Turn 2 Foundation, Turn 2 US, the Dominican Women's Associations that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training throughout the year.

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 first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parents' needs are also determined during our Parent Orientation sessions each September and January when parents have the opportunity to meet their child's teacher. All correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated during all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education and central offices when encountered with a language other than English or Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$706,379	\$107,257	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,064		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,319	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,638	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

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

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

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

□

PS 128M PARENTAL INVOLVEMENT POLICY
and PARENT COMPACT
Attachment to CEP

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with varied topics ranging from academic requirements, needs and assessments, to parenting skills related to child development, and health screenings. Parents participate in the School Leadership Team, as well as volunteering on a daily basis at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy:

I. General Expectations

PS 128M agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

PS 128M will put into operation programs, activities, and procedures that are aligned to the Elementary and Secondary Act (ESEA). All programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal.

Parent Involvement Policy will be distributed in school in September of every year. It will be incorporated in the CEP plan as well as in the school’s Parent Handbook. The school will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The Parent Title I Committee will address the School Leadership Team in order to inform and provide for further analysis and consultation school wide. Parent Orientation Conferences in the initial part of the school year as well as mid year will inform parents of academic goals, curriculum initiative, grade expectations, as well as state and city promotional criteria. Parents will have an opportunity to have input on student achievement goals. In accordance Title I Part A parents will receive 1% of Title I funds to enhance parental involvement initiative. The Parental Title I funds will be used for parent courses, and resources that support all parental involvement activities.

PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following matter:

- § The school administration will meet with the Parents’ Association Executive Board to request their continued representations on the School Leadership Team. Parent will be trained as SLT members.
- § The Parents’ Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.

- § Simultaneous translations will be available for Non-English speaking parents.
- § School volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- § Weekly Parent Executive Board meetings with Principal.
- § A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.
- § Parent Orientation of School Title I Services.
- § Through Community Based Organizations (CBO) linkages such as PAL, Turn 2 Us Program, New York Presbyterian, the Development of Dominican Women's Associations, etc., activities for parents geared to the development of parenting skills and adult training are organized for the year.
- § We also have a Parent Coordinator, who assist parents with translations, assist parents with registrations and concerns, provides simultaneous translations during SLT meetings, who translates school wide letters sent to parents, as well as assist parents in finding outside agencies that will assist them with any educational concerns they may have for their child. Ex. outside tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. PS 128M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Project Support, and Title III funding. Through surveys, questions, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

PS 128M will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator, as well as the parents association and coaches/coordinator for each grant/program will help to create, distribute, collect and review the evaluation. The information will then be shared with the administration, Leadership Team and Parent Executive Board, so that active discussions and important decision making can occur for each new school year.

PS 128M will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement. The school will provide materials and training to help parents work with their children to improve their children's academic achievement.

PS 128M will conduct weekly parent workshops addressing topics such as:

- § School goals

- § Curriculum
- § Technology
- § Enrichment programs
- § State/city standard
- § Home/school community
- § Parent services
- § Health concerns
- § Safety
- § Grade Promotion Criteria
- § Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PS 128M with support from the region, the district, Central Board, the community and Community Board Organizations has provided several adult education classes in order to support our parents in the pursuit of their own educational needs. We have offered Adult GED classes, ESL classes, as well as health and physical well being workshops. Training parents to support workshops in order to enhance the involvement of other parents is a consideration for 2009-10. In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by the PS 128M, The Audubon School on 5/12/09 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/10.

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

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

School-Parent Compact:

PS 128M, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Part I -Required School-Parent Compact Provisions

School Responsibilities

PS 128M will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Using data-driven approach to improving student achievement using item analysis, portfolio assessments, informal observations, checklists, and other indicators to assess, identify and address student needs as well as target areas for instruction. Ongoing assessments include formal and informal tools.
 - Under the NCLB using an SBRR program, Harcourt Trophies Core Curriculum, ELL , and Intervention supplemental materials.
 - Understanding By Design(UBD) instructional, standard –based model for Social Studies and Science
 - Everyday Mathematics as the primary vehicle as stipulated by the NYC Department of Education
 - ESL instruction in accordance with the New York State ESL Learning Standards which delineates required units of ESL/ELA
- Instruction based on student's proficiency
 - Writer's Workshop model(Accelerated Literacy Learning) and standard based writing units

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010-March 2011
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January, March, June
- During open school week parents are encouraged to visit classroom during the instructional day to see their children in action.
- Parent teacher conferences will take place on, November 9, 2010 (afternoon and evening sessions) and March 19, 2011 (afternoon and evening sessions).
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Open-house; September-October "meet the teacher"
 - Parent-Teacher Conferences two times a year
 - Mid-year meeting: to update goals and objectives for the remaining of the school year.
 - Progress reports/meetings two times a year
 - Teachers available during preparation periods as well as before and after school
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parent Coordinator conducts several sessions in the beginning of the school year to inform parents about year round voluntary opportunities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning-pens, pencils, books etc .
- Listen to and follow directions
- Participate in class discussions and activities
- Follow the school's/class' rules of conduct
- Follow the school dress code
- Follow the school discipline code
- Do our homework every day and ask for help when needed.
- Study for test and assignments.
- Read at least 30 minutes every day outside of school time.
- Read at home with our parents
- Get adequate rest every night

- Use the library to get information and to find books that we enjoy reading
- Give to our parents or the adult who is responsible for my welfare all notices and information received by us from our school every day.

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.

PS 128 updates its comprehensive needs assessment twice a year to help school staff identify students' needs. This comprehensive needs assessment includes data analysis of all available State and City assessments: ELA; NYSESLAT; NYS Mathematics; NYS Science; ELE; ECLAS/EL SOL; Fountas and Pinnell Running Records, as well as informal assessments, and teacher observations. Instructional programs, including supplemental services, are modified based on data analysis and students' needs. This includes students in the various cohorts: economically disadvantaged students; racial and ethnic groups; students with disabilities; ELL students; and migrant students.

2. Schoolwide reform strategies that:

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

Students are provided opportunities to meet the state's proficient and advanced levels of student academic achievement as part of the instructional day and through supplemental instruction. Curriculum selected for all content areas is research based and includes leveled materials in order to address the needs of struggling students while providing the advanced students with challenging instruction. Through a differentiated intervention plan, we provide supplemental instruction for all student cohorts. Resources purchased and used are reviewed and approved by the school's administrative team as well as the SLT.

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.

Intervention includes an increase of instructional time for at risk students as part of the instructional day and through various different after school programs: Extended Day; Saturday academies; ELL programs; and summer programs
o Help provide an enriched and accelerated curriculum.

- Accelerated track classes provide extended activities and enrichment programs for students meeting and/or exceeding state standards
o Meet the educational needs of historically underserved populations.

- Differentiated instruction in all classrooms also include enrichment activities for the more advanced students
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.

- Priority is given to SWD and ELL students as well as children that are recent arrivals or have interrupted formal education for all supplemental programs
In addition to academic intervention programs, identified at-risk students receive support services, such as counseling, therapy, mentoring, self-esteem building, conflict resolution, and extracurricular activities (dance, baseball, etc.) to address health, social and emotional factors that impact learning
o Are consistent with and are designed to implement State and local improvement, if any.

- Specific instructional programs were selected and implemented for the SWD cohort in order to improve our ELA NYS status
3. Instruction by highly qualified staff.

- 100% of the teachers at PS 128M are highly qualified. Emphasis is placed on hiring HQTs. Periodic review of staff licenses are conducted throughout the school year in order to monitor license status. Ongoing professional development and information sessions are also

implemented to assist teachers in completing licensing credentials and teachers are directed to consult the UFT Chapter Leader for further licensing assistance. Finally, general information is posted on a regular basis on the Community Sharing Board to assist teachers.

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.



A comprehensive, high-quality and differentiated professional development plan includes training for supervisors, teachers and paraprofessionals to enable faculty to help all children meet the State's academic standards. These activities include, one-to-one mentor for new teachers, modeling, study groups, lab sites, and Learning Walks. Teacher weekly schedules allow for common planning time across grade levels. PD is also provided to all support staff (school aides, family workers, secretaries, and guidance counselors) in order to address health, social, emotional factors that impact learning. Differentiating our PD goals and plan, allows us to attract and maintain highly qualified teachers. We also continue partnerships with highly qualified universities and continue to foster a positive and supportive professional environment.

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



The following are some of the strategies are used to attract and maintain HQTs in our school:

- School leaders are committed to providing teachers ongoing support and also invest in their own professional growth
- A Buddy System supports new teachers as well as those in a new grade and/or program
- Our Mentor Program includes at least two weekly sessions that focuses on lesson planning based on the curriculum and the students' needs, model lessons and interclass visits
- Experienced and highly qualified coaches work collaboratively to support all staff members
- A diversified PD plan includes general sessions, lesson planning, model lessons, team teaching, peer review, off-site PD, as well as monthly institutes and lab-sites supported by our LSO

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

(See Parent Involvement Component)

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

We maintain our existing Pre-K classes as a means of helping children transition from home to the elementary school setting. Part of this program includes parent outreach activities, creating workshops to assist parents with activities to support students' readiness for school,

aligning the Pre-K curriculum with NYS standards, modifying daily schedule in order to provide more academic instruction time, and creating student progress reports.

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.

Curriculum and instructional decisions are made by the administrative team in collaboration with the SLT which includes representatives from every constituency in the school. Staff needs assessments and feedback are used to plan instruction and PD. Additional common grade meetings are scheduled to encourage and support curriculum planning based on data analysis. Data results and its impact on instructional decisions are shared on an ongoing basis with all members of our learning community.

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.

PS 128M has an extensive Intervention Plan (AIS) created by using all available data and base line assessments in order to identify students' needs and design instructional plans to address their needs. Once students are targeted, supplemental services are provided as part of the intervention. The AIS Plan includes, but is not limited to:

- Diagnostic assessments (beginning of year, mid-year and end of the year and progressive monitoring) to ensure that student academic needs and difficulties are identified and addressed on a timely basis
- Participation in the ETT Program
- Additional reading support by Reading Specialists
- One to one, or small group tutoring through Reading Rescue
- The LIFT Academy RIE period provides a secured reading block with additional pedagogical support for all LIFT classes in order to ensure small group instruction for SWDs
- An ELL program for at risk ELL students in grades K-5
- Saturday academies that focus on test taking strategies for ELA and Math for at risk 3-5 grade students
- Continuous analyzing of data in order to provide differentiated instruction to students

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.

CBOs work collaboratively with the school to provide additional services to our students and their families. Some of the supplemental services include, but are not limited to, individual, family and group counseling; extracurricular activities and family events. The Parent Coordinator with the assistance of the Parents' Association's Executive Board also coordinates support for our school. They sponsor adult ESL and computer courses for the parents, varied workshops that focus on such topics as managing stress, cooking more nutritiously, and how to help their children at home. The school's SAPIS Counselor provides training for students, staff, and parents on substance abuse prevention, conflict resolution, building self-esteem, etc. Our Service Learning program consists of ex-PS 128 students that assist in classrooms as well as current 4th and 5th graders that work with Fresh Youth Initiative as a means of developing citizenship skills.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
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;
 N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (year 1) -
Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. A careful analysis of the 2010 NYS ELA results shows that a total of 352 students in grades 3, 4, and 5 tested in May 2010. These students scored as follows: students at level 1; 89 (25.28%), students at level 2; 169 (48.01%), students at level 3; 86 (2.27%), and students at level 4; 8 (2.27%). Our 3rd grade students scored as follows: 23; (19.66%) students at level 1, 54 (46.15%) students at level 2, 33 (28.21%) students at level 3, and 7 (5.98%) students at level 4. Our 4th grade students scored as follow: 41 (31.78%) students at level 1, 63 (48.84%) students at level 3, 25 (19.38%) students at level 2, and 0 students at level 4. Our 5th grade students scored as follows: 25 (23.58%) students at level 4, 52 (49.06%) students at level 3, 28 (26.42%) at students at level 2, and 1 (.94%) students at level 4. A closer examination of the of the results shows an increase in all grades in levels 1 and 2, a decrease in all grades in level 3 and an increase in level 4 in grade 3 only.
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. We have made several instructional changes an effort to support literacy. We have purchased and are currently implementing the Fountas and Pinnell Benchmark Assessment System; running records component in order to establish a common language, monitor and document students' reading progress across all grade levels. Schedules were changed to accommodate Teacher Teams with an emphasis on literacy which includes data talks as well common planning and Professional Development. A secured Reading is Enlightening (RIE) period was extended for all 2nd through 5th grade classes. During this small group instruction time, all coaches and AIS personnel will provide additional instruction. Based on current literacy research in best practices; we re-evaluated our current literacy curriculum. It was determined that the current components of the literacy block should be

modified. CFN staff will provide literacy support for both lower and upper grades and funds will be used for consultants that specialize in best practices for literacy. Additionally, Special Educator School improvement Specialist (SEIS) consultant will continue to support Special Education Classes in literacy and in conjunction with the school based QIP Team we are in the process of creating a quality improvement plan using the quality indicators review and resource guide for literacy for SPED from the NYSED.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Ten percent of Title 1 funds for professional development will be used to:

- Fund consultants and in house lab sites
- Pay for pedagogical staff's participation
- Provide per session for inquiry work
- Resources for study groups/inquiry
- Attending national, state, and city conferences
- Developing and supporting lead teachers
- Professional retreats
- Direct Modeling
- Make/Take games and activities workshops for staff and parent
- Inter-class and inter-school visit

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

The teacher-mentoring program incorporated as part of the school's strategy for providing high quality professional development includes:

- Buddy teachers are assigned for additional support
- Ongoing support and training by in-house coordinators
- Collaboration with NYCDOE mentors in order to support all new teachers
- Direct support by consultants

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Information in regards to the school's identification for school improvement has been provided in the following manner:
 - Parent letters have been disseminated in English and Spanish
 - Translation in other languages will be sought from the NYCDOE site, as needed
 - Parent Association meeting will include an update of the NCLB status
 - Information will be shared as part of Faculty Conferences and School Leadership Team meetings
 - The Parent Coordinator and Family Workers will assist in communicating and/or clarifying information to parents

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Five students have been identified as Students in Temporary Housing for the 2010 – 2011 school year.
2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing will be provided with the following services:

- Transportation arranged by school busing or be provided with Metro cards
- Free breakfast and lunch
- School supplies and uniform
- Clothes, if needed, provided by the Parents' Association
- Priority in supplemental academic services, if needed
- Referral for after-school extracurricular programs or extended care services
- Referrals for family support through CBO's that support STH

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_06M128_020311-215641.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 209	District 06	School Number 128	School Name The Audubon School
Principal Rosa Argelia Arredondo		Assistant Principal Lorraine Pacheco	
Coach Cary Pantaleon, Bilingual/ESL		Coach T.Lucas, Literacy	
Teacher/Subject Area Mildred Tamarez, ESL		Guidance Counselor Lolita Bitanga	
Teacher/Subject Area Narda Morossini, ESL		Parent Delia Flores	
Teacher/Subject Area Idalia Machuca, Bilingual		Parent Coordinator Alexandra Sanchez	
Related Service Provider Fatima Saab		Other D. Imbriale, and S. Capella	
Network Leader Marlene Wilks		Other Iris Antonetty, Bil. Spec. Ed.	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	15	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	725	Total Number of ELLs	275	ELLs as Share of Total Student Population (%)	37.93%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

In order to identify all “other than English” speaking students all parents of newly enrolled students complete a home language inventory survey at registration, which includes an oral interview in English and Spanish if applicable, conducted by an experienced licensed Bilingual teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. The student whose “home language” is Spanish is also administered the Spanish Language Assessment Battery (LAB). If the student is determined to be an English Language Learner (ELL) we ask the parent to make a “Program Choice”, after attending a parent orientation session where the parent views the Program Choice video “The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners” presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a “Transitional Bilingual Education Program “class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. If the parent opts for the Dual Language Program we refer him/her to a neighboring school that has a Dual Language Program. We encourage all families to make the choice that best meets their child’s language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then place in accordance to the parent’s choice.

All identified ELLs are evaluated annually, each Spring, using the New York State English as a Second Language Achievement Test (NYSESLAT), administered under the Department of Education’s standardized testing procedures. Upon receipt of the NYSESLAT and/or the LAB-R test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student’s proficiency scores.

After carefully reviewing the “Parent Survey” and “Program Selection” forms for the past few years, we have noticed that parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. One hundred percent of the parents of the “newly arrived” to this country student prefer the Transitional Bilingual Educational Program. We will continue to align our school program options to our parent choices.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	22	31	36	30	34	43								196
Dual Language (50%:50%)	n/a	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	8	19	5	9	18	20								79
Total	30	50	41	39	52	63	0	0	0	0	0	0	0	275

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	275	Newcomers (ELLs receiving service 0-3 years)	199	Special Education	38
SIFE	17	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	154	17	21	38	0	16	1	0	1	193
Dual Language	0									0
ESL	45	0	2	37	0	5	0	0	0	82
Total	199	17	23	75	0	21	1	0	1	275

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	31	36	30	34	43								196
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	31	36	30	34	43	0	196						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	17	5	9	18	20								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	19	5	9	18	20	0	79						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Academic instruction is provided in English and Spanish. Classes are organized in accordance to the student's proficiency level as measured by the NYSESLAT and the LAB-R. Beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive 50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish. The English proficiency level of the students is reflected in the classroom instructional model as well as in the differentiated instruction regrouping of students. Teachers are encouraged to practice the diagnostic prescriptive model of instruction in order to meet the needs of all the students.

All Bilingual and English as a Second Language teachers are appropriately licensed and participate in on-going professional development sessions to augment their instructional skills and practices. All academic programs at P.S. 128M are aligned to the New York State Standards.

Teachers in Bilingual beginning classes teach content areas in Spanish and later reinforce content and skills in English by teaching content areas during ESL instruction. Beginning and Intermediate Transitional Bilingual classes teach all content areas (math, literacy, science, and

social studies) are taught in Spanish. Teachers in advanced Transitional Bilingual classes teach all content areas, math, social studies and science in English and conduct reading development in both English and Spanish. Additionally, there is one period of ESL through the content area.

Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per The National Reading Panel. The Balanced Literacy program consists of a 120-minute block which includes a 30 minute Accelerated Literacy Learning Writers' Workshop session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the literacy program are: read alouds, accountable talk, independent reading, shared and guided reading and small group instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program. The Everyday Math Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In order to insure that the mandated number of instructional minutes is provided, ESL teacher schedules are determined based on NYSESLAT levels. Our supervising coordinators and coaches monitor that this ESL program model is adhered to, and classroom teachers are provided with student lists for those students who require ESL services. These student lists include the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services.

The two certified ESL teachers will use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers' best practices in second language acquisition methodology including scaffolding instruction.

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day as well as after school tutoring programs.

Our long-term ELLs utilize, the Harcourt Brace Reading series, "Trophies and Trofeos" to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs. As part of previous Inquiry Team Work, Long Term ELLs have been our target population. The focus of the Inquiry Team was to study the causative agents impeding ELLs from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/or long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. As a result of these findings, we will continue providing weekly parent workshops to address the academic, social and emotional needs of the ELL students. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, and activities to increase the listening, speaking, reading and writing.

ELL students with special needs are diagnosed and serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As a result of our restructuring plan, we have created the "LIFT" Learning Institute For Thought, a Special Education Academy to ensure all students with disabilities additional support toward meeting NY State Standards. This includes a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, and HB Intervention Kit.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like

scaffolding language, TPR “Total Physical Response.” We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT).

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Our ELL students receive the same curriculum materials as all our mainstream students. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, and Compass Learning Odyssey.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. These Former ELLs are provided with additional time and are also supplied with an English/Spanish Glossary on Standardized assessments. We also maximize instructional opportunity through differentiated instruction, cooperative learning, various strategies like scaffolding language, TPR “Total Physical Response.” We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT). After review of our available resources we considered purchasing additional English and Spanish leveled library books in order to support the guided reading in our balanced literacy program.

All ELLs are provided with equal access to all school programs. We offer intervention program during the day that focus on diagnostic prescriptive instruction, flexible grouping for differentiated instruction. In addition, ELLs are offered a Title III tutorial after school program which concentrates on the development of all strands of language acquisition, which includes listening, speaking, reading and writing. This K-5 tutorial program provides staff an opportunity to meet individual student needs on a “one-to-one” basis or small group setting through a diagnostic prescriptive approach. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish.

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students’ results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point. All required services support and resources are grade and age level appropriate for all ELLs.

Our school provides a packet of activities to assist newly enrolled ELL students. This packet includes general activities to assist with the reading, writing and Math at home prior to entering our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student. Staff will also share ESL methodologies during faculty conferences, and monthly grade meetings. The Literacy Coordinators, the Content Area Coordinator and the Bilingual/ESL Administrator will support peer coaching sessions, after school workshops, and study groups. All newly appointed teachers serving ELLs will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs. The ELL Institute will provide Bilingual and ESL teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area.

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school.

E. Parental Involvement

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

Paste response to questions 1-4 here

The school licensed Bilingual/ESL Coordinator will provide 6, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. At the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominicana, Turn2 Us foundation, Healthy School Healthy Families, Police Academy League , etc.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	33	23	17	13	14								112
Intermediate(I)	1	13	10	12	10	20								66
Advanced (A)	17	4	8	10	29	29								97
Total	30	50	41	39	52	63	0	0	0	0	0	0	0	275

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	12	8	7	7	4							
	I	0	15	6	5	10	4							
	A	0	30	13	22	36	6							
	P	0	8	15	14	27	35							
READING/ WRITING	B	19	34	8	15	24	6							
	I	10	25	19	23	29	8							
	A	10	6	15	10	27	22							
	P	0	0	0	0	0	13							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	20	6	2	44
4	28	33	5	0	66
5	14	23	4	4	45
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	2	20	5	7	6	1	0	50
4	2	11	32	17	12	2	4	0	80
5	0	7	20	7	7	4	3	0	48
6									0
7									0
8									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	9	11	23	7	11	1	65
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8	4	11	1	15	3	1	2	45
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	46	55	10				
Chinese Reading Test	0							

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

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

Paste response to questions 1-6 here

The following assessment tool: ECLAS2, EL SOL and Fountas and Pinnell are used in order to assess the early literacy skills of the ELLs. The data indicates that our ELL Students in K and 1 are making strides in the development of phonemic awareness, and listening and writing strand. However, they are still not meeting benchmark by the end of grade 1. Our ELLs in monolingual setting are showing progresses in the area of reading. The data further shows that our entire ELL population is struggling in the area of writing development. Upon closer look at the strand, we found that most students fail the strand due to their inability to master the use of grade appropriate vocabulary, spelling, use of mechanics and language interference/code switching. Our Advanced ELL students in bilingual settings were able to complete and meet benchmark tasks on each grade level more so than ELL students who have always been in monolingual settings. This information is vital when identifying students for Academic Intervention Services, and after school programs. The EL-SOL assessment, comparable to the E-CLAS, reveals that our students show significant gains in the phonemic awareness and phonics strand in grades k-3. However, in k-2 students scores reveal deficiencies in reading and writing. In the listening and speaking strand in grades k-3, students demonstrated weaknesses. This is due to the lack of experiences to augment language opportunities and academic knowledge.

In the early grades K, 1st and 2nd, the weakest areas appear to be in the Reading and Writing strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency. However, this group requires more intensive support in writing. Intensive ESL instruction in the content areas will be provided to all students at the Beginning, Intermediate and Advanced levels of English proficiency. Lower student/teacher ratio for ESL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first

In addition to taking the ELA exam, ELLs in bilingual classes also took the ELE (Spanish reading test). In comparing ELA scores with ELE scores, we realized that we can only compare the scores of those ELL students who have been in an English language school system for the same number of years. In grades 3 through 5, a high number of students who have scored within Quartile 3 (51-75 percentile) and Quartile 4 (76-99 percentile) in the ELE, scored level 2 and level 3 in the ELA. This clearly shows a correlation between the level of native language skills and English language proficiency because students who have low native language skills also have a low English Language proficiency. The goal in the bilingual classes is to increase native language skills through effective daily instructions so that ELLs can transfer these acquired skills to English. Recent research done by the CREDE and NLP, show that literacy and other skills and knowledge transfer across language. This means that if a skill is learned in one language, it is easier to learn it in another language because you only learn to read once (American Educator, 2008).

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students' results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point.

The success of the programs for ELLs are evaluated through informal and formal observations, Learning Walks, interclass visitations, students results on exams, students work and portfolios. Instruction is monitored by supervisors to assure that the mandated number of instructional minutes is provided according to the proficiency level in each program. Schedules are determined by the grade supervisors, program coordinator, and ESL teachers to service the target population. Schedules are reviewed and revised as needed throughout the school year.

Additional Information

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

Paste additional information here

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		10/28/10
	ESL Teacher		10/28/10
	Parent		10/28/10
	Teacher/Subject Area		10/28/10
	Teacher/Subject Area		10/28/10
	Coach		10/28/10
	Coach		10/28/10
	Guidance Counselor		10/28/10
	Network Leader		10/28/10
	Other		10/28/10

	Other		10/28/10
	Other		10/28/10
	Other		10/28/10

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 128 Audubon					
District:	6	DBN:	06M128	School		310600010128

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	34		93.1	94.3	93.6
Kindergarten	107	94	96				
Grade 1	114	130	111	Student Stability - % of Enrollment:			
Grade 2	125	108	126	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	128	122	102		92.1	94.4	92.7
Grade 4	119	135	124				
Grade 5	153	108	126	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		84.2	91.3	95.1
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		20	122	156
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	782	735	722	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					24	27	38

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	46	50	41	Principal Suspensions	34	12	17
# in Collaborative Team Teaching (CTT) Classes	24	11	11	Superintendent Suspensions	3	3	8
Number all others	50	52	54				

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	228	225	TBD	Number of Teachers	74	73	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	22	17	10
# receiving ESL services only	105	101	TBD				
# ELLs with IEPs	7	73	TBD	Number of Educational Paraprofessionals	1	1	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.6	100.0	98.4
				% more than 2 years teaching in this school	70.3	72.6	90.5
				% more than 5 years teaching anywhere	71.6	72.6	76.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	90.0	93.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.9	97.2	96.7
Black or African American	5.0	3.0	3.6				
Hispanic or Latino	92.8	95.5	95.0				
Asian or Native Hawaiian/Other Pacific	1.3	0.7	0.6				
White	0.9	0.7	0.8				
Male	49.9	50.7	52.1				
Female	50.1	49.3	47.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated 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				v	
	Restructuring Year 2					
	Restructuring Advanced					

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:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	vsh	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:	B	Overall Evaluation:				NR
Overall Score:	48.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	30.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.8					

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:06m128

All Title I SWP schools must complete this appendix.

Directions:

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

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:	706,379	107,257	813,636
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,064	1,073	8,137
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,319	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,638	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 N/A

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The

template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS 128M PARENTAL INVOLVEMENT POLICY
and PARENT COMPACT
Attachment to CEP

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with varied topics ranging from academic requirements, needs and assessments, to parenting skills related to child development, and health screenings. Parents participate in the School Leadership Team, as well as volunteering on a daily basis at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy:

I. General Expectations

PS 128M agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

PS 128M will put into operation programs, activities, and procedures that are aligned to the Elementary and Secondary Act (ESEA). All programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal.

Parent Involvement Policy will be distributed in school in September of every year. It will be incorporated in the CEP plan as well as in the school’s Parent Handbook. The school will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The Parent Title I Committee will address the School Leadership Team in order to inform and provide for further analysis and consultation school wide. Parent Orientation Conferences in the initial part of the school year as well as mid year will inform parents of academic goals, curriculum initiative, grade expectations, as well as state and city promotional criteria. Parents will have an opportunity to have input on student achievement goals. In accordance Title I Part A parents will receive 1% of Title I funds to enhance parental involvement initiative. The Parental Title I funds will be used for parent courses, and resources that support all parental involvement activities.

PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following matter:

- § The school administration will meet with the Parents’ Association Executive Board to request their continued representations on the School Leadership Team. Parent will be trained as SLT members.

- § The Parents' Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- § Simultaneous translations will be available for Non-English speaking parents.
- § School volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- § Weekly Parent Executive Board meetings with Principal.
- § A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.
- § Parent Orientation of School Title I Services.
- § Through Community Based Organizations (CBO) linkages such as PAL, Turn 2 Us Program, New York Presbyterian, the Development of Dominican Women's Associations, etc., activities for parents geared to the development of parenting skills and adult training are organized for the year.
- § We also have a Parent Coordinator, who assist parents with translations, assist parents with registrations and concerns, provides simultaneous translations during SLT meetings, who translates school wide letters sent to parents, as well as assist parents in finding outside agencies that will assist them with any educational concerns they may have for their child. Ex. outside tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. PS 128M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Project Support, and Title III funding. Through surveys, questions, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

PS 128M will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator, as well as the parents association and coaches/coordinator for each grant/program will help to create, distribute, collect

and review the evaluation. The information will then be shared with the administration, Leadership Team and Parent Executive Board, so that active discussions and important decision making can occur for each new school year.

PS 128M will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement. The school will provide materials and training to help parents work with their children to improve their children's academic achievement.

PS 128M will conduct weekly parent workshops addressing topics such as:

- § School goals
- § Curriculum
- § Technology
- § Enrichment programs
- § State/city standard
- § Home/school community
- § Parent services
- § Health concerns
- § Safety
- § Grade Promotion Criteria
- § Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PS 128M with support from the region, the district, Central Board, the community and Community Board Organizations has provided several adult education classes in order to support our parents in the pursuit of their own educational needs. We have offered Adult GED classes, ESL classes, as well as health and physical well being workshops. Training parents to support workshops in order to enhance the involvement of other parents is a consideration for 2009-10. In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by the PS 128M, The Audubon School on 5/12/09 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/10.

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

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

School-Parent Compact:

PS 128M, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Part I -Required School-Parent Compact Provisions

School Responsibilities

PS 128M will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Using data-driven approach to improving student achievement using item analysis, portfolio assessments, informal observations, checklists, and other indicators to assess, identify and address student needs as well as target areas for instruction. Ongoing assessments include formal and informal tools.
 - Under the NCLB using an SBRR program, Harcourt Trophies Core Curriculum, ELL , and Intervention supplemental materials.

- Understanding By Design(UBD) instructional, standard –based model for Social Studies and Science
 - Everyday Mathematics as the primary vehicle as stipulated by the NYC Department of Education
 - ESL instruction in accordance with the New York State ESL Learning Standards which delineates required units of ESL/ELA Instruction based on student’s proficiency
 - Writer’s Workshop model(Accelerated Literacy Learning) and standard based writing units
-
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 2010-March 2011
 - Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: November, January, March, June
 - During open school week parents are encouraged to visit classroom during the instructional day to see their children in action.
 - Parent teacher conferences will take place on, November 9, 2010 (afternoon and evening sessions) and March 19, 2011 (afternoon and evening sessions).
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Open-house; September-October “meet the teacher”
 - Parent-Teacher Conferences two times a year
 - Mid-year meeting: to update goals and objectives for the remaining of the school year.
 - Progress reports/meetings two times a year
 - Teachers available during preparation periods as well as before and after school
-
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - Parent Coordinator conducts several sessions in the beginning of the school year to inform parents about year round voluntary opportunities.
 - Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Come to school ready to do our best and be the best.

- Come to school with all the necessary tools of learning-pens, pencils, books etc .
- Listen to and follow directions
- Participate in class discussions and activities
- Follow the school's/class' rules of conduct
- Follow the school dress code
- Follow the school discipline code
- Do our homework every day and ask for help when needed.
- Study for test and assignments.
- Read at least 30 minutes every day outside of school time.
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or the adult who is responsible for my welfare all notices and information received by us from our school every day.

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.

PS 128 updates its comprehensive needs assessment twice a year to help school staff identify students' needs. This comprehensive needs assessment includes data analysis of all available State and City assessments: ELA; NYSESLAT; NYS Mathematics; NYS Science; ELE; ECLAS/EL SOL; Fountas and Pinnell Running Records, as well as informal assessments, and teacher observations. Instructional programs, including supplemental services, are modified based on data analysis and students' needs. This includes students in the various cohorts: economically disadvantaged students; racial and ethnic groups; students with disabilities; ELL students; and migrant students.

2. Schoolwide reform strategies that:

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

Students are provided opportunities to meet the state's proficient and advanced levels of student academic achievement as part of the instructional day and through supplemental instruction. Curriculum selected for all content areas is research based and includes leveled materials in order to address the needs of struggling students while providing the advanced students with challenging instruction. Through a differentiated intervention plan, we provide supplemental instruction for all student cohorts. Resources purchased and used are reviewed and approved by the school's administrative team as well as the SLT.

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.

Intervention includes an increase of instructional time for at risk students as part of the instructional day and through various different after school programs: Extended Day; Saturday academies; ELL programs; and summer programs

o Help provide an enriched and accelerated curriculum.

Accelerated track classes provide extended activities and enrichment programs for students meeting and/or exceeding state standards

o Meet the educational needs of historically underserved populations.

Differentiated instruction in all classrooms also include enrichment activities for the more advanced students

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.

Priority is given to SWD and ELL students as well as children that are recent arrivals or have interrupted formal education for all supplemental programs

In addition to academic intervention programs, identified at-risk students receive support services, such as counseling, therapy, mentoring, self-esteem building, conflict resolution, and extracurricular activities (dance, baseball, etc.) to address health, social and emotional factors that impact learning

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

Specific instructional programs were selected and implemented for the SWD cohort in order to improve our ELA NYS status

3. Instruction by highly qualified staff.

100% of the teachers at PS 128M are highly qualified. Emphasis is placed on hiring HQTs. Periodic review of staff licenses are conducted throughout the school year in order to monitor license status. Ongoing professional development and information sessions are also implemented to assist teachers in completing licensing credentials and teachers are directed to consult the UFT Chapter Leader for further licensing assistance. Finally, general information is posted on a regular basis on the Community Sharing Board to assist teachers.

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.

A comprehensive, high-quality and differentiated professional development plan includes training for supervisors, teachers and paraprofessionals to enable faculty to help all children meet the State's academic standards. These activities include, one-to-one mentor for new teachers, modeling, study groups, lab sites, and Learning Walks. Teacher weekly schedules allow for common planning time across grade levels. PD is also provided to all support staff (school aides, family workers, secretaries, and

guidance counselors) in order to address health, social, emotional factors that impact learning. Differentiating our PD goals and plan, allows us to attract and maintain highly qualified teachers. We also continue partnerships with highly qualified universities and continue to foster a positive and supportive professional environment.

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

The following are some of the strategies are used to attract and maintain HQTs in our school:

- School leaders are committed to providing teachers ongoing support and also invest in their own professional growth
- A Buddy System supports new teachers as well as those in a new grade and/or program
- Our Mentor Program includes at least two weekly sessions that focuses on lesson planning based on the curriculum and the students' needs, model lessons and interclass visits
- Experienced and highly qualified coaches work collaboratively to support all staff members
- A diversified PD plan includes general sessions, lesson planning, model lessons, team teaching, peer review, off-site PD, as well as monthly institutes and lab-sites supported by our LSO

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

(See Parent Involvement Component)

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

We maintain our existing Pre-K classes as a means of helping children transition from home to the elementary school setting. Part of this program includes parent outreach activities, creating workshops to assist parents with activities to support students' readiness for school, aligning the Pre-K curriculum with NYS standards, modifying daily schedule in order to provide more academic instruction time, and creating student progress reports.

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.

Curriculum and instructional decisions are made by the administrative team in collaboration with the SLT which includes representatives from every constituency in the school. Staff needs assessments and feedback are used to plan instruction and PD. Additional common grade meetings are scheduled to encourage and support curriculum planning based on data analysis.

Data results and its impact on instructional decisions are shared on an ongoing basis with all members of our learning community.

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.

PS 128M has an extensive Intervention Plan (AIS) created by using all available data and base line assessments in order to identify students' needs and design instructional plans to address their needs. Once students are targeted, supplemental services are provided as part of the intervention. The AIS Plan includes, but is not limited to:

- Diagnostic assessments (beginning of year, mid-year and end of the year and progressive monitoring) to ensure that student academic needs and difficulties are identified and addressed on a timely basis
- Participation in the ETT Program
- Additional reading support by Reading Specialists
- One to one, or small group tutoring through Reading Rescue
- The LIFT Academy RIE period provides a secured reading block with additional pedagogical support for all LIFT classes in order to ensure small group instruction for SWDs
- An ELL program for at risk ELL students in grades K-5
- Saturday academies that focus on test taking strategies for ELA and Math for at risk 3-5 grade students
- Continuous analyzing of data in order to provide differentiated instruction to students

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.

CBOs work collaboratively with the school to provide additional services to our students and their families. Some of the supplemental services include, but are not limited to, individual, family and group counseling; extracurricular activities and family events. The Parent Coordinator with the assistance of the Parents' Association's Executive Board also coordinates support for our school. They sponsor adult ESL and computer courses for the parents, varied workshops that focus on such topics as managing stress, cooking more nutritiously, and how to help their children at home. The school's SAPIS Counselor provides training for students, staff, and parents on substance abuse prevention, conflict resolution, building self-esteem, etc. Our Service

Learning program consists of ex-PS 128 students that assist in classrooms as well as current 4th and 5th graders that work with Fresh Youth Initiative as a means of developing citizenship skills.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name						Check (✓)
		Yes	No	N/A		
Title I, Part A (Basic)	Federal				593,358	✓
Title I, Part A (ARRA)	Federal				106,184	✓
Title II, Part A	Federal				457,044	✓
Title III, Part A	Federal				48,880	✓

Title IV	Federal					
IDEA	Federal					
Tax Levy	Local				3,339,932	✓

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

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

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

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

