



P.S. 132 JUAN PABLO DUARTE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 06M132)
ADDRESS: 185 WADSWORTH AVE
TELEPHONE: 212-927-7857
FAX: 212-568-8163

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M132 **SCHOOL NAME:** The Juan Pablo Duarte School

SCHOOL ADDRESS: 185 Wadsworth Ave , New York, N. Y. 10033

SCHOOL TELEPHONE: 212-927-7857 **FAX:** (212) 568-8163

SCHOOL CONTACT PERSON: Xiomara Nova **EMAIL ADDRESS:** xnova@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ruanlisa Seignious

PRINCIPAL: Xiomara Nova

UFT CHAPTER LEADER: Jacqueline Endelson

PARENTS' ASSOCIATION PRESIDENT: Marlene Frias

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: Marlene Wilks

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
Xiomara Nova	*Principal or Designee	
Jackie Endelson	*UFT Chapter Chairperson or Designee	
Angel Guillermo	*PA/PTA President or Designated Co-President	
Marta Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Digna Mola	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Carol Castillo	Member/	
Ruanlisa Seignious	Member/	
Flor Santamaria	Member/	
Laura Sitkiewics	Member/	
Fanny Hernandez	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

VISION STATEMENT:

We envision our school as a community of learners where all members (students, staff and parents) are actively engaged in the educational process. We believe that by addressing the needs, interests and abilities of all students, through the delivery of a balanced, comprehensive and rigorous data driven curriculum, we will empower them to develop their academic, social decision making and critical thinking skills thus enabling them to further their educational goals and become active, responsible members of society. All members of our community will share the responsibility and accountability for creating a positive and supportive learning environment as well as for achieving successful student outcome.

MISSION STATEMENT:

As a school community dedicated to achieving high standards of academic excellence, our mission is to provide a rigorous, standards driven, instructional environment that addresses the educational needs of all students (general, special and bilingual education), while affording them with the experiences necessary to create the foundation needed to function as productive members of society and life-long learners.

P.S. 132's population, like most other District Six (6) schools reflects the various language and ethnic groups of the community at large. The predominant population of the school is Hispanic with Dominicans being the largest group. This year, P.S. 132 has a total population of 793 students in grades K-5. There is an almost equal distribution of students, i.e. 50.4% males and 49.6% females, housed in two academies: The Literacy Through the Arts (LTA) and The Bilingual Excellence Preparatory Academy (BEPA). In the Literacy Through the Arts Academy, the curriculum is delivered by integrating the arts and tapping into the multitude of talents that our students have. In the BEPA academy, we offer parents Transitional Bilingual and a 50-50 Dual Language program models. The dual language program at our school is an enrichment program which adheres to the side by side program model with students receiving instruction in English and Spanish on alternate days. In order to provide standards based instruction that address the needs of second language learners, all teachers in our transitional bilingual and dual language programs are bilingually certified.

As part of the school's effort to address the implementation of a least restrictive environment, we offer Special Education Teacher Support Services Teachers (SETSS), Collaborative Team Teaching (CTT) classes in the 1st and 4th grades, mainstreaming, related services such as Speech and Language and Hearing teachers, special education guidance counselors, and O/T, P/T and APE teachers. We have on-going Professional Staff Development support for Special and General Education teachers.

Over the last two years, the administration has focused on ensuring that professional development is data driven. A cohesive educational plan has been put into place to ensure that students receive quality instruction at all times, including the Extended Day program in which the school's, grade and class data is used effectively for instructional planning as well as to track the progress of all students.

At P.S.132 we recognize families and other community members as a vital part of our students' academic, social and emotional success. Therefore, we consider parental involvement an essential component in determining the success of our educational programs. Parents are involved with the Learning-Leaders Parent Volunteer Program. We also have class parent volunteers in each class to increase communication among parents within the same class and across the grades. All of the above contribute to the creation of a greater sense of community and support to the classroom teachers in various ways.

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 132 Juan Pablo Duarte			
District:	06	DBN #:	06M132	School BEDS Code:
				310600010132

DEMOGRAPHICS										
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0			92.2	94.0	TBD			
Kindergarten	116	132	105							
Grade 1	155	137	147	Student Stability: % of Enrollment						
Grade 2	166	137	134	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	157	156	111		94.2	92.94	TBD			
Grade 4	150	148	148							
Grade 5	167	142	134	Poverty Rate: % of Enrollment						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		92.3	92.3	98.7			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing: Total Number						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		9	44	2			
Grade 12	0	0	0							
Ungraded	0	0	2	Recent Immigrants: Total Number						
				(As of October 31)	2007-08	2008-09	2009-10			
Total	911	852	781		6	7	1			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	47	47	48							
No. in Collaborative Team Teaching (CTT) Classes	20	20	24	Principal Suspensions	38	16	10			
Number all others	68	75		Superintendent Suspensions	6	4	4			
<i>These students are included in the enrollment information above.</i>										
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number						

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	201	306		Early College HS Participants	0	0	0
# in Dual Lang. Programs	179	179					
# receiving ESL services only	198	198		Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	77	74	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	26	26	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.7	100	100
American Indian or Alaska Native				Percent more than two years teaching in this school	81.8	83.8	TBD
Black or African American				Percent more than five years teaching anywhere	70.1	75.7	TBD
Hispanic or Latino				Percent Masters Degree or higher	87.0	91.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	99.2	TBD
White							
Multi-racial							
Male							
Female							

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

A comparison analysis of ELA assessment results from 2008-2009 and 2009-2010 indicates a decrease in the percentage of all tested students who scored at level 3 and above in grades 3-5. This decrease is partially due to the implementation of new cut scores by the Department of education on the 09-10 New York State Assessments.

The previously stated decrease in the 2009-10 assessment results are reflective of scores that were obtained by our students with disabilities and English Language Learners.

Data Analysis Finding- Math

The review of the math data indicates that students in all disaggregated subgroups have shown an increase in numbers allowing the school to meet its Annual Yearly Progress (AYP) for 09-10.

For grades K-2, the need for continuous support in the areas of phonemic awareness, writing and fluency is evident based on Reading 3D and TRC results.

The most significant aids to our school's continuous improvement are:

- The principal has a very competent cabinet and administration team who are working hard to continue to develop all aspects of assessment. This team continues to involve all the staff in this process in order to keep them well informed. The principal is well aware of the challenge this process in a school with such a large staff and is continuously striving to ensure all lines of communication are utilized to full effect.

- Further develop differentiated instruction as members of staff have access to more data training.
- Ensure that all members of staff are given every opportunity to share good practice by visiting each others' classrooms.
- Provide opportunities for regular coordination between teachers and support staff.
- Continue to develop effective lines of communication so that the school goals are established effectively across the whole school community.

To ensure that we accelerate the learning of all students, our school has implemented the following measures:

- The development of two learning academies enabling teachers to plan vertically and horizontally.
- We are consistently following the learning walk protocol. Our learning walks have aided teachers by giving them exposure to best teaching practices throughout the building.
- The establishment of the Inquiry Team allows teachers and coaches to review school-wide, grade, class and individual student progress over time and plan accordingly.
- Collaborative work takes place as Inquiry Team Members identify a cohort of students with similar academic needs and discuss implementation of a variety of strategies that will support this group's academic achievement.
- Communication has improved as the Principal encourages the use of email to receive school information through weekly newsletters titled "¿Que Pasa?".

Barriers to continuous school improvement are as follows:

- Mobility/turn-over of student population
- Limited language (English & Spanish) ability which impacts on student achievement in the area of "critical thinking".
- Large number of teachers with limited knowledge on second language acquisition and how to scaffold instruction for second language learners

Summary of Data Analysis/Findings

While our school's accountability status as per NCLB/SED is a school in "Good Standing", an analysis of student achievement on all standardized tests reveals that while we are making incremental strides in the performance of our students, disaggregated data

reveals that our special education and ELL populations are still performing below the state standards.

Implications for the Instructional Program:

- Continued implementation of the city-wide balanced literacy and math programs with parallel instruction in all classes.
In the Special Education classes the Wilson/Fundations program will be used to help meet the needs of our struggling readers. Teachers will stream student within the self contained classes according to their needs. Students will either receive Wilson or Fundations instructions based on grade level. Our network, CSFN 209, is providing professional staff development in this program during the summer months. Further, the ISS (Instructional Support Specialist for Special Education) that is assigned to this school will also provide year-long sustained support to the teachers who will be implementing this program.
- In the early childhood grades, the school is implementing the Fundations Program in all K-3 monolingual and transitional bilingual classrooms.

For our ELL population, we plan to provide extra time for focused instruction, additional staffing to increase student-teacher contact. Students will also continue to be grouped according to their levels of English Proficiency, i.e. beginner, intermediate or advanced, as stated in our Language Allocation Policy.

We have identified in English language Arts (ELA) for "All Students", Hispanic or Latino, Students with Disabilities, and Economically Disadvantaged students. In addition, we are continuing to assess the needs of our special education students who made Safe Harbor in ELA based on the New York State School Report Card Accountability and Overview Report. Our data shows that 57.9% of our students are ELLs and 98.6% are second language learners. We will continue to implement the following:

- Parent contract will be distributed and collected for both academies.
- Student will be grouped according to their mandated services.
- Study groups will be held for literacy, math, data analysis, ESL strategies.
- Mainstreaming and streaming will be implemented for Special Education students and advanced ELL students during the literacy block.
- A team will be created to align our current literacy units to National Core Standards. Team members will include teachers, ELL Network Support Specialist, literacy coach, and literacy AP.
- Parent workshops will continue monthly.

- The ELL's network specialist will work with teachers who have a large ELL population to help them incorporate ESL strategies in to their instructional practices.
- Two safety officers will be requested for the building (since our building has nine exits) in order to create a safe learning environment.
- The instructional plan will be given to parents to facilitate the home school connection.
- Monthly assemblies based on the social studies and science curriculum will continue.
- Monthly assemblies will be held to showcase cluster teacher's programs.
- Monthly newsletter for parents and staff will be prepared by grade leaders and teachers.
- Inter-academy, end-of-unit publishing celebrations will be held.
- Cross-grade, inter-academy book buddies will be established between the upper and lower grades.
- Parent volunteers will be recruited.
- Field trips to various places and multicultural events and throughout the city will be arranged.
- Evening workshops and trainings for families will be coordinated by the guidance counselors and the parent coordinator.
- Monthly dialogues will be held through Coffee with the Principal and Tea with the AP.

Professional Development

- ELL network specialist will continue to train targeted staff members.
- Learning walks will continue monthly and feedback will be given to the staff.
- Staff will be trained in methodologies on how to work with students with emotional challenges.
- Grade leaders will work closely with administrators and colleagues to address the needs of their particular grade.
- Network consultants will provide monthly training in all areas of need.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal:	To improve the literacy skills of students performing at level 4 in ELA as measured by the NYS ELA exams
Measurable Objective	By June 2011, the number of students performing at level 4 on the ELA will increase by 3%.
Action Plan	<ul style="list-style-type: none"> • School-wide assessments will be used to determine the students who are currently performing at or above grade level to help determine the kind of enrichment activities that will be used to accelerate their learning • In addition, classroom teachers, reading support specialists, and literacy coach will identify the students that are performing at level 3 and above in ELA as reflected in the Spring 2010 ELA scores. We will then group these students in order to provide differentiated accelerated instruction during the school and in after-school book clubs. • Teachers will also be afforded with opportunities to analyze data results and develop strategies that will result in improved academic performance. • Teachers will be provided with common planning time to help develop the capacity of the group to collaborate on how to improve student performance • The Network Support Specialists will provide insights and additional training for teachers on how to use assessment results to identify and plan for students’ individual needs. • Administration and teachers will engage in regularly scheduled conversations to provide feedback on teacher and student progress.

Evidence	<ul style="list-style-type: none">• Agenda and minutes of "Data Talk" sessions in which teachers analyze assessment results and group for instruction• An Assessment calendar for the year that builds in time for teacher to share assessment findings and develop enrichment strategies to target higher performing students• Student created academic goals in all content areas• Administration written feedback to teachers on their performance and that of their students• Teacher to teacher feedback from Learning Walks• After school clubs are providing enrichment activities• Common planning time budgeted for teachers to meet• Student work exemplifies improved performance• The results of the ITAs indicate that students in the identified groups are consistently performing in Tiers 3 and 4• An additional 3% of the students have progressed to level 4 as measured by the 2011 NYSELA exam
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Goal Number 2	
Goal	To improve communication with and among staff members.
Measurable Objective	By June 2011, there will be a 10% increase in the number of teachers who can clearly state that they have a clear understanding of what the academic expectations are for students in all grade levels as measured by their responses to questions in the Learning Environment Survey
Action Plan	<ul style="list-style-type: none"> • A weekly newsletter (¿Qué Pasa?) will be available on the first day of the work week in which staff members will be informed, in a timely manner, as to what will be taking place in and out of the school during the week as it affects the staffs' work • Teachers will receive an assessment calendar at the beginning of the school year with due dates and scheduled meetings with colleagues and administrators to discuss data results and next steps. • A schedule will also be developed that allows teachers time for professional goal setting and reflective discussion with administrators. • Teacher teams will be establish that will work with administrators to collaboratively make decisions that will improve academic performance and improve our instructional practices. • Teachers will be provided with the opportunity to communicate their lack of understanding about pertinent issues or specific topics during grade meetings. • Teachers will have opportunities during planning sessions or "Data Talks" to clarify their understanding of what the expectations are for their performance and student performance.

Evidence	<ul style="list-style-type: none"> • Increase the number of teachers demonstrating understanding of academic expectations as reflected in the 2011 Teacher Environment Survey • Weekly Newsletter • Increased number of staff members accessing the Weekly Newsletter on a timely manner as evidence in receipt confirmation of e-mail. • Establish teacher teams • Schedule • Assessment Calendar • Teacher written feedback
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Goal Number 3	
Goal	To improve the reading/writing proficiency levels of English Language Learners
Measurable Objective	By June 2011, 5% of the English Language Learners will show improvement within or above their current performance levels as measured by improved scale scores on the NYS ELA exam
Action Plan	<ul style="list-style-type: none"> • Bilingual Teachers and monolingual teachers with high numbers of ELLs will engage in regular professional development on the use of 6+1 Writing Traits in order to improve the writing skills of ELL students. • Teacher teams will be formed to work on how the strategies in these two programs can be infused into our current Writer's Workshop Units of Studies. • Our Administrative staff, teachers and Network Support Specialists will conduct "learning walks" to monitor implementation of instructional strategies. • An AUSSIE consultant and a data specialist funded through C4E, will provide teachers with multiple means of professional development opportunities during bi-weekly PD sessions, grade level meetings and Lunch & Learns on data analysis and strategies that positively impact student's learning. • Teachers will use regular formative assessments, for example conferencing to determine and plan for individual student needs

Evidence	<ul style="list-style-type: none"> • Data Analysis among teachers and identification of targeted students • Planning Sheets for Grouping students • Increase performance on ELA ITAs • Teacher conference notes reflect individual attention to student needs • Formative school-wide assessments show that students are making the required progress • Student work in reading and writing reflect improvement • Formation of Inquiry team to focus around this particular goal
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the literacy skills of students performing at level 4 in ELA as measured by the NYS ELA exams</p> <p>By June 2011, the number of students performing at level 4 on the ELA will increase by 3%.</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><i>Implementation Timeline:</i> September 2010-June 2011</p> <p><i>Responsible Staff:</i> Classrooms teachers, coaches , support staff and administration</p> <p><i>Target Population:</i> Students in grades 3-5 taking the 2011 NYS ELA exam</p> <ul style="list-style-type: none"> • School-wide assessments will be used to determine the students who are currently performing at or above grade level to help determine the kind of enrichment activities that will be used to accelerate their learning

	<ul style="list-style-type: none"> • In addition, classroom teachers, reading support specialists, and literacy coach will identify the students that are performing at level 3 and above in ELA as reflected in the Spring 2010 ELA scores. We will then group these students in order to provide differentiated accelerated instruction during the school and in after-school book clubs. • Teachers will also be afforded with opportunities to analyze data results and develop strategies that will result in improved academic performance. • Teachers will be provided with common planning time to help develop the capacity of the group to collaborate on how to improve student performance • The Network Support Specialists will provide insights and additional training for teachers on how to use assessment results to identify and plan for students' individual needs. • Administration and teachers will engage in regularly scheduled conversations to provide feedback on teacher and student progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Inquiry Teams Data Talks/ Reviews between teachers and administrators</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic Assessments (ITAs) Classroom assessments Reading 3D/TRC or DRA</p>

Subject/Area (where relevant):

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve communication with and among staff members.</p> <p>By June 2011, there will be a 10% increase in the number of teachers who can clearly state that they have a clear understanding of what the academic expectations are for students in all grade levels as measured by their responses to questions in the Learning Environment Survey</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><i>Implementation Timeline:</i> September 2010-June 2011</p> <p><i>Responsible Staff:</i> Teachers and Administration</p> <p><i>Target Population:</i> All staff members</p> <ul style="list-style-type: none">• A weekly newsletter (¿Qué Pasa?) will be available on the first day of the work week in which staff members will be informed, in a timely manner, as to what will be taking place in and out of the school during the week as it affects the staffs' work• Teachers will receive an assessment calendar at the beginning of the school year with due dates and scheduled meetings with colleagues and administrators to discuss data results and next steps.• A schedule will also be developed that allows teachers time for professional goal setting and reflective discussion with administrators.• Teacher teams will be establish that will work with administrators to collaboratively make decisions that will improve academic performance and improve our instructional practices.

	<ul style="list-style-type: none"> • Teachers will be provided with the opportunity to communicate their lack of understanding about pertinent issues or specific topics during grade meetings. • Teachers will have opportunities during planning sessions or "Data Talks" to clarify their understanding of what the expectations are for their performance and student performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Weekly staff newsletter Monthly grade meetings with administration and support staff Monthly teacher meetings by grade level/program Common planning by grade level/program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School survey response by teacher Teacher feedback</p>

English Language Learners

Subject/Area (where relevant):

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the reading/writing proficiency levels of English Language Learners</p> <ul style="list-style-type: none"> • By June 2011, 5% of the English Language Learners will show improvement within or above their current performance levels as measured by improved scale scores on the NYS ELA exam.
<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><i>Implementation Timeline:</i> September 2010-June 2011</p> <p><i>Responsible staff:</i> Classrooms teachers, ESL teachers, support staff and administration</p> <p><i>Target population:</i> English Language Learners in grades 3-5 taking the 2011 NYS ELA exam</p> <ul style="list-style-type: none"> • Bilingual Teachers and monolingual teachers with high numbers of ELLs will engage in regular professional development on the use of 6+1 Writing Traits in order to improve the writing skills of ELL students. • Teacher teams will be formed to work on how the strategies in these two programs can be infused into our current Writer’s Workshop Units of Studies. • Our Administrative staff, teachers and Network Support Specialists will conduct “learning walks” to monitor implementation of instructional strategies. • An AUSSIE consultant and a data specialist funded through C4E, will provide teachers with multiple means of professional development opportunities during bi-weekly PD sessions, grade level meetings and Lunch & Learns on data analysis and strategies

	<p>that positively impact student's learning.</p> <ul style="list-style-type: none"> • Teachers will use regular formative assessments, for example conferencing to determine and plan for individual student needs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>AUSSIE Consultant Network support specialists Onsite and outside professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic Assessments (ITAs) Classroom assessments IDELS and DRA in Spanish NYSESLAT</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	50	N/A	N/A	8	1		
1	65	65	N/A	N/A	12			
2	65	65	N/A	N/A	22			3
3	82	82	N/A	N/A	8		1	2
4	76	76	25	25	17			5
5	92	92	43	43	19			3

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day</p> <p>Small group instruction using <i>Guided Reading/Shared Reading</i> strategies during after school (37 ½ minutes)</p> <p>Basic Writing and 6+1 Writing Traits to scaffold writing instruction</p>
Mathematics:	<p>Differentiated (small group) during the school day and after school</p> <p>Second through Fifth Grades "NYS Coach -Mathematics," "March to March."</p> <p>Partner games and everyday math games.</p>
Science:	<p>Push in services for Fourth & Fifth Grade students provided by AIS Teachers, during the school day, using the following resource:</p> <p>Non-fiction texts from the bookroom for science and social studies guided reading</p> <p>National Geographic series</p> <p>I-Openers (Leveled Guided Reading Sets)</p> <p>Additional supports:</p> <ul style="list-style-type: none"> - Websites - Graphic organizers - Writing responses on science/social studies related topics - Build vocabulary of Tier II and Tier III words to support comprehension - Inquiry process - Peer activities - Text Structures Analysis - Non-fiction comprehension strategies
Social Studies:	<p>Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day</p> <p>Small group instruction using <i>Guided Reading/Shared Reading</i> strategies during after school (37 ½ minutes)</p>

	Basic Writing and 6+1 Writing Traits to scaffold writing instruction
At-risk Services Provided by the Guidance Counselors:	<ul style="list-style-type: none"> • Small Group Counseling during school hours (push in) • One-on-One Counseling during school hours (pull-out) • Small-Group Counseling during after school hours (Friendship Club) • Crisis Intervention Intervention/Prevention during lunch periods • Conflict Resolution during school day • Peer Mediation/Peer Leadership • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress reports • Referral to IST (Instructional Support Team) • Community service (with parental consent) • Referral to a Community Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment
At-risk Services Provided by the School Psychologist:	<p>-Crisis intervention</p> <p>-At risk counseling group and individual counseling</p> <p>-Informal screening evaluations to determine academic levels for the IST or as requested by service providers and teachers</p> <p>-Classroom observations</p>

	<ul style="list-style-type: none"> -Consultation with teachers -Functional Behavior Assessments and behavior interventions -One-to-one counseling services during the school day
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> -Crisis intervention -At risk counseling group and individual counseling -Classroom observations -Consultation with teachers -Functional Behavior Assessments and behavior interventions -One-to-one counseling services during the school day
At-risk Health-related Services:	<p>Whole class and small Group sessions during school hours provided by the school nurse on health related issues</p> <p>Nutrition Club, during school day with Healthy Schools/Healthy Families</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 1-5

Number of Students to be Served: LEP 170

Non-LEP 10

Number of Teachers 14

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

TITLE III PLAN

In alignment with the State's Title III funding for Limited English Proficient students, we will implement an after school ELLs Academy. A total of 180 students will be invited to participate in the program: 36 students from 1st grade; 36 students from 2nd grade; 36 students from 3rd grade; 36 students from 4th grade and 36 students from 5th grade. The duration of the program will be from December 14, 2010 to April 14, 2011 for a total of 31 sessions. There will be a staff of 14 bilingual or ESL certified teachers (preferred), 1 guidance counselor, 1 supervisor and 1 secretary. The supervisor will monitor the overall functioning of the program. The guidance counselor will have a new arrivals club to offer them support in cultural and classroom assimilation. The school aide will be responsible for arranging and distributing the snacks, collection and logging on the attendance of the students in the program. The secretary will maintain records of the program and follow the payroll process.

The goal of the program is to accelerate reading, writing, listening and speaking skills in English of ELL students in grades 1-5 (including SIFE students), who demonstrate a need according to the results of the NYSESLAT assessment. This year we will continue to place a heavy emphasis on science and social studies vocabulary language development of our ELLs and how can we scaffold and support the transfer into writing for those content areas specially.

The ELLs committee desegregated available data and arranged the classes according to the English language proficiency in order to maximize differentiated instructional time. The new arrivals were placed together, stagnate students will be grouped together according to the NYSESLAT results (A's, B's and I's separated by grade level).

The afternoon, 2 hours of instructional time, will be divided into two parts; an academic component and a multicultural experience component.

The academic piece will address the language needs of the students. We will continue to use the programs purchased last year from Santillana Publishing which will address the specific language needs of the students.

We will use the program *Camp Can Do!* with lower proficient students and new arrivals. This program develops and reinforces social and academic language skills through student-centered, content-based lessons. Each kit contains picture cards, vocabulary cards, a language prompts, CDs, a classroom library and lesson based on social studies and science themes.

The other program that we will continue to use is *Spotlight on English*, an Elementary English Language Development program which focuses on developing language for literacy and content. The program teaches Academic English through content-driven lessons, while addressing the proficiency needs of every student. Each lesson can be adapted according to the language proficiency of each group, for facilitating differentiated instruction for the teacher.

The multicultural experience piece will develop multicultural competence for all students in our after school program which will result in improved self esteem and cross cultural attitudes. The activities will expose students to all four language modalities (listening, speaking, reading and writing) through hands on grade specific cultural experiences:

First Grade - Songs and Rhymes from Latin America

Second Grade - Music/ Singing

Third Grade - Dances from Latin America

Fourth Grade - Diversity within our school- Technology

Fifth Grade- Cooking Foods from Latin America

New Arrivals - (Drama) Tales and Folktales from Latin America

During the End of the Year ELLs Academy celebration week, the culminating activities, (dance, songs, poems, Instrumental Music, singing, power point presentations, etc.) will be presented to the school community, the parents, and neighborhood supporters at the day and evening celebrations, as a way for our children to give back to the community. Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 06m132 BEDS Code: 310600010132

Allocation Amount:\$70,580.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (with fringe benefits) - Per session	(\$61,112)	<p>ELLs Academy Teachers Per session: 14 Teachers X 70 hrs @\$49.89= \$48,892</p> <p>Program supervisor per session: 1 Supervisor X 115 hrs @ \$51.34= \$5,934</p> <p>Guidance Counselor per session: 1 Guidance Counselor X 70 hrs @ \$53.47= \$3,744</p> <p>School Aide: 1 school aide X 80 hrs @ \$18.90=\$1,512</p> <p>Secretary: 1 Secretary per session 40 hrs @ \$25.87= \$1,035</p>
Purchased services - High quality staff and curriculum development contracts.	(0)	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(9,468)	Camp can Do workbooks, Spotlight on English Workbooks, Getting Ready for the NYSESLAT books, paper, markers, chart paper, pencils, folders, ink for the printers,)
Educational Software (Object Code 199)	(0)	N/A
Travel	(0)	N/A
TOTAL	\$70,580	

LAP GOES HERE

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.

Our goal is to communicate, whenever feasible, with non-English speaking parents in their home language in order to support:

- parent-school accountability
- parent access to information about their child(ren)'s educational options
- parents' capacity to improve their child(ren)'s achievement

We used the ATS report (RDGS) and the LAP report data in order to assess the language needs of our parent population.

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.

Based on our analysis of 796 HILS, we identified 780 parents as Hispanic, 4 parents as Black, 11 parents as White, 1 parent as multi racial. We also identified the Language resources presently available in our school which are; 31 teachers that speak Spanish, one teacher that speaks Mandarin and one teacher that speaks Russian. Findings were shared with all the current established committees (LAP, CEP, SLT, Title I, Title III, etc.), which information is shared with all the parents by the active members of these committees.

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.

The school will provide the following services in order to meet the identified needs indicated above:

All curricular and written communications with parents will be sent home in English and/or Spanish. For speakers of other languages, translations will be made available as needed. Written communication includes different forms, letters, notices, and consent forms for parents, parent-teacher communication letter, Instructional plan, parent workshop calendar, students academic goals for math and literacy, science and social studies home connection letters, Parent Handbook, Parent Involvement Policy, School-Parent Compact, pamphlets/brochures. Various staff members are available to provide translation and interpretation in order to increase written and oral communication.

Classroom academic materials are translated in Spanish. In house staff will be utilized for translation of these materials. In addition, an outside DOE vendor will be used to translate in an event that we have a parent who speaks other language than English, Spanish, Mandarin or Russian.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation will be provided as follows:

In house staff members are always available to provide translation at general meetings (formal face-to-face interactions) for those non-English speaking parents. General meetings are considered as follow: early registration, ongoing registration, end of the year regular registration, monthly parent meetings, parent association monthly meetings, fundraising meetings for 5th grade graduation and end of the year 5th Grade Graduation meeting, LAP committee meetings, Title I committee meetings, Title III committee meetings, Translation and interpretation committee meetings, English Language Learners committee meetings. School Leadership committee meetings, Etc. We also have informal face-to-face interactions with parents through 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 Chancellors Regulations A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We provide translation support to the parents in the following areas:

Areas of Translation Support

Meetings/documentation:

- During Parent- Teacher meetings
- During Parent-Teacher Conferences held during the fall 2010 and during the spring of 2011.
- Translation of parents meetings
- Monthly evening parents meetings
- 5th grade evening graduation meeting,
- Ells Academy evening Celebration
- 5th grade evening Award Ceremony
- Early registration and ongoing registration, end of the year regular registration,
- Parent association monthly meetings

- Fundraising meetings for 5th grade graduation
- LAP committee meetings
- Title I committee meetings
- Title III committee meetings
- Translation and interpretation committee meetings
- English Language Learners committee meetings
- School Leadership committee meetings,
- We also have informal face-to-face interactions with parents through the year

The following are the cost factors that will be used when budgeting in Galaxy. These are subject to modifications during the school year. The Budget and mentioned staff will support and fulfill our translation and interpretation services

Allocation:		
Budget Category/LINE NO.	Budget Amount	Brief Explanation of Expenditures
SUPPLIES - GENERAL/0100	\$ 301	Interpretation and Translation Resources: color paper, ink, toner, pencils, chart paper, chart tablets, chart markers, thin markers for parents meetings.
GUIDANCE COUNSELOR- PER SESSION 11 sessions X2 hrs @53.47	\$1,177	Translation of parents' meetings, Monthly evening parents' meetings, 5 th grade evening graduation meeting, Ells Academy evening Celebration, 5 th grade evening Awards Ceremony
PROFESSIONAL TRANSLATOR	\$500	Parents' Meetings K and 5 th grade graduations,
TOTAL	\$1,978	

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:	\$796,970	\$144,942	\$941,912
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,970	\$1,450	\$9,420
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,849	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$79,697	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

TITLE I (10%) ALLOCATION PROPOSED SPENDING

District: 06

School: P.S. 132

Allocation: **\$89,261**

Provide a description of the activity	How is the impact of this activity related to the plans in the CEP?	How often will this activity be presented?	How many teachers will this impact?	Cost of activity
We will partially fund our Literacy Coach and our Math Coach	On-going professional development (targeted to our specific needs)	All year around	All K-5 teachers	\$89,261

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

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

Title I Parent Involvement Policy 20010-2011

I. **General Expectations:**

Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home school partnership that provides parents with the information and training needed to effectively become

involved in planning and decision making. The entire school staff and the students will share the responsibility for improving student academic achievement. The action plan for parent involvement will serve as the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

P.S. 132, the Juan Pablo Duarte School, 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

The **Juan Pablo Duarte School** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - Local Educational Agency Plans of the ESEA:

- **Publish, distribute and make available the School's Parent Involvement Policy to parents of children in our school in a language they understand.**
- **P.S. 132, the Juan Pablo Duarte School, will take the following actions to involve parents in the process of school review and improvement under Section 116 - Academic Assessment and Local Educational Agency and School Improvement of ESEA:**
 - Actively recruit parents in order to increase the number of parents that actively participate in the decision making process at the school
 - Conduct monthly Parent's Association meetings to provide information to parents on school issues
 - Keep parents informed by providing information and materials in their native language

- **P.S. 132, the Juan Pablo Duarte School, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - Provide workshops to parents to enhance their ability to work together effectively and engage in activities that involve the entire school community
 - a. Provide parents with resources and information to enhance their skills and ability to assist their child at home. Parents will receive on monthly basis Literacy and Math home goals and unit letters for Social Studies and Science.
 - b. Provide materials available in their native language whenever possible, as stated in our school Translation Plan.

- **P.S. 132, the Juan Pablo Duarte School, will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:**
 - Provide parents with information about the school
 - Discuss role of parents in the school
 - Distribute School -Parent Compact
 - Distribute student handbook to Parents and Students

- **P.S. 132, the Juan Pablo Duarte School, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**

- Parents will revisit this Parent Involvement Policy yearly to insure it remains an effectual policy serving the best interest of increasing and maintaining parent involvement
 - Parents will revisit the School-Parent Compact yearly to insure it remains an effectual policy serving the best interest of increasing and maintaining parent involvement
 - Identify barriers to parental participation and develop new strategies and revise accordingly
- **P.S. 132, the Juan Pablo Duarte School, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:**
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -
 - a. The State's academic content standards;
 - b. The State's student academic achievement standards;
 - c. The State and local academic assessments including alternate assessments;
 - d. the requirements of Part A, how to monitor their child's progress;
 - e. and how to work with educators;
- **Literacy/ Math Family Nights**
 - **School based parent workshops at least once a month.**
 - Parents' workshops will take place on a Thursday evening and a Friday morning in order to accommodate parent's different schedules.
 - A parent workshop calendar has been developed for the school academic year.
- **Translation of materials as available as needed**

- **Provide information on Title I**
 - The school will actively involve parents in planning, reviewing and improving Title I programs and the Parent Involvement Policy by forming a Title I committee. This committee will meet every other Wednesday at 8:20 AM. Parents will be provided with the information of participating students under this program. The Title I Program will be described and explained.

- **P.S. 132, the Juan Pablo Duarte School , will provide materials and training to help parents work with their children to improve their children's academic achievement, such using technology to foster parental involvement by:**
 - Provide on-going learning opportunities during and after school hours to parent and families through coordination of school, and community organizations
 - Provide parent training on how to access ARIS and how to analyze their child(ren) data in order to provide academic support at home.
 - Provide information on Internet safety at home and school
 - Provide training to parents where they can expand their skills and understanding of technology and the Internet

- **P.S. 132, the Juan Pablo Duarte School with the assistance of the district will continue to work with parents, teachers, pupil services personnel, principals and other staff on how to increase out-reach and communication with parents.**
 - Distribute our School-Parent Compact to parents each October

- **P.S. 132, the Juan Pablo Duarte School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in**

activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- *Guidance Counselors organize parents meetings to inform parents of children entering kindergarten or going to middle school. At these meetings parents have the opportunity to ask questions and concerns.*
- **P.S. 132, the Juan Pablo Duarte School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I in a language the parents can understand:**
 - *Provide parents with information pertaining to school performance on an on-going basis*
 - *Disseminate information to parents in various ways; workshops, parent orientation meetings, Parent/Teacher Conferences, SLT meetings, letters, and school newsletter.*

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:

- **The school is committed to increase parent involvement in order to improving communication between parents and the school community. The school will:**
 - *P.S. 132 M, Juan Pablo Duarte will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:*

- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
 - b. 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;
 - c. Training parents to enhance the involvement of other parents;
 - d. Arranging school meetings at a variety of times
- Telephone conferences between teachers and parents who are unable to attend the parent teacher conference at school
 - Assess parent needs/interest/concerns
 - Convene an annual meeting for Parents to inform them of the Title I Program and their right to be involved.
 - Providing necessary technology 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;
 - The school will actively involve parents in planning, reviewing and improving Title I programs and the parent involvement policy by forming a Title I committee. This committee meets every other Wednesday at 8:20 AM. Parents will be provided with the information of participating students under this program. The Title I Program will be described and explained.
 - Parents will be encouraged to participate in the **Title III committee** which discusses all information pertaining to the English Language Students (Ells'). The Ells' Academy organizes an end of the year presentation in which parents are invited to attend.
 - Parents interested to volunteer in school are encouraged to take the training provided by Learning Leaders. Learning Leaders provide training once a year.
 - The school Bilingual Guidance Counselor provides additional training to parents who took the Learning Leader training. In this way the school ensures that parents understand the school culture and procedures. Parents are also taken to a school tour in order for them to get to know the school facility very well.
 - 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.

SCHOOL-PARENT COMPACT

The **P.S. 132, Juan Pablo Duarte School** and the parents of the 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 that responsibility for improved student academic achievement the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year **2010-2011**

School Responsibilities:

The following describe our school plan in order to fulfill our responsibilities with the parent community.

The P.S. 132 Juan Pablo Duarte School will:

- **Provide high-quality curriculum and instruction in order to provide a supportive and effective learning environment that enables the participating children to meet the State's students academic achievement standards as follows:**
 - As a school community dedicated to achieving high standards for academic excellence, will provide grade level meetings with teachers to discuss all information pertaining to the curriculum, data and assessment.
 - The school principal, supervisors, literacy and math coach meet once a month with teachers for professional development during 1 period. The professional development plan is designed according to teachers' areas of needs.
 - Teachers on each grade/level subject area will follow the School Instructional Plan and for the area of math teachers will receive a monthly calendar develop by the math coach. The Literacy Coach and Teachers plan the literacy units by grades for the school academic year.

- Teachers will use assessments in order to create a differentiated instructional plan in order to address students' needs. Academic interventions in the English or Spanish language or is provided to support the struggling students specially our great number of ELL students.
 - Provide high quality curriculum that meet the standards and instruction by following the DOE comprehensive balance literacy and mathematics program.
- **Conduct parent-teacher conferences (bi-annually in school) during which this Compact will be discussed as it relates to the individual's achievement. Those conferences will be held:**
 - November 9, 2010 and March 15, 2011
- **Provide Parents with frequent reports on their children's progress. Specifically, the school will provide report as follows:**
 - Official report cards will be distributed in November, March and June.
 - The special education teachers and related services providers also distribute progress reports during the official report cards dates.
 - Parents will also get a progress report during their child IEP (Individualized Educational Plan) annual review.
 - Parents will be provided access to ARIS and Acuity reports as means of monitoring their child's performance and progress.
 - To provide parents with performance profiles (portfolios) and individual student assessment results such as DIBELS, Reading 3D, DRA, EDEL (for Spanish Students) for each child and other pertinent education information from the school district.
 - Parents will also have access to the school webpage where they will find the school information, a link for parents named, **Educational Support for Parents**. At this link parents will find sub-links to ARIS, Acuity Reports and a Monthly Parent Newsletter. The school URL is as follow, www.PS132.info. The school will send home a letter informing parents of the school webpage, URL and the parent link.
 - Parents will receive a monthly newsletter and which is also placed in the school webpage, parent link.
 - Educational evaluation meetings to meet with parents of at risk students. Meetings take place in January and in June.

- The school will sent to parents on a monthly basis, the end of the unit test results for each content area.
- **Provide parents reasonable access to staff. Specifically, staff will be available to meet with parents, as follows:**
 - The Principal and Assistant Principals have an open door policy.
 - Parent can request to meet with teachers during preparation periods. Through out the year parents are given a copy of the classroom teacher's preparation schedule so that they can make an appointment with their child's' teacher when needed to.
 - During the beginning of the school year a Parent Orientation Meeting is scheduled so that parents and teachers can meet discuss the curriculum and classroom goals and objectives. These meetings take place in the morning for about an hour.
 - Other school staff is also be available to meet with parents during the school day or after school. The following staff are:
 - a- *School Psychologist and/or Social Worker*
 - b- *Guidance Counselors*
 - c- *AIS teachers*
 - d- *Related Service Providers*
 - e- *IEP Teacher*
 - f- *SAVE Room Coordinator*
 - g- *Supervisory Personnel*
 - h- *Parent Coordinator*
 - i- *School Principal*
 - j- *Literacy Coach*
 - k- *Math Coach*
 - l- *ESL Teachers*

- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**
 - Parents are encouraged to get involved in school by volunteering to be a **Class Parent Representative** for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom. If more detailed information on Class Parent Representatives is needed the parent coordinator can be contacted or teachers. Parents are invited to be a Class Parent Representative through a letter that is sent home asking parents sign up. By this mean, P.S. 132 Juan Pablo Duarte will increase communication among parents and school and to contribute in creating a greater sense of community and support to the classroom teachers in various ways.
 - The classroom teacher invites parents to participate in their **class publishing celebration** at the end of each unit. Each classroom celebrates the end of each Unit of study in Writing.
 - The school invites parents to attend **Math and Literacy night**.
 - Every year the school coordinates a **Science Fair**. Parents are invited to the Science fair where parents have the opportunity see their child's class project and experiment, and can ask any questions pertaining to the experiments. This year the Science fair is schedule to take place on February 17th and 18th.
 - The English Language Learners Committee will present pertinent curricula information to parents as follows:
 - a- Provide parents with a **Parent Workshops Calendar** for the school academic year. Workshops will take place once a month, Thursdays at 5:30 PM and Friday 8:20 AM. During these workshops parents will receive the Science and Social Studies Units Home Connection Letters and math and literacy goals. All the information given to parents will be written in English and Spanish.

Parent Responsibilities:

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

- Supporting my child's learning in the following ways:
 - making sure my child is on time and prepared everyday for school
 - monitoring attendance
 - talking with my child about his/her school activities everyday
 - scheduling daily homework time
 - providing an environment conducive for study at home
 - making sure that homework is completed everyday
 - monitoring the amount of television my child(ren) watches

- Volunteering in my child's classroom
- Participating, as a appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communication with the school by promptly reading all notices from all notices from the school or the school district either received via my child or by mail and responding on timely manner
- Read the school Monthly Parent Newsletter found I the school webpage
- Reading together with my child every day
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Express high expectations and offer praise and encouragement for achievement.

Student Responsibilities:

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

- Arrive on time to school (By 8:10am)
- Follow the class rules
- Be respectful to all staff members at P.S. 132
- Be respectful to myself and other students
- Follow the rules during lunch
- Be a Peace Builder
- Complete all of my homework to the best of my ability
- Wear the mandated school uniform every day
- Keep cell phones, games and any other electronic devices at home
- Bring all notices given by the teacher home and give to my parent(s)
- Come to school to do our best and be the best
- Come to school with all the necessary tools for learning (pens, pencils, books, etc.)
- Participate in class discussions and activities
- Study for tests and complete assignments
- Read nightly and write entries in my Writer's Notebook
- Read at home with our parent or alone for at least 30 minutes every day
- Get adequate rest every night
- Use the library to get information and find books that we enjoy reading

Additional School Responsibilities:

- **The school is committed to increase parent involvement in order to improving communication between parents and the school community. The school will:**
 - To assess parent needs/interest/concerns

- Convene an annual meeting for Parents to inform them of the Title I Program and their right to be involved.
- The school will actively involve parents in planning, reviewing and improving Title I programs and the parent involvement policy by forming a Title I committee. This committee meets every other Wednesday at 8:20 AM. Parents will be provided with the information of participating students under this program. The Title I Program will be described and explained.
- Parents will be encouraged to participate in the **Title III committee** which discusses all information pertaining to the English Language Students (Ells'). The Ells' Academy organizes an end of the year presentation in which parents are invited to attend.
- Parents interested to volunteer in school are encouraged to take the training provided by Learning Leaders. Learning Leaders provide training once a year.
- The school Bilingual Guidance Counselor provides additional training to parents who took the Learning Leader training. In this way the school ensures that parents understand the school culture and procedures. Parents are also taken to a school tour in order for them to get to know the school facility very well.
- To invite parents to participate in the IST meetings to determines students' academic or emotional interventions.
- The inquiry team meets with the parents of those students who are part of the team in order to discuss how parents can provide support at home.
- Every month, the SAPIS Counselor sent a special invitation to parents of those children who are chosen as the Student of the Month.
- To provide parent with timely information about all programs

- **To Have and support a productive PARENTS' ASSOCIATION (PA)**

- Our school has an active and vibrant **Parent Association**. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the 3rd Thursday of the month, at 8:30a.m., with information provided in Spanish and English. These meetings provide information about what's happening at the school and also provides a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraisers have included the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year.
- The PA can be contacted via telephone at (212) 927-7857 or the PA mailbox in the Main Office.

- The PA Executive Board is elected in May and consists of a President, a Vice -President, Secretary, Treasurer and Delegates.

- **To Support the PARENT COORDINATOR**

- The Parent Coordinator is available to resolve issues at the school level and find the information and services that parents need to help their children. Our parent Coordinator is Mr. Nelson Rojas. You can reach him by dialing the general (212) 927-7857 ext. 105 or at (347) 563-5159.

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. As a SWP school, we conducted a comprehensive needs assessment that addresses the needs of all students at PS 132. Our needs assessment addressed the concerns of parents, teachers and staff members to ensure that we are focused on providing opportunities for all students to achieve academically and to grow into productive members of our society. As our mission states, we are dedicated to providing a rigorous, standards-driven instructional environment that addresses the educational needs of all students. We are implementing the following needs assessment activities to assess our strengths and areas of concern:
 - Survey staff and parents
 - Examine student achievement data (standardized assessment results and formative and summative assessments)
 - Conduct learning walks that will inform us of program needs
 - Review staffing patterns and class size
 - Review parental involvement

- Review adequacy and effectiveness of professional development activities
- We use assessments in all grades to provide us with information on how our students are progressing
 - Reading 3D
 - Dibels and Idels
 - Reading 3-D
 - DRA and EDL
 - Student Portfolios-
 - Running Records
 - Predictive Assessments
 - ELL Interim Assessments

This information will allow us to understand the subject and skills which need to be targeted in order to improve teaching and learning in our school as well as allow for the design of an effective educational program that will ensure high standards for all students and that students are making adequate progress towards meeting proficiency in all content areas.

1. Schoolwide reform strategies that:

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
- b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - **Are consistent with and are designed to implement State and local improvement, if any.**

2. **Instruction by highly qualified staff.**
3. **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.**

Teachers, administrators, and paraprofessionals attend ongoing professional development both on site and outside of the school community. Professional development is provided in-house by our coaches, consultants (e.g., AUSSIES), and our Network content area specialists. In addition, our coaches and other staff members attend external PD provided by ICI. Parents at PS 132 participate in weekly workshops designed to support content area instruction in ELA, the use of non-fiction literacy materials in social studies and science, math, writing support, and workshops on providing information and empowering the parents to understand the instructional programs at PS 132 and how to become viable partners in the school community to support their children's education.

TITLE I (5%) ALLOCATION PROPOSED SPENDING

District: 06

School: P.S. 132

Name of Activity: Highly Qualified Teachers

Allocation: **\$39,848**

Date of completion: 10/24/10

Provide a description of the activity	How is the impact of this activity related to the plans in the CEP?	How often will this activity be presented?	How many teachers will this impact?	Cost of activity
Since all our teachers are highly qualified, we will use the allocation for professional development	More Professional development	Throughout the year	All teachers	
	Need to increase literacy	10 sessions	K-5	\$11,500

An AUSSIE Literacy P.D. consultant will train our teachers	scores			
Community Word Professional Development	Model integration of writing strategies. Creative Arts and Literacy workshops Two teaching Artists work with teachers creating individual and group original dramatic texts	30 sessions	3 second grade classes	\$10,500
College Courses (CUNY rate 270 per credit for a 3 credit course)	Teachers will take classes on ESL strategies, behavior modification, etc.		New Teachers and Guidance Counselors	\$17,848

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

We work directly with our Human Resources partner CFN 209 to ensure that we have highly qualified certified teachers working at PS 132. We enlist the support of our Human Resources liaison to fill all vacancies at our school and to support us with areas of concern regarding certification. We attend the hiring fairs sponsored by the New York City department of education to recruit teachers. We provide opportunities for teachers to participate in professional learning to support their growth and development. We have support staff such as coaches and administrators to work with our new teachers and teachers who need additional support. With support from the New York City Department of Education New Teacher Induction Mentoring Program, we have implemented a quality teacher-mentoring program on-site to support new teachers and provide them with the tools and strategies needed to effectively serve our student population

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

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We are implementing the following initiatives and strategies to increase parental involvement:

- a. We have a balanced representation of parents on our School Leadership Team (SLT) and they provide information on an ongoing basis to the parent constituency.
- b. We conduct literacy and math family nights so parents are aware of the curriculum and are able to help their children at home.
- c. We provide monthly workshops based on the results of our parent surveys, where parents participate in workshops designed to support content area instruction in ELA, the use of non-fiction literacy materials in social studies and science, as well as Everyday math, and our school-wide writing initiatives.
- d. We have monthly student of the month assemblies where parents actively participate.
- e. We have class parents who meet and discuss strategies and ways to support the teachers in the classroom. Many of our these parents disseminate information and some class parents act as volunteers, reading in the classroom and actively working with students under the guidance and direction of the teacher.
- f. We translate all materials into the native language of parents so that they are full partners in our work.
- g. All parents receive the translated instructional plans by grade so that they have the units and the curriculum and understand the expectations for the students.
- h. Parents of students involved in the Inquiry Team study are partners involved in goal setting for their children. This initiative is a pilot for these students but will eventually be expanded to all students in all grades to support school-wide change.

TITLE I (1%) ALLOCATION PROPOSED SPENDING

District: 06

Name of Activity: Parent Involvement

Allocation: Title I- 1%= \$7,970

Title I ARRA= \$1,450

Total allocation: \$9,420

Date of completion: 10/26/ 2010

Provide a description of the activities	How is the impact of this activity related to the plans in the CEP?	How often will this activity be presented?	How many parents will this impact?	Cost of activity
<p>Technology class Parents will learn basic computer skills</p>	<p>Increase parental involvement in school activities, learning to support our children</p>	<p>12 sessions <u>Dates</u> Tuesdays Nov. 16, 23 Dec. 7,14, 21 Jan. 4, 11, 18, 25 Feb. 1, 8,15,</p>	<p>15 parents</p>	<p>\$800</p>
<p>Looking at our Children's Data Parents will look at ARIS under the guidance of a technology teacher.</p>	<p>Increase parental involvement, Understanding the use of ARIS</p>	<p>Sessions 10 <u>Dates</u> Thursdays Nov. 18, Dec. 2,9,16,23, Jan. 6, 13, 20,27, Feb. 3</p>	<p>796</p>	<p>\$600</p>

<p style="text-align: center;">Parent Workshops</p> <p>We will offer a variety of workshops on different topics to parents. Child care will be provided in order to increase parent participation.</p> <ul style="list-style-type: none"> • Topic: Taking a look at the Instructional Plan • Topic: What are our Children Learning in Literacy • Topic: What are our Children Learning in Math • Topic: Getting Ready for Testing • Topic: Behavior Modification Strategies 	<p>Parents are taught strategies that could be used at home in order to develop and study habits, math and literacy skills that will impact positively in their child's academic performance</p>	<p style="text-align: center;">7 sessions</p> <p style="text-align: center;"><u>Dates</u></p> <p style="text-align: center;"><u>October:</u></p> <p>Thursday 21st (5:30PM) Friday 22nd (8:20AM)</p> <p style="text-align: center;"><u>November:</u></p> <p>Thursday 18th (5:30PM) Friday 19th (8:20AM)</p> <p style="text-align: center;"><u>December:</u></p> <p>Thursday 16th (5:30PM) Friday 17th (8:20AM)</p> <p style="text-align: center;"><u>January:</u></p> <p>Thursday 20th (5:30PM) Friday 21st (8:20AM)</p> <p style="text-align: center;"><u>March:</u></p> <p>Thursday 17th (5:30PM) Friday 18th (8:20AM)</p>	<p style="text-align: center;">796</p>	<p style="text-align: center;">\$4,500</p>
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<ul style="list-style-type: none"> Topic: Sharing Data with Parents 		<p style="text-align: center;"><u>April:</u> Thursday 14th (5:30PM) Friday 15th (8:20AM)</p>		
<p style="text-align: center;">Literacy Family Night Parents will be trained on how to read with their child and appropriate questions to ask before, during and after reading the book. Parents will be provided with hands-on training on literacy curriculum strategies</p> <p style="text-align: center;">Per session for presenters</p>	<p>The activities will target parents of Students with Disabilities and ELLs in order to further reinforce literacy skills at home.</p>	<p style="text-align: center;">1 Night</p> <p style="text-align: center;"><u>Date</u></p>	796	
<p style="text-align: center;">Math Family Night Parents will be trained on how to help their children with math and will be provided with goals and specific strategies to support math at home.</p> <p style="text-align: center;">Per session for presenters</p>		<p style="text-align: center;">1 Night</p> <p style="text-align: center;"><u>Date</u></p>	796	
<p style="text-align: center;">2 School Aides Provide child care to while parents attend meetings at the school</p>	<p>More parents will participate in meetings</p>	Parent Workshops	Unknown	\$1,500 (80 hrs)
<p style="text-align: center;">Supplies, materials and refreshments for Parents meetings</p>	<p>Parental instructional materials and refreshments</p>		748	\$2,020

Academic Intervention Services, differentiated instructional strategies, push-in academic support, at-risk intervention support services to address the issue prior to referring the child to Special Education, on-site partnership with Columbia Presbyterian mental health clinic to provide small group or individual counseling services and parent support, and partnerships with outside agencies to support at risk students and their families.

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 conduct our local universal pre-k programs in a way that allows for the key registration days. We hold informational sessions for all parents of the academic intervention students including their children in our English Language Learners program. Special Education Students. Some of the Specific Interventions that will be used for these students will be, but not limited to::

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The ES provides each staff at sites when the decision-making process is made by modeling the expected opportunities for self-reflection and addressing the professional learning needs. Teachers have a weekly PD meeting where the ESL teacher discusses the academic assessments, instructional work, development by providing pictures, photos and representations to the School Leadership Team and participate in the Consultation Committee to meet with the principal or the ESL teacher as a co-managing instructor during student math instruction. By adding math games at PS and 2nd grade equipment professionals as exemplified by the fact that several voluntary grade level meetings occur after the school day. Teachers use the math display strategy during the Reader's Workshop to engage comprehension by areas of strength and measure reading in a active group planning for school improvement. Teachers initiated the creation of the PS and 2nd grade math guide. Teaching groups using the Reader's Workshop to target the students who are at risk in a small group setting state standards.

LFP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic content standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- A Special education teacher support specialist uses multiple strategies to help students with the specific needs.

Our school engages in myriad activities to ensure that our Level 1 and 2 students and students who are at risk academically and due to social/emotional needs receive support to achieve at state standards. These services include

- The students follow a structured process when in classroom or in groups.

- Students are provided with shorten assignments, 1 step and 2 step directions.
- The separation of challenging assignments into smaller steps-class work on different days
- Repetition by reviewing prior work
- Sight words drill by using the white board and drill cards
- Letter and vowel sounds by using pictures, write it picture it and say the word
- Organization skills by using folders with all of the books and work in it.
- Individualized instruction by sitting one to one to student
- Setting routines by setting day to day activities that are scheduled for the day.
- Listening comprehension by reading and listening to stories and answering questions
- Initial sounds by using picture/letter matching up with written activities and letter pictures bingos.
- Vowels by picture letter deletion activities, letter deletion cards and vowel/picture words games
- CVC words by charted words, intro-review-reinforce, word wall review
- Sight Words by students self made folder, index flash word cards, pair up review drills and word list
- Guided Reading Groups by reading passage demo/instruct/practice highlighting of the key information.
- Differentiating between important and non important details and facts.
- Reading to locate specific information.
- Strategic thinking by connecting prior knowledge and experiences K/W/L/ Chart
- Connecting text to self, text to text and text to the world
- Vocabulary intro/development/application (deletion and match up)
- Concept of Inferences by exploring author's feelings and interpreting pictures and text
- Making predictions and drawing conclusions by using clues to the text and sequencing
- Assessing understanding by questions and answers and story reports; written responses, oral share
- and group discussions and retelling
- Written language development and practice by exploring sentences and sentence structure, sentence types, differentiating when to use basic writing program activities

LEP students held over in grade

Students will learn through (differentiated instruction, small group instruction, one to one reinforcement, cooperative/ collaborative learning, guided reading groups, conferring, ESL strategies in the content area, etc):

- How to use background knowledge to make meaningful predictions
- How to identify story elements
- How to use keywords to identify specific information for the text.
- How to support inferences with examples from the text
- How to distinguish between more important and less important details
- How to work in reading partnerships and small group collaborations.
- Guided Reading (Individual reading with conferring at child's level
- Intensive phonics program (Foundations)
- How to use graphic organizers to plan their writing
- How to elaborate using facts and details
- How to use varied sentences
- How to use visualization as they write
- How to use vivid language in their writing
- How to work in writing partnerships and small group collaborations

LEP students who have not met the performance standard in reading

Through differentiated instruction, small group instruction, one to one reinforcement, cooperative/ collaborative learning, guided reading groups, conferring, ESL strategies in the content area, etc, students will learn:

- How to use background knowledge to make meaningful predictions
- How to identify story elements
- How to use keywords to identify specific information for the text.
- How to support inferences with examples from the text
- How to distinguish between more important and less important details
- How to work in reading partnerships and small group collaborations.
- Guided Reading (Individual reading with conferring at child's level
- Intensive phonics program (Foundations)

LEP students who have not met the performance standard in writing

All Classroom teachers and support staff will work:

Guided Writing: Classroom teachers meet with the same group of no more than 6 students with similar challenges,

Approximately two to three times, explicitly teach those students the needed strategies to improve their writing.

Quick Writes: We have been able to deduce, based on the writing section of the New York State English as a Second Language Achievement Test (NYSESLAT), that our LEP students are challenged when answering questions Based on non-fiction prompts. During Extended -Day (371/2 minutes), the teachers use the Quick Writes Non-Fiction Writing Program. The program engages students in writing based on high-interest topics, similar to the topics found in the written section of the NYSESLAT. The prompted lessons include guiding questions that can be tailored by the teacher to support the various levels of our LEP students

Basic Writing Skills Program:

Last Spring, all the teachers and paraprofessionals attended a professional development workshop on the Basic Writing Skills program led by its' developer, Dr. Judith C. Hochman. The program will be used with students as part of the writing process for those students who have been identified as needing the most support in writing. The Basic Writing Skills program provides teachers with instructional strategies for the development of written language.

It offers specific techniques to add structure, coherence, and clarity to student's expository and Narrative writing. The activities can be adapted for a wide range of abilities of our English Language Learners. It focuses on increasing both the linguistic complexity of sentence structure and the clarity of expository writing through developing the following skills:

Sentence Activities Planning and outlining Paragraphs and compositions Revising and editing

6 + 1 Traits of Writing:

For the 2nd year our school will continue to use the 6 +1 Traits of Writing program which provides, both students and teachers, a way to learn and use a common language, for teachers and students, to refer to the traits of writing, (ideas, organization, voice, word choice, sentence fluency, conventions and presentations), as well as create a common vision of what "good" writing looks like. Teachers and students use the 6 +1 Trait Model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

The program is utilized as a two-fold support during the Writer's Workshop; both supports are of equal value. First,

The self-contained classes consist of students who may have one or more of the following disabilities based on a particular disability. The focused lessons are selected by the teachers based on continuous assessment of their students' writing. Each focus lesson ends with a small group or individual product/outcome that reflects the focus trait. Secondly, a team of teachers will analyze students' writing regularly using a scoring rubric based on each individual trait. The rubric will also be used during one-to one conferences during the writer's workshop as a tool to facilitate a common language between the student and the teacher and enabling teachers to pinpoint individual writer's needs. At other times during the Writer's Workshop, students with the assistance of their teachers, will self-assess and peer-assess a student-friendly rubric, allowing for them to develop their meta-cognitive ability to self-reflect on their writing, a skill that tends to be challenging for LEP students.

There are currently three (2) Collaborative Team Teaching classes. The Collaborative Team Teaching classes consist of general education students (60%) and special education students (40%). The class is comprised of two teachers: one

Explicit Vocabulary Development:

This past summer a team of upper grade teachers developed a vocabulary development program modeled after Management paraprofessional assigned to particular students. These classes are in Kindergarten, First Grade, and Fourth Grade. Out of these three (3) classes, the Kindergarten and Fourth grade classes are bilingual (English and Spanish), and the first grade class is monolingual (English). The Kindergarten and Fourth Grade Collaborative Team Teaching Classes are housed in the Bilingual Excellence Preparatory Academy (BEPA) in the East Wing of the building. The first grade Collaborative Team Teaching class is housed in the Literacy Through the Arts (LTA) Academy in the West Wing of the building.

According to the New York State Standards for English as a Second Language, Standard On, Performance Indicator One, the explicit instruction of cognates, is required for the instruction of LEP students on all levels. As research indicates, the explicit instruction of vocabulary through cognates increases LEP's students writing and comprehension abilities, particularly in the content areas.

What follows is a brief synopsis of our mainstreaming and streaming plan for the 2010-2011 school year:

Mainstreaming and Streaming Plan:

We have created a streaming and mainstreaming plan for special education students that are successful meeting academic standards in certain subject areas.

Ms. Burney's class (12:1:1) Math 2nd S.S. 3rd Science 3rd

Darius will be mainstreamed for math.

P.S. 132 Streaming and Mainstreaming Plan 2010-2011

Janelly will be streamed for reading to the fourth grade, and

Allen will be mainstreamed for gym.

The special education unit at P.S. 132M has been arduously working on a streaming and mainstreaming plan for the 2010-2011 school year. There are currently four (4) self-contained monolingual 12:1:1 classes. Each class consists of twelve

Issias will be streamed for first grade math.

(12) students, one (1) special education teacher, one (1) classroom paraprofessional, and, if mandated, crisis management paraprofessional(s) for selected students.

Ms. Santos' class (12:1:1) Math 3rd S.S. 4th Science 4th

Cristian will be streamed to Ms. Burney's class for science;

Kevin will be streamed to Ms. Seignious' class for math;

Cecilia will be streamed to Ms. Burney for science;

William will be mainstreamed for 4th grade reading;

Jheremy will be mainstreamed for gym and streamed for reading to Ms. Burney and to Ms. Seignious for Wilson;

Zacharry will be mainstreamed for Social Studies and Science and streamed to Ms. Seignious' class for math.

Ms. Seignious' class (12:1:1) Math 4th S.S. 5th Science 5th

John will be mainstreamed for reading and writing;

Francisco will be streamed for Social Studies and Science to Ms. Santos;

Christopher will be mainstreamed for gym;

Samantha will be mainstreamed for gym;

Lendsey will be mainstreamed for science to the 4th grade;

Axel will be mainstreamed for reading and writing to the 5th grade;

Luis will be streamed to Ms. Santos' class for Social Studies and Science;

and Antonio will be mainstreamed for 5th grade math.

Ms. Seignious and Ms. Santos will have Wilson in room 508 together every day period. 1

9. **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.**

As a SWP school we integrate our Federal, State, and local services to support all students in achieving the state standards. We have two violence prevention programs: Project Wisdom and Peace Builders' which build character education and support the exploration of resolution to conflicts. Our peer leadership group program engages students who are at-risk to become involved in activities such as visiting our local nursery home to read to senior citizens and spend quality time, as well as other activities to encourage students to act as good citizens and leaders. Columbia

Presbyterian Hospital provides workshops to our parents on healthy eating and nutrition as well as other counseling and support services. Our staff members provide parenting skills and content area workshops to support adult literacy.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Federal	X			\$796,970	x
Title I, Part A (ARRA)	Federal	Federal	X			\$144,942	x
Title II, Part A	Federal	Federal	X			\$452,107	x
Title III, Part A	Federal	Federal		X			
Title IV	Federal	Federal					
IDEA	Federal	Federal					
Tax Levy	Local	Federal					

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 our school identifies, serve, and report on students living in temporary housing (STH). The pedagogues aware of Students in Temporary Housing are responsible in providing support services to students in order to adequately fulfill any educational and emotional needs they might have or other services they are in need of.

Our Guidance Counselors contact teachers on a monthly basis to address any concerns they might have regarding these students. They also meet with the students to provide emotional support. *Guidance Counselors* helps ensure the rights of Students in Temporary Housing (STH). They are responsible to submit all the required information in order to provide students in temporary housing with free transportation. Guidance Counselors also assist students and parents by writing letters to the New York City Department of Housing to help them expedite the process in getting permanent homes for these families. In addition, the counselors and the principal encourage staff members to make anonymous monetary

donations to these families, especially when they are placed in their permanent homes. The monies collected go towards purchasing of basic home essentials. Also the *Bilingual Guidance Counselor* created our annual *P.S. 132 Angel Tree Program* that provides students with a Holiday Gift and let them know that our school staff is supporting them in the midst of their needs.

Our SAPIS (Substance, Abuse, Prevention and Intervention Specialist) Counselor assesses the family needs according to each individual situation. Students receive all year round support including the participation in a summer camp program as well as in the SAPIS after school program. The counselor also provides a Research Based Intervention program which highlights Positive Alternative Services such as, participation in special trips, sports, peer mediation, conflict resolution, student of the month and other reinforcement activities. In addition, parents are provided with workshops to address parenting skills, mental health and how to get support and services from outside agencies. The SAPIS counselor also provides parents with referrals for outside agencies.

Our Family Worker is responsible for monitoring students' attendance. They call parents when students have poor attendance or frequent lateness. They also addresses whether students are coming to school with their uniform.

Our Pupil Accounting Secretary facilitates the attendance of STH to the on-site contact. She also keeps an updated ATS list for students in temporary housing and distributes it to all the pedagogues, who are aware of the students in temporary housing. The *Pupil Accounting Secretary* also distributes the residency questionnaire during registration and to every student, and asked that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive.

Our Parent Coordinator strongly emphasizes to parents the availability of Supplemental Educational Services and how they can help their children. He offers support to parents by providing them with information about the Supplemental Educational Services. He also works closely with parents by motivating them to become active members in their children's education. In addition the Parent Coordinator provides the McKinney-Vento Act Guide for Parents to parents in homeless shelters or in temporary housing. Outside the Parent Coordinator's office we display posters that set forth the basic rights of homeless students and provide information about the STH Liaison(s).

Our SAVE Room Coordinator act as the liaison within the school setting in order to maintain an open communication among all the staff members working with Students in Temporary Housing. The SAVE Room Coordinator first assesses the students' situation and needs. As a follow up, parents are contacted and a meeting is scheduled with the SAVE Room Coordinator, parent and Guidance Counselor. During this time students' needs are assessed and it is determined whether the school needs to purchase the school uniform, any school materials or if transportation needs to be provided.

Also, the SAVE Room Coordinator provides support to students in temporary housing when in need of behavior interventions. She also offers parents workshops on behavior management strategies. If needed, with the assistance of the SAVE Room Coordinator, parents build a behavior intervention plan that can be established in the home. This plan is monitor on monthly basis by the SAVE Room Coordinator.

In addition our school is committed to provide services comparable to services offered to the other students in the school including, all educational services for regular education and special education students, free school meal, and free transportation.

In overall, P.S. 132 Juan Pablo Duarte makes sure that all students in temporary housing (STH) receive all the necessary supports in order to address these students' educational and emotional needs so that they can function as productive members in the school and community.

Title I Services and Budget Allocation
2010-2011

Title I Services:

Presently we have identified the students in temporary housing that are in need of transportation, any special education services or counseling. For this year, Title I funds will be allocated in the following areas of needs for students in temporary housing. Title I funds will be allocated for: graduation fees (Cap and Gown, Pictures, Senior Trip and Year Book), the need of any educational trips, educational materials, and school uniform.

Budget Allocation:

Allocation of Title I Funds for Students in Temporary Housing
School Academic Year 2010-2011

Explanation of Expenditures	Budget Amount
Cap and Gown, Pictures, Senior Trip, and Year Book (1 Student in 5 th)	\$125.00
Educational Trips (2 Students)	\$100.00
Educational Materials (2 Students)	50.00
School Uniform (2 Students)	\$100.00
	Total: 375.00

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 132 Juan Pablo Duarte					
District:	6	DBN:	06M132	School		310600010132

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.2	94.0	93.9
Kindergarten	132	105	121				
Grade 1	137	147	131	Student Stability - % of Enrollment:			
Grade 2	137	134	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	156	111	138		94.2	92.9	89.5
Grade 4	148	148	120				
Grade 5	142	134	139	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		92.3	98.7	98.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	44	64
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	852	781	794	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	7	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	45	47	Principal Suspensions	38	16	15
# in Collaborative Team Teaching (CTT) Classes	20	23	12	Superintendent Suspensions	6	4	5
Number all others	75	69	52				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	306	120	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	179	167	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	198	181	TBD				
# ELLs with IEPs	1	84	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	306	120	TBD	Number of Teachers	77	74	65
# in Dual Lang. Programs	179	167	TBD	Number of Administrators and Other Professionals	26	26	11
# receiving ESL services only	198	181	TBD				
# ELLs with IEPs	1	84	TBD	Number of Educational Paraprofessionals	4	4	20
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.7	100.0	100.0
				% more than 2 years teaching in this school	81.8	83.8	93.8
				% more than 5 years teaching anywhere	70.1	75.7	86.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	92.3
American Indian or Alaska Native	0.0	0.3	0.6	% core classes taught by "highly qualified" teachers	100.0	99.2	100.0
Black or African American	0.7	1.4	0.6				
Hispanic or Latino	97.1	96.3	96.6				
Asian or Native Hawaiian/Other Pacific	0.8	0.9	0.5				
White	0.8	0.5	1.4				
Male	53.5	52.1	53.9				
Female	46.5	47.9	46.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 209	District 06	School Number 132	School Name Juan Pablo Duarte
Principal Xiomara Nova		Assistant Principal Ana R. Bonifacio	
Coach Miriam Feliciano		Coach Elaine Craine	
Teacher/Subject Area Awilda Hoke/All		Guidance Counselor Maria Martinez	
Teacher/Subject Area Belinda Rodriguez/ESL		Parent Angel Guillermo	
Teacher/Subject Area Mengqi Yang/ESL		Parent Coordinator Nelson Rojas	
Related Service Provider Gladys Ortiz		Other Nancy Torres	
Network Leader Marlene Wilks		Other Christine Fitzgibbons	

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	4	Number of Certified Bilingual Teachers	28	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	11

C. School Demographics

Total Number of Students in School	793	Total Number of ELLs	459	ELLs as Share of Total Student Population (%)	57.88%
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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.

Question 1

The steps for the initial identification of those students who are possible be ELLs.

To ensure that our school is aligned with New York State Part 154 mandates for English Language Learners, we follow the following steps: Upon registration of newly enrolled students, our pupil accountant secretary will interview the parent or guardian orally to find out what language is predominantly spoken in the home. Then, the parent or guardian will be asked to complete a Home Language Identification Survey (HLIS). If the parent or guardian requires help filling out the survey, our family worker (NY teaching certified) or an ESL staff member will meet with the parent to assist them in filling out the HLIS. Once the HLIS is collected and it is determined that a language other than English is predominantly spoken in a child's home, an ESL staff member will administer the Language Assessment Battery-Revised (LAB-R). The student who scores below the proficiency level on the LAB-R will be identified as an English Language Learner and become eligible to enroll in our transitional bilingual program or receive state-mandated ESL services for ELLs.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement TEST (NYSESLAT):

A week prior to the administration of the NYSESLAT Test, the ESL Department will ask the pupil accountant secretary to generate a list of students who are eligible for the NYSESLAT test according to the ATS Report. The ESL department will then compare the eligible list generated from the ATS Report with the records gathered by the ESL Department. Once all students who are eligible for NYSESLAT test are identified, the ESL department will report the eligible list to the Assistant Principal who is in charge of testing. The school's testing team works out a time line as well as a Testing Memo. The NYSESLAT is administered in the following time line:

First the Speaking part of the assessment is administered individually by licensed ESL teachers. The remaining three modalities are administered thereafter.

Day 1: Grade 2, 3 and 4 Listening Test.

Day 2: Grade 2, 3 and 4 Reading Test.

Day 3: Grade 2, 3, and 4 Writing Test.

Day 4: Grade K, 1 and 5 Listening Test.

Day 5: Grade K, 1 and 5 Reading Test.

Day 6: Grade K, 1 and 5 Writing Test.

Question #2

To ensure that parents understand all three programs (Transitional Bilingual, Dual Language, Free standing ESL) provided by our school, several processes are followed: Upon the registration of newly enrolled students, parents are invited for an orientation and program selection meeting. During this meeting, Mr. N. Rojas, Parent Coordinator, will show the Parent Orientation Video provided by the NYC Department of Education. Related staff will also provide more detailed information about the programs available at our school. After the orientation workshop and the video watching, the parents have an opportunity to ask questions. The Parent Coordinator, the ESL staff members, and related staff are also available to answer the questions. Parents then fill out the Parent Selection Form which indicates the program they want to choose for their children. Students are placed in the appropriate programs according to parent's choice. If a student is an ELL and is best suited for the Bilingual Program according the LAB-R result, but the parent wants the student to be placed in a monolingual class the Assistant Principal will help the parent to opt out the child from the Bilingual Program by asking them to sign the entitlement letter. If the parents' choice is not available at our school, the parents will meet with Assistant Principal, Ms. Ana Bonifacio, who will explain other available choices in other New York City Public schools. Parents have the option to transfer the student to another school where their first choice is available.

Parents who are undecided about what would be a suitable program for their children are asked to come back our school and watch the video again accompanied with a pedagogue. The pedagogue will answer any questions/ concerns and assist parents in choosing the right program for the students.

The following is a timeline of the available dates for program choice:

- September 2010: Parents register children
- September 2010: Program Choice Video is shown and the orientation workshop is provided to the parents on a daily basis.

- October 2010: Program Choice Video is shown and the orientation workshop is provided every Friday.
- November 2010 – June 2011: Program Choice Video is shown and the orientation workshop is provided as needed.

Question #3

Entitlement letters are sent home to student’s address via local mail. Mrs. Ana Bonifacio, Assistant Principal, keeps a copy of the letters that have been sent home. The Program Selection Forms are collected from the parents directly after the Parent Orientation Video provided by the NYC Department of Education is shown. An ESL staff member is required to call the parents to ensure the Entitlement Letter is signed and the Program Selection Forms are filled before placing the student in parent selected program.

Question #4

Mr. Nelson Rojas, Parent Coordinator, ensures that all parents sign the program choice forms in order for students to be placed in the appropriate instructional program according to the parent requests. We also utilize the LAB-R scores along with parents’ choices to place students in the appropriate instructional program. The Bilingual Pupil Accountant Secretary, Ms. Zayra Taveras, sends letters home in the native language or parent’s language preference to advise the parents of the program placement.

Question #5

The parents of ELLs have the opportunity to select programs for their children. After the parent selects and signs the program selection form, a tracking sheet is kept by ESL team. A brief analysis for this school year choice of program reveals that 84 parents selected DL, 56 parents selected ESL and 29 parents selected Transitional Bilingual as their first choice of program. Over the past three years the trend of program selection shows that about 75% of our Spanish speaking parents select a bilingual Spanish program and 25% select an ESL program.

Question #6

P.S. 132M offers all three program models shown in the NYC DOE Program Choice Video. The programs offered at our school are: Free Standing ESL, (Monolingual Program), Dual Language, and Transitional Bilingual. Our ELL population is housed within two academies: The Bilingual Excellence Preparatory Academy (BEPA) and the Literacy Through the Arts Academy (LTA). The Transitional Bilingual and the Dual Language programs are housed in the BEPA Academy and the Free Standing ESL Program is housed in the LTA. If the parents’ choice is not available during registration at our school, the parents will meet with Assistant Principal, Ms. Ana Bonifacio, who will explain other available program models within our school or in other New York City Public schools. Parents have the option to transfer the student to another school where their first choice is available.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

<input checked="" type="checkbox"/>	<input type="checkbox"/>											
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%)	23	26	28	22	22	32									153
Dual Language (50%:50%)	32	33	18	27	19	17									146
Freestanding ESL															
Self-Contained															0
Push-In	21	27	29	22	21	40									160
Total	76	86	75	71	62	89	0	459							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	459	Newcomers (ELLs receiving service 0-3 years)	360	Special Education	52
SIFE	18	ELLs receiving service 4-6 years	97	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	140	15	4	13	0	2	0	0	0	153
Dual Language	119	3	2	26	0	1	1	0	0	146
ESL	102	0	29	58	0	14	0	0	0	160
Total	361	18	35	97	0	17	1	0	0	459

Number of ELLs in a TBE program who are in alternate placement: 0

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	23	26	28	22	22	32								153
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
TOTAL	23	26	28	22	22	32	0	153						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	32	13	33	16	18	22	27	21	19	18	16	16							145	106
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	32	13	33	16	18	22	27	21	19	18	16	16	0	0	0	0	0	0	145	106

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>251</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>106</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	20	27	27	20	20	39								153
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic	1		2	2	1									6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	21	27	29	22	21	39	0	159						

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.

Question #1

P.S. 132 utilizes the following organizational teaching models: Push In- Free Standing ESL Program. Within this model the ESL teachers co-teach with the classroom teachers. ESL is taught through the content areas. The weekly instructional time received by the ELL student is as follows: Beginners =360, Intermediate = 360 minutes and Advanced students receive 180 minutes every week. Our Pull- Out model is a small group instruction for newly arrived students. Our Dual Language Program has two teachers per grade. Each teacher delivers instruction in one language (Spanish or English). Students receive 50% of instruction in Spanish and 50% of instruction in English. Our Transitional Bilingual Program delivers instruction as follows: Beginner = 60/40, Intermediate =50/50 and Advanced =25/75. The school utilizes a heterogeneous model in which teachers ensure that all ELL students receive the total mandated minutes of instruction according to their educational needs. Our goal is to ensure that all English Language Learners achieve academic success.

Question#2

In order to assure that the mandated number of instructional minutes are being provided according to proficiency levels in each program,

various measures have been implemented. In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English) in different classrooms with a Spanish dominant teacher being responsible for instruction in Spanish for 50% of the time and an English dominant teacher being responsible for instruction in English for the other 50% of the time. All content areas are taught in both languages. Teachers follow a ten (10) day alternating cycle which assures that students are being instructed during the required number of minutes in each language as specified in CR Part 154. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a thematic approach, using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT assessment. Teachers use a variety of ESL strategies to accommodate the needs of our ELLs, (i.e. total physical response, songs and chants, artifacts, graphic organizers, etc.) in order to scaffold instruction.

Explicit ESL instruction is delivered to our ELLs in our Free-Standing ESL program by fully certified ESL teachers. Students at the Beginner and Intermediate levels are grouped together as much as possible, to assure the maximized time is imparted according to the number of units required for beginner and intermediate students. Advanced level students are also homogeneously grouped in a grade for the same reason.

Explicit ELA instruction is delivered by the classroom teacher as per CR Part 154. 180 minutes per week of ESL instruction is delivered by the classroom teacher through the content area of science and social studies. Teachers also deliver explicit ELA instruction through various components of the balanced literacy such as read-alouds, shared reading and writing. Intermediate and Advance level students receive instruction in ELA by their classroom teacher in all content areas. As students move closer to reaching proficiency level, the amount of English language instruction is increased in the Transitional Bilingual program.

In the Free-Standing ESL program, explicit ELA is delivered by the classroom teacher. All instruction, including all components of balanced literacy, is taught in English.

Explicit Native Language Arts (NLA) is taught by the classroom teacher adhering to the time allocation previously mentioned for students at the Beginner, Intermediate and Advanced levels. All components of balanced literacy are taught in Spanish for beginning level students. As students move from level to level, native language arts continues to be taught with an increased amount of English instruction being taught through the content areas of mathematics, social studies and science.

As a school, all staff members working with ELLs integrate reading and writing into all content areas and provide multiple opportunities for ELLs to write in their Native language as well as in English. By focusing our efforts on all three programs that service our ELLs, with special emphasis on the Transitional Bilingual program, our English Language Learners will be provided with high quality educational experiences, which will lead to better academic achievement among all our students.

Question #3

In order to successfully plan instruction for our ELLs, every teacher and administrator analyzes and interprets the New York State English as a Second Language Achievement Test (NYSESLAT) for every student at the beginning of the school year. This activity allows the teachers to plan programs that best fit ELL needs by allowing them to group students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English as dictated by the State's Language Allocation Policy for transitional bilingual and ESL programs.

Transitional Bilingual

Students in the Transitional Bilingual program are grouped according to proficiency levels on the NYSESLAT. At the beginning of the school year teachers are asked to develop a daily schedule that reflects the required number of minutes for instruction in native language arts, and ESL following the 60/40, 50/50 or 25/75 program models. Administrators are responsible for monitoring adherence to the established schedule.

In Transitional Bilingual programs, the native language is used as a means of further developing literacy skills in the student's native language so that these skills could be later transferred to the English language. The amount of time that the student receives instruction in his native language is determined by his proficiency level in English as identified by the NYSESLAT with students at the Beginners, Intermediate and Advance levels receiving instruction 60%, 50% or 25% of the time in Spanish.

Dual Language

In the Dual Language programs, students receive instruction for 50% of the time in their native language (Spanish) and 50% of the time in English throughout their participation in the program. Instruction in the native language and in English is imparted in literacy as well as all other content areas (mathematics, science social studies, technology and art).

English as a Second Language
 In the ESL program all instruction is received in English with additional support in ESL following the pull out model for some students at the

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

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

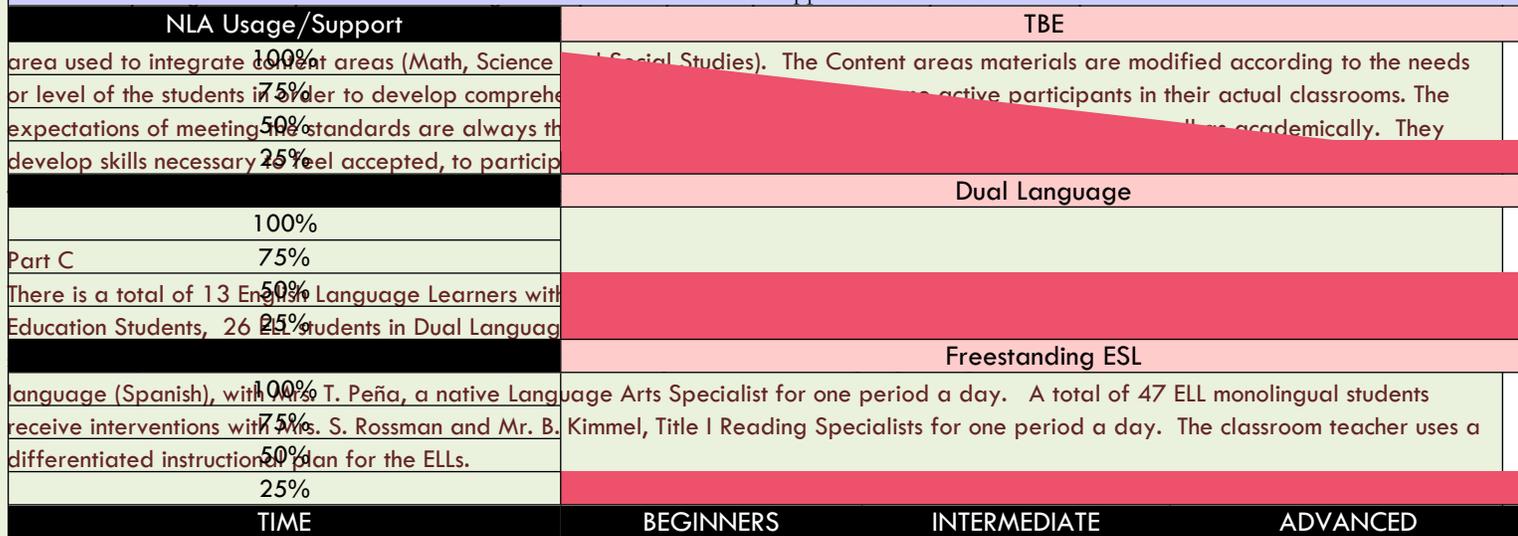
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	one to two periods per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Language- trained Paraprofessional provide instruction. The instruction is delivered through the Pull-Out model. The Native Language

Native Language Arts and Native Language Support

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



This year we have one Long-Term ELL, this student is in The Dual Language program. He has been identified and is currently receiving additional support services by the classroom teacher during the extended day session of 37 ½ minutes of small group targeted intervention, Mondays – Thursdays. The areas of weaknesses have been identified and he needs to further develop his reading and writing skills in order to achieve proficiency level in the NYSESLAT.

Part E
 We currently have fifty-two ELLs with special needs. In order to support these students, the ESL teachers and the Network support person for special education have been working with the classroom teachers in order to differentiate instruction and make learning more comprehensible for this population. These students are struggling mostly with phonemic awareness. For this reason, we have decided to implement “Foundations”, a multi-sensory approach to developing phonemic awareness and word attack skills. In the upper grades, the classroom teachers and bilingual SETTS teachers are using the “Wilson” program.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Question #5

ELA All ELL subgroups are targeted as follows in English or Spanish:

- Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day
- Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)
- Basic Writing and 6+1 Writing Traits to scaffold writing instruction
- Differentiated (small group) during the school day and after school

Math Partner games and everyday math games.

- Push in services for Third, Fourth & Fifth Grade students provided by AIS Teachers, during the school day, using the following resource:

Science/ Social Studies

- Non-fiction texts from the bookroom for science and social studies guided reading
- National Geographic series
- I-Openers (Leveled Guided Reading Sets)

Additional supports:

- Websites
- Graphic organizers
- Writing responses on science/social studies related topics
- Build vocabulary of Tier II and Tier III words to support comprehension
- Inquiry process
- Peer activities
- Text Structures Analysis
- Non-fiction comprehension strategies

Push-in/Pull-out services by AIS teachers to support the current curriculum, in small groups, during the school day

Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)

Basic Writing and 6+1 Writing Traits to scaffold writing instruction

Question #6

Our plan for continued support for students reaching the proficiency level on the NYSESLAT in transitional or ESL programs is to have the reading and mathematics specialists provide additional support for these students. These out of classroom teachers will work with these students in small group settings. For students in Transitional Bilingual program that reach proficiency level but whose parents choose to keep them in the Transitional Bilingual program, the classroom teacher will continue to differentiate instruction as well as assuring that the classroom library is equipped with books in English and Spanish that are at the appropriate reading levels.

In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English) in different classrooms with a Spanish dominant teacher being responsible for instruction in Spanish for 50% of the time and an English dominant teacher being responsible for instruction in English for the other 50% of the time. All content areas are done in both languages. Teachers follow a ten (10) day alternating cycle which assures that students are being instructed during the required number of

minutes in each language as specified in CR Part 154. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a thematic approach, using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT assessment. Teachers use a variety of ESL strategies to accommodate the needs of our ELLs, i.e. total physical response, songs and chants, artifacts, graphic organizers, etc. in order to scaffold instruction.

Question #7

We believe our present programs are working effectively to benefit our ELL student population, therefore, we do not anticipate having new programs implemented next year.

Question #8

The presently school academic programs in place for ELL's students will not be discontinued because they are working toward meeting the ELL students academic needs.

Question #9

We offer equal opportunity of programs for the entire school community. Our school supplemental services are: Alianza Dominicana After School Program, ELL's Academy, Book Clubs, Music Glee Club, Friendship Club, Basketball/Baseball, and SIFE Club for new arrivals.

Question #10

The instructional Materials used at our school are:

Foundations K-2 English (all school)

Cancionero K-2 Spanish (TB/DL classes only)

Accelerated Literacy Learning (ALL) Readers and Writers Workshop model K-5

Harcourt NYC Edition Science -K-5

Houghton Mifflin Harcourt Social Studies grades 3-5

Question #11

The Native Language in the TB and DL prgrams is supported by our Native Language Specialists. The Native Language in the Monolingual classrooms (ESL Classrooms) is supported by a Native Language Library available for all ELLs. .

Question #12

The support required by our ELLs is provided at their age and grade level.

Question #13 is Not Applicable to our school

Question #14 is Not Applicable to 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)?

#1
In the Dual Language program, all students receive instruction for 50% of the time in English and 50% of the time in Spanish.

#2
In our Dual Language program EPs and ELLs students are integrated 100% of the time. All content areas are taught in both languages, we follow the side by side model.

#3
Students receive 100% of instruction in English with one teacher on a specific day. The following day, students receive 100% of instruction in Spanish from the co-teacher. The exception to this model is writing instruction which is taught by unit in alternating languages.

#4

We use the side by side model.

#5

In the model used by the school, students are taught in both languages at the same time.

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.

Question #1

All Teachers of English Language Learners will have access to the PD offered by the Network. Selected teachers will attend and trunkey the information to the rest of the teachers.

English Language Learners Professional Development Teacher Series

Aligning ELL Instruction to the Common Core State Standards

Building the Base for Academic Language Teaching (Fall)

This ELL Professional Development series will build upon the theoretical and practical aspects of teaching English to learners of English as a Second Language. Mainstream teachers and new ELL Teachers will study and implement the works of Dr. Lily Wong Fillmore, Dr. Kate Kinsella, and Dr. Jeff Zweirs to showcase proven research and reliable practice that are aligned to the Common Core State Standards. Teachers will also be exposed to theories of first and second language acquisition and literacy development.

Giving Voice and Building Academic Language for the English Language Learner through Writing (Spring)

Writing is an extension of listening and speaking. Students must be provided with opportunities to build, extend, and refine oral language in order to improve their writing. This ELL Professional Development series will provide mainstream and new ELL Teachers with theory and practical tools to support writing for the English Language Learner at different levels of proficiency in the general education classroom and the ESL classroom.

Question #2

Selected teachers accompany students on Open House visitations to support the students as they prepare for transition to Middle school.

Question #3

The ESL network specialist will conduct training for the teachers that have not completed the 7.5 hours of the mandated Jose P training.

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?

Question #1

Parents are able to get involved in school by volunteering to be a Class Parent Representative for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom. For more detailed information on Class Parent Representatives, contact the parent coordinator or your child's teacher.

Our school has an active and vibrant Parent Association. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the 3rd Thursday of the month, at 8:30a.m., with information provided in Spanish and English. These meetings provide information about what's happening at the school and also provides a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraisers have included the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year.

Question #2

We currently have the following community based organizations that provide workshops to ELL Parents:
Healthy Schools Healthy Families (New York Presbyterian)
Alianza Dominicana

Question #3

We evaluate the needs of parents through the use of the following:
Surveys
Feedback from School Leadership Team parent members
Feedback from Class Parent Representatives

Question #4 In order to address the needs of the parents we provide them with information as follows:

- o Official report cards will be distributed in November, March and June.
- o The special education teachers and related services providers also distribute progress reports during the official report cards dates.
- o Parents will be provided access to ARIS and Acuity reports as means of monitoring their child's performance and progress.
- o To provide parents with performance profiles (portfolios) and individual student assessment results such as DIBELS, Reading 3D, DRA, EDEL (for Spanish Students) for each child and other pertinent education information from the school district.
- o Parents will also have access to the school webpage. They will have access to the school information. A link for parents was included on the school webpage, named Educational Support for Parents. At this link parents will find sub-links to ARIS, Acuity Reports and a Monthly Parent Newsletter. The school URL is as follow, www.PS132.info. The school will send a letter informing parents of the school webpage, the parent link and the URL.
- o Educational evaluation meetings to meet with parents of at risk students. Meetings take place in January and in June.
- o On monthly basis sent to parents the end of the unit test results.
- o Provide parents reasonable access to staff. Specifically, staff will be available to meet with parents, as follows:

- o Parent can request to meet with teachers during preparation periods. Through out the year parents are given a copy of the classroom teacher's preparation schedule so that they can make an appointment with their child's' teacher when needed to. As a response of the request teachers will notify the parent the best available date and time.
- o During the beginning of the school a Parent Orientation Meeting is scheduled so that parents and teachers can meet discuss the curriculum and classroom goals and objectives. These meetings take place in the morning for about an hour.
- o The Principal and Assistant Principals have an open door policy.
- o School staff outside the classroom will also be available to meet with parents during the school day or after school. The following staff are:
 - School Psychologist and/or Social Worker
 - Guidance Counselors
 - AIS teachers
 - Related Service Providers
 - IEP Teacher
 - SAVE Room Coordinator
 - Supervisory Personnel
 - Parent Coordinator
 - School Principal
 Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

Parents are encouraged to get involved in school by volunteering to be a Class Parent Representative for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom. If more detailed information on Class Parent Representatives is needed the parent coordinator can be contacted or teachers. Parents are invited to be a Class Parent Representative through a letter sent home asking parents sign up. By this mean the school will increase communication among parents and school and to contribute in creating a greater sense of community and support to the classroom teachers in various ways.

The classroom teacher invites parents to participate in their class publishing celebration at the end of each unit. Each classroom celebrates the end of each Unit of study in Writing.

The English Language Learners Committee will present pertinent curricula information to parents as follows:

- o Provide parents with a Parent Workshops Calendar for the school academic year. Workshops will take place once a month, Thursdays at 5:30 PM and Friday 8:20 AM. During these workshops parents will receive the Science and Social Studies Units Home Connection Letters and math and literacy goals. All the information given to parents will be written in English and Spanish.

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)	25	53	34	22	14	26								174
Intermediate(I)	18	27	21	33	16	24								139
Advanced (A)	33	6	20	16	32	39								146
Total	76	86	75	71	62	89	0	0	0	0	0	0	0	459

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		14	8	7	7	8							
	I		22	11	4	1	3							
	A		26	27	9	7	7							
	P		21	19	43	41	54							
READING/ WRITING	B		50	21	14	7	10							
	I		26	24	33	17	23							
	A		4	15	16	32	39							
	P		3	5	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	19	22	6	0	47
5	20	39	7	0	66
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5	6	22	10	9	1	2	0	55
5	5	10	38	11	10	0	0	0	74
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12	15	31	4	40	0	15	0	117
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
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)	14	18	23	18	2	0	10	16
Chinese Reading Test								

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

Paste response to questions 1-6 here

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.

Question #1

Our school is currently using Reading 3D and EDEL to assess the early literacy skills. Fluency and comprehension are the two areas in which our English Language Learners need continuous instruction. In order to address these needs, our school engages in data talks where teachers and administrators develop individualized class plans to address the needs of the English Language Learners.

Question #2

In the areas of Listening and Speaking, students in the lower grades are not reaching proficiency levels at an equal rate as the upper grades. In contrast, in the areas of Reading and Writing, students in the upper grades are not reaching proficiency levels at an equal rate as the lower level.

Question #3

Patterns across NYSESLAT modalities affect instructional decisions by providing area(s) of focus for the school. As a result, our school is focusing on Guided Reading in the lower grades and Writing for the upper grades.

Question #4

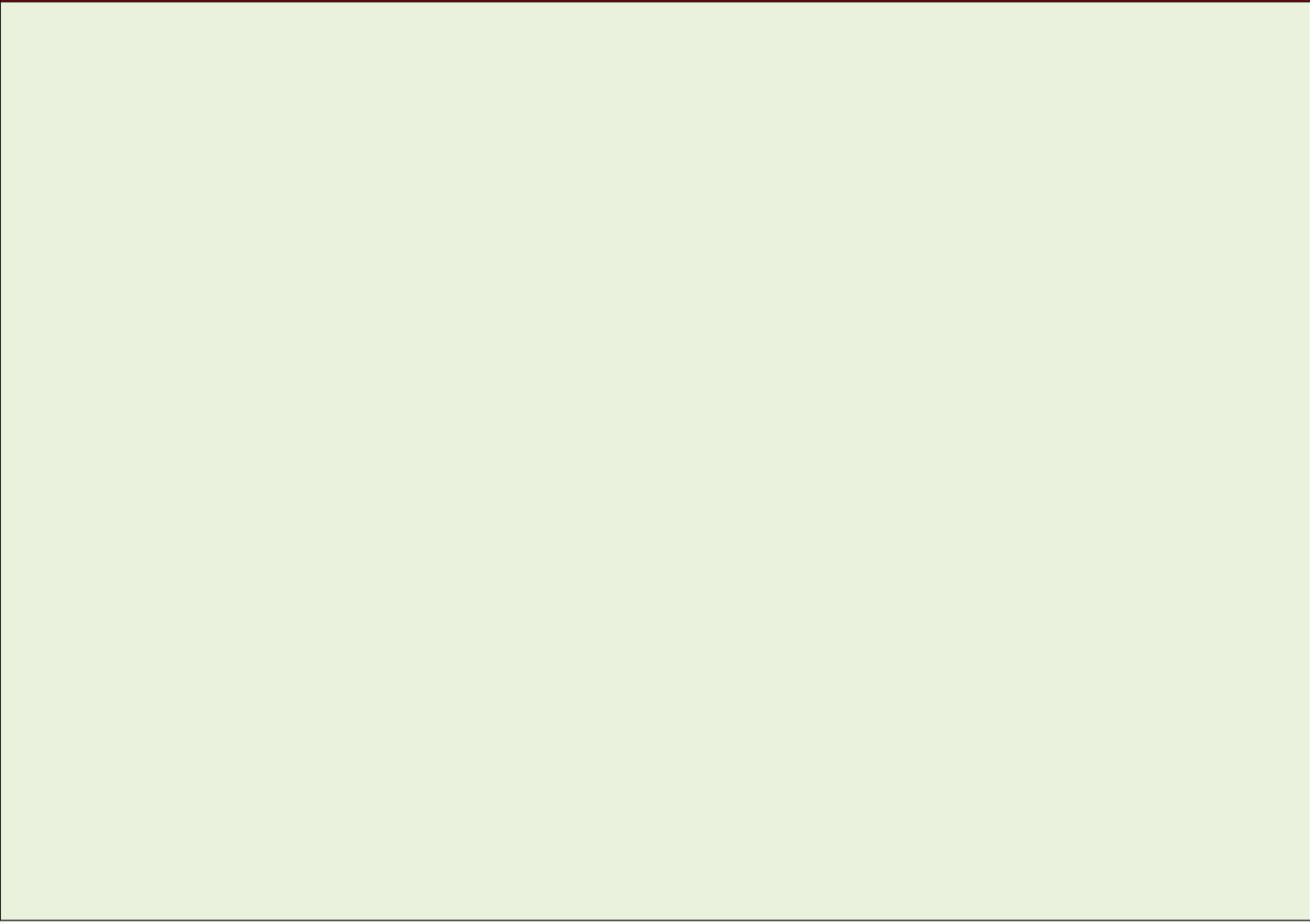
N/A Our school opted not to administer the ELL Periodic Assessment.

Question #5

- a. English Proficient students are assessed in the second (Spanish) language with NYS ELE exam, EDEL, Reading 3D, and End of Unit tests.
- b. Our English Proficient students are performing at a level similar to the level of our English Language Learners in their second (Spanish) language.
- c. In the dual language program, EPs are performing on State and City exams at a level equal to or better than EPs in free standing ESL classes.

Question #6

The success of our programs for ELLs is evaluated by analyzing the assessment data, student portfolios, as well as teacher evaluations.



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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		11/1/10