



P.S. 154 HARRIET TUBMAN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 154 HARRIET TUBMAN
ADDRESS: 250 WEST 127 STREET
TELEPHONE: 212-864-2400
FAX: 212-864-3933

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310500010154 **SCHOOL NAME:** P.S. 154 Harriet Tubman

SCHOOL ADDRESS: 250 WEST 127 STREET, MANHATTAN, NY, 10027

SCHOOL TELEPHONE: 212-864-2400 **FAX:** 212-864-3933

SCHOOL CONTACT PERSON: ELIZABETH JARRETT **EMAIL ADDRESS** EJarret@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret Dalton-Diakite

PRINCIPAL: ELIZABETH JARRETT

UFT CHAPTER LEADER: Catrice Davis

PARENTS' ASSOCIATION PRESIDENT: Almeshia Hobson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 5 **CHILDREN FIRST NETWORK (CFN):** Cluster Three Network 3.10

NETWORK LEADER: YVONNE YOUNG

SUPERINTENDENT : GALE REEVES

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
Elizabeth Jarrett	Principal	Electronic Signature Approved.
Catrice Davis	UFT Chapter Leader	
June Nelson	DC 37 Representative	Electronic Signature Approved. Comments: Yes
Margaret Dalton-Diakite	UFT Member	Electronic Signature Approved. Comments: Yes. Approved previously
Almeshia Hobson	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes
Karima Jordan	Parent	Electronic Signature Approved. Comments: Yes, Approved previously
Monica Emmett	UFT Member	
Leslie McDonald	Parent	Electronic Signature Approved. Comments: Yes
Erona White	Parent	Electronic Signature Approved. Comments: Yes
Annie Jones	Parent	Electronic Signature Approved. Comments: Yes. Approved previously

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

The mission of the Harriet Tubman Learning Center is to provide a safe, child-centered environment, focused on educating all students to become literate, critical thinkers and independent learners through excellence in teaching and learning. With a strong commitment to our students and community, we will ensure the academic success of all.

We are all responsible for student achievement. We must hold ourselves accountable for continuous student achievement; therefore, we must ensure that every classroom is staffed by a certified and highly-qualified teacher. Each trained and highly qualified teacher will implement a balanced, rigorous and differentiated curriculum throughout the school.

We envision our school as a learning community where all the stakeholders, parents, teachers and students, are active participants, engaged in the educational process. All participants enjoy a shared responsibility for student success, and work collaboratively to promote our belief: *"We are responsible, no excuses."* We work to create classrooms that foster rigor and high expectations for our students' academic, social and emotional growth.

Harriet Tubman Learning Center enjoys collaboration with several community-based organizations, including The Harlem Children Zone, The Harlem Commonwealth Council, Inc., Community Works, Change for Kids, Volunteer Corps (RSVP), Verizon Corp., New York University Social Work Interns, Carmel Hill Fund, Food Change, Junior Achievement, Teachers College Reading Buddies and Math Tutors, and other small neighborhood business organizations. All organizations provide resources and assistance. They are partners in our pursuit of the best futures possible for the children of our community

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 154 Harriet Tubman								
District:		5	DBN #:		05M154	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		43	32	41			91.2	92.1	TBD	
Kindergarten		51	65	58						
Grade 1		75	57	70	Student Stability - % of Enrollment:					
Grade 2		79	75	46	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		68	62	63			92.3	87.68	TBD	
Grade 4		72	63	66	Poverty Rate - % of Enrollment:					
Grade 5		82	56	47	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			85.6	82.9	95.3	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			12	43	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			1	3	8	
Ungraded		1	3	7	Special Education Enrollment:					
Total		471	413	398	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		45	38	44	Principal Suspensions		39	59	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		19	12	TBD	
Number all others		30	25	37	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants		0	0	0		
<i>(BESIS Survey)</i>				Early College HS Participants		0	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	# in Transitional Bilingual Classes					
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	55	54	51	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	6	Number of Teachers	43	39	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	11	TBD
				Number of Educational Paraprofessionals	7	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.4	TBD
				% more than 2 years teaching in this school	67.4	76.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.5	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	85	TBD
American Indian or Alaska Native	0	0	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.9	95.7	TBD
Black or African American	72.8	69.2	65.6				
Hispanic or Latino	24.6	25.7	28.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.7	1				
White	0.4	1.9	2.8				
Multi-racial							
Male	48.6	51.3	50.3				
Female	51.4	48.7	49.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	93.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

Based on the New York State Report Card, CS 154 has continuously met its Adequate Yearly Progress (AYP). The school's overall accountability status is in good standing by surpassing the Annual Measurable Objectives (AMO) on both English Language Arts (ELA) and Math assessments. The Progress Report Card grade is A and the Quality Review rated us as a Proficient School with some well developed features.

Acuity diagnostic and predictive assessment results have shown steady gains based on the AYP report. As reflected in the AYP report, there was a decrease in Performance Level 1 and an increase of Levels 3 and 4 in both ELA and Math for grades 3-5. There has been an increase of average percentage points obtained for both predictive and diagnostic AYP results. Though we continue to make steady progress, we need to continue to identify other strategies to improve student achievement in literacy, numeracy, and content area subjects.

CS 154 has been recognized by Renaissance Learning, Inc. as Master School in reading for four consecutive years because of our overall 94% average in reading comprehension. Students were engaged in reading and took online quizzes to assess their comprehension skills. Library book circulation has improved by more than 50% during that time.

Based on ECLAS-2 and other informal assessment data, identified "struggling" readers in the lower grades (1-3) receive intervention services including Voyager, Reading Rescue, utilizing various in school resources, such as, Reading Rescue, Voyager and Reading Buddies.

153 students out of 180 (85%) who took the ELA exams met the criterion for promotion while in mathematics, there were 143 students out of 180 students (79%) met the criterion for promotion. There were 18 students (10%) failed ELA and 31 students (17%) failed math. We need to continue to target the skills which the students failed to master in order to improve performance level. We must build mechanisms into the curriculum which motivate these students to tackle more challenging reading materials. In math, instruction must be differentiated by content, process and product to meet their needs. More math word problems need to be used in order for the students to improve mathematical reasoning.

The results from the last Quality Review (2008) identified several areas where the school did well, such as:

- The school has a good range of procedures for gathering data on student achievement.
- School is particularly adept at targeting and supporting students most at risk of falling behind.
- A strong range of partnerships supports student learning and enriches the curriculum.
- Staff members have high expectations for their students and are increasingly effective in realizing them.

The report also identified some areas that we as a school need to improve:

- Use data to set and communicate clear, measurable longer-term goals for all students across more areas of their work.
- Differentiate work more fully to stretch higher achievers and support the slower learners.
- Provide more training for staff to consolidate the gathering and use of data, including the integration of electronic data systems.

On data sources such as Acuity diagnostic and predictive assessment results showed steady gains based on the AYP report. That report showed that there was a decrease in Tier 1 and an increase in Tiers 3 and 4 in both ELA and Math for grades 3-5. There has been steady increase of average percentage points obtained for both predictive and diagnostic AYP results.

The barriers our school continues to face are:

- **Student Attendance** hovers near 92.1% despite efforts implemented by the attendance team. Daily phone calls home, teacher-generated reports, rewards and other incentives have had little impact.
- **Transience in student housing** disrupts academic progress of a significant number of our students. At least thirty seven of our families live in temporary housing (shelters). Frequently, these students need socio-emotional, as well as psychological intervention before academic needs can be met.
- **Teacher absence** negatively impacts daily instruction and consistent learning.
- **Lack of sustained, dedicated time for professional development** often makes it difficult to provide teachers with the training needed to improve their craft and deepen their pedagogy.
- **One or two preparation periods** does not provide sufficient time to impact the practice of teaching and learning.
- **Under utilization of technology** -There are computers in all classrooms and we have Smart Boards for use in 3-5 classrooms. There is limited use of the interactive technology to enhance students' learning due to insufficient teacher training with the tool.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
Reading-By June 2011, there will be an increase of 5-8% in the number of students achieving at state standards (levels 3/4) as evidenced by the results from the NYS ELA assessment. Writing-By June 2011, there will be an increase of 5-8% in the number of students achieving proficiency level (levels 3/4) in writing as evidenced by the results from the NYS ELA assessment.	Reading-By June 2011, there will be an increase of 5-8% in the number of students achieving at state standards (levels 3/4) as evidenced by the results from the NYS ELA assessment. Writing-By June 2011, there will be an increase of 5-8% in the number of students achieving proficiency level (levels 3/4) in writing as evidenced by the results from the NYS ELA assessment.
MATH-By June 2011, there will be an increase of 5-8% in the number of tested students achieving the state standards (levels 3/4) as evidenced by the results from the NYS Math assessment.	MATH-By June 2011, there will be an increase of 5-8% in the number of tested students achieving the state standards (levels 3/4) as evidenced by the results from the NYS Math assessment.
<input type="checkbox"/> Social Studies - By June 2011, students proficiency interpreting and analyzing information from primary and secondary sources will improve by 10-15% as reflected in the 5th grade New York Standardized Social Studies assessment.	<input type="checkbox"/> Social Studies - By June 2011, students proficiency interpreting and analyzing information from primary and secondary sources will improve by 10-15% as reflected in the 5th grade New York Standardized Social Studies assessment.
Science - By June 2011, students will demonstrate 7-10% gain in Science knowledge and use of the scientific method as reflected in the 4th grade New York Standardized assessment.	Science - By June 2011, students will demonstrate 7-10% gain in Science knowledge and use of the scientific method as reflected in the 4th grade New York Standardized assessment.
Data Utilization - By June 2011, 90% of classroom teachers demonstrate proficiency in utilizing all available data sources (Acuity, ARIS, I-Zone, AR, S.T. Math) to determine students' needs, and plan for differentiated instruction.	Data Utilization - By June 2011, 90% of classroom teachers demonstrate proficiency in utilizing all available data sources (Acuity, ARIS, I-Zone, AR, S.T. Math) to determine students' needs, and plan for differentiated instruction.
Technology -By June 2011, 90% of teachers will implement a comprehensive technology curriculum in a manner consistent with the school's instructional philosophy and approaches.	Technology -By June 2011, 90% of teachers will implement a comprehensive technology curriculum in a manner consistent with the school's instructional philosophy and approaches.
Parent Involvement - By June 2011, there will be an increase of 5-7% in parental engagement as indicated in the Learning Environment Survey	Parent Involvement - By June 2011, there will be an increase of 5-7% in parental engagement as indicated in the Learning Environment Survey

report.

report.

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Reading-By June 2011, there will be an increase of 5-8% in the number of students achieving at state standards (levels 3/4) as evidenced by the results from the NYS ELA assessment. Writing- By June 2011, there will be an increase of 5-8% in the number of students achieving proficiency level (levels 3/4) in writing as evidenced by the results from the NYS ELA assessment.</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>Grades K-2: *Students will engage in accountable talk through flexible grouping and specific assignments. They will respond to the text using newly learned vocabulary. *Teachers will incorporate a variety of graphic organizers in their lessons to assist students organize their thought processes and apply the skills to reading and writing. *The Balanced Reading block time will continue, so that students meet ELA state standards and engage in phonemic awareness/phonics activities, vocabulary, fluency practice and comprehension. *The Award Reading program will be used in all 1-2 classrooms to support literacy instruction. *Literacy Coach/Consultant will provide professional development in reading assessment (running records) and reading strategies such as conferring, flexible groupings and differentiated instruction. *AIS supports such as Reading Buddies, Voyager and Reading Rescue will target at-risk students. *Writers workshop will continue so that students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, and writing for a variety of purposes in all curriculum areas. * Pre-K classes will use Happily Ever After program as their reading and writing instructional components. *Kindergarten classes will use Super Kids program for their literacy block (reading and writing). Grades 3-5: Target population will include students from grades 4-5, including special education and ELL students. *Daily Reading/Writing Workshop (90 minutes literacy instruction) to ensure that students meet ELA state standards and engage in fluency, guided practice, independent/shared reading activities, pre-writing skills, interactive, shared and independent writing activities. *Instruction will focus on high order thinking skills and comprehension strategies, including but not limited to: interpreting pictures, questioning and meta-cognition,</p>

	<p>classifying information and story sequencing. *Push-in support provided by Teachers College Reading Buddies. *Implementation of IZone ELA program for grades 3-4 specifically Compass Learning Odyssey for grade 3 and SuccessMaker for grade 4. Expected student usage is for 30 minutes daily, not including instructional time. *Reading instructional will be included in all subject areas across the curriculum. *Students will engage in accountable talk through flexible grouping and specific assignments. *Teachers will provide AIS services - small group instruction for targeted at-risk students. *Teachers will work with literacy coach/consultant to differentiate instruction and meet students' needs. *Writers Workshop activities will serve to engage students in shared writing, the writing process, journal writing, note taking and writing for a variety of purposes in all curriculum areas. *Professional development will be provided by literacy coach/consultant, focusing on differentiated instruction, one-on-one conferring, best practices, data analysis. *The Guided Reading bookroom has been updated and correlated with the Fountas and Pinnell levels to support teachers' efforts to differentiate instruction through guided reading, conferring and individual work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>*Tax Levy and Title 1 schoolwide funds will be used to fund salaries for staff who will be providing the support and for the materials to be used for instruction. Classroom teachers, literacy coach, consultant - (Title 1), leveled readers, classroom libraries, Award Reading materials (text/software), Happily Ever After and Super Kids materials.</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><input type="checkbox"/> Effectiveness of the program will be assessed by the following: EPAL assessment results; class assessment; ongoing conference notes with students. Evidence of growth in reading fluency, stamina, vocabulary, range of genre, quality of reader responses, as measured by on-going teacher assessment. Evidence of stamina and complexity in writing, skilled use of language convention, variety of genre, and increased independence as a writer will be gauged by teacher-created rubrics aligned with NYS Standards. Data generated from the Izone Pilot programs</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>MATH-By June 2011, there will be an increase of 5-8% in the number of tested students achieving the state standards (levels 3/4) as evidenced by the results from the NYS Math assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> *All students (grades K-5), including ELLs and students with special needs will be engaged in daily math instruction (Everyday Mathematics) for minimum of one (1) hour. Writing will be integrated in the teaching of math. *Teachers will continue to differentiate instruction through flexible groupings and conferring strategies. *Math center will be utilized to engage students in hands-on exploration and problem-solving either in small group or individual setting. *AIS push-in support will be provided by Teachers College Math Buddies to improve concept development and to ensure differentiated instruction in Mathematics. *Implementation of the IZone programs for grades 3 and 4, specifically Compass Learning Odyssey for grade 3 and SuccessMaker for grade 4. Expected student usage is for 30 minutes daily or 2 1/2 hours per week (minimum). Grades 2 and 3 will use S.T. Math (Mind Research web-based math program) with a minimum of 90 minutes per week student usage. *Math coach will provide professional development emphasizing problem solving and writing in math content and as reflected in the new Common Core Standards.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>*Resources will be taken from the following: Tax Levy, Title 1 and Title III, *From September 2010 through June 2011, Professional development will be provided by Math coach, technology/data specialist.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Effectiveness of the program will be assessed by the following:</p> <ul style="list-style-type: none"> Progress will be measured by Everyday Math assessments, periodic assessment, Teacher-made tests, NYS Math tests. Minimum 5% increase in the percentage of 3rd, 4th and 5th graders scoring at or above Level 3 on the NYS Mathematics Assessment administered in Spring 2010. Evidence of growth in mathematical reasoning, as measured by ongoing-teacher assessment. Data generated from the IZone Pilot programs Evidence of growth in portfolio and journal entries – length of piece, skilled use of mathematical language conventions, variety in genre, increase independence as a writer, achievement of personal goals as per writing survey, as measured by a quarterly review of student portfolios.

	Improvement in test scores as measured by on-going teacher assessment and other formal/informal assessment tools (e.g., Unit assessments, Acuity and Progress Report, etc.)
--	---

**Subject Area
(where relevant) :**

Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Social Studies - By June 2011, students proficiency interpreting and analyzing information from primary and secondary sources will improve by 10-15% as reflected in the 5th grade New York Standardized Social Studies assessment.
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>	Classroom teachers will use local resources and different educational website and facilities (e.g. museums, community walks and various experts in their fields) to help students make connections and be able to extract information from these sources and synthesize new ideas and learning to bridge the concepts of past, present and future. *Students will use primary and secondary sources which will help improve their research, comprehension and analytical skills. *Teachers will provide opportunities for student interaction and will facilitate discussion that will enhance student public speaking skills and improve articulation of ideas with supporting evidence. *In partnership with the Apollo Oral History Project, 4th and 5th grade students will participate in a 22-week arts program that engages students with members of their community in order to learn about their surrounding neighborhood. *Students will engage in project-based and unit assessments at the end of each thematic unit.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	*Resources will be taken from the following: Tax Levy, Title 1 and Title III, *From September 2010 through June 2011, Professional development will be provided by coaches, technology/data specialist.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Standard-Based student work and projects 5th Grade Social Studies State Exams (increase levels 3 and 4 student performance) Teacher-created assessments Portfolio entries</p>
--	--

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Science - By June 2011, students will demonstrate 7-10% gain in Science knowledge and use of the scientific method as reflected in the 4th grade New York Standardized assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ Classroom teachers will create and maintain workable classroom science center with challenging hands-on activities to promote inquiry skills in alignment with the NYS standards. *Students will be provided with multiple excursions to hands-on science exhibits (e.g. Sony Wonder, The Queens Hall of Science, etc.). *Simulation and interactive technology will be incorporated throughout the year to support the science curriculum. *There will be a school-wide participation in the annual science fair. *In partnership with the GE foundation and Teachers College, off-site professional development will be provided for all classroom teachers and Science cluster teacher to learn effective strategies in teaching the FOSS science lessons. *Science vocabulary list will be used in science instruction and a word wall will be evident in each classroom to be used for science discussion. Grade K-2 classes will teach CookShop lessons in partnership with the Food Bank for NYC. Students will learn about nutrition through exploration and chef lessons using the various produce. Parents will also participate with the CookShop program as facilitated by Parent Coordinator through Cookshop for Adults program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p>*Resources will be taken from the following: Tax Levy, Title 1 and Title III, *From September 2010 through June 2011, Professional development will be provided by coaches, Science cluster teacher, technology/data specialist and Teachers College staff.</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Standard-Based student work and projects 4 th Grade NYS Science Exams (increase levels 3 and 4 student performance) Portfolio entries

Subject Area
(where relevant) :

Data Utilization

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Data Utilization - By June 2011, 90% of classroom teachers demonstrate proficiency in utilizing all available data sources (Acuity, ARIS, I-Zone, AR, S.T. Math) to determine students' needs, and plan for differentiated instruction.
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>	Provide school-wide data and grade level data to staff. *Grade level meeting which focus on assessment, data analysis, data entry, differentiated instruction, and classroom inquiry space teams. *Continue to focus on Inquiry Team work with target population (lowest third of school – 4th and 5th grades students including ELLs and students with special needs). *Data specialist will conduct professional development sessions on how to access and utilize ARIS, Acuity, I-Zone and S.T. Math data with various members of school community (teachers, parents, etc.) to meet students' needs. *Plan differentiated learning tasks by teachers based on identified data. *Develop ownership among teachers about their class data. *Hire a technology teacher to assist in training teachers, parents and students with the use of technology and its effective implementation.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The funding for Data/Technology teacher position will be as follows: 43.05% of Title 1 Funds and 56.95% of Tax Levy Hold Harmless Funds. Data/Technology teacher will provide on-going professional development throughout the school year to staff which will extend technology integration and support.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • All teachers use of data in instructional planning Data from the IZone programs which will be created on monthly and quarterly basis. Pre-, mid-year and end of the year assessments. Students are using the internet to do research-based projects. • Informal and formal observation of teachers in terms of technology integration.

Subject Area
(where relevant) :

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Technology -By June 2011, 90% of teachers will implement a comprehensive technology curriculum in a manner consistent with the school's instructional philosophy and approaches.</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>Expose students to different technological programs, such as Compass Learning, SuccessMaker, S.T. Math, Microsoft Office programs, Smart Board, etc. that will teach them to become technologically literate and will prepare them for the challenges of the 21st century. *Provide professional development that will ensure that staff member will know how to utilize technology to improve instructional processes. *Hire technology teacher who will support teachers in full integration of technology in classroom instruction, lesson planning, data analysis, creation of students' electronic projects and portfolios, and making connections with other content areas.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>The funding for Data/Technology teacher position will be as follows: 43.05% of Title 1 Funds and 56.95% of Tax Levy Hold Harmless Funds. Data/Technology teacher will provide on-going professional development throughout the school year to staff which will extend technology integration and support.</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><input type="checkbox"/> Data from the IZone programs which will be created on monthly and quarterly basis. Pre-, mid-year and end of the year assessments. Students are using the internet to do research-based projects. Informal and formal observation of teachers in terms of technology integration.</p>

Subject Area (where relevant) : Parent Involment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Parent Involvement - By June 2011, there will be an increase of 5-7% in parental engagement as indicated in the Learning Environment Survey report.</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>Strong parent outreach program with the use of flyers, posters, Phone Communication System, letters, home visits, etc., to encourage parents to attend Annual Open House, PTC meetings and PTA monthly meetings. *Plan workshops with parents through the office of the Parent Coordinator.* Distribute monthly school event calendar, parent bulletins, assembly programs. *Conduct fundraising activities to raise money to support school activities. *Grades Pre-K and Kindergarten welcome festivities. *Grade 5 Middle School orientation meetings. *Chaperone school/class fieldtrips.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i></p>	<p>Title 1 SWP (1%) and Title 1 ARRA funds will be utilized to support and improve parent education and engagement activities.</p>

<p><i>actions/strategies/activities described in this action plan.</i></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>☐ Improved attendance of parents at school functions, workshops, meetings and improved participation on committees. Increased PTA membership. Positive parent responses on Parent surveys.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	6			
1	35		N/A	N/A	13		6	
2	17		N/A	N/A			3	
3	7		N/A	N/A	6		12	
4	6	6			13		10	
5	4	6			5		13	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Kindergarten-classes will have an in-class literacy volunteer push-in during the school day. Additionally, teachers will use Super Kids Program (The Rowland Reading Program) to support literacy instruction.</p> <ul style="list-style-type: none"> • We will have a Teachers College Reading Buddy for each class to provide 1:1 support to targeted at-risk students. Students will also receive 1:1 literacy support daily for 30 minutes via Reading Rescue Intervention program and RSVP Reading Buddies program. Teachers will also work with students in small groups for guided reading instruction daily. • Second grade at-risk students will receive Voyager Intervention services and targeted support from the classroom teacher. • Third to Fifth grade students will work in small groups with assigned AIS teachers who will provide instructional support in the targeted area, based on assessment data. After-school programs will also support students (3-5) in all areas in preparation for testing. <p>Reading Rescue This early academic intervention program focuses on phonemic awareness, vocabulary recognition, reading fluency and comprehension. Students who enter First Grade below grade expectations are provided with one-to-one tutoring for 30 minutes during the school day for five days per week for the entire school year.</p> <p>Passport Voyager This comprehensive reading intervention program targets students in grades two and three. During the school day each group of five students meet for 40 minutes daily throughout the school year.</p>

<p>Mathematics:</p>	<p><input type="checkbox"/> The Math Coach and Math Consultant will provide support to classroom teachers and students who demonstrate or request specific needs to aid performance. Daily small group math tutoring is provided to level 1 and 2 students in grades 3 through 5. Additionally, after-school program supports students in preparation of the testing program.</p> <p>Push-In/Pull-Out Support</p> <p>To support students who have not mastered necessary number sense and operations the AIS teacher uses both a Push-In and Pull-Out model to provide AIS to targeted fifth graders in concept building. Students are supported in a small group of five for 50 minutes, three times per week for one term. Teachers' College Math Buddies tutor at risk students in a small group setting, daily for approximately 30 minutes.</p>
<p>Science:</p>	<p><input type="checkbox"/> In alignment with the state standards, all students (PK-5) have been exposed to a curriculum which provide direct instruction and guided practice in specific skills and strategies during the school day. Classroom instruction is differentiated, following the FOSS scientific process of hands-on experimentation.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> In alignment with the state standards, all students (PK-5) have been exposed to a curriculum which provide direct instruction and guided practice in specific skills and strategies during the school day. Classroom instruction is differentiated. Students use primary and secondary documents to analyze, evaluate and formulate opinions with regards to social issues/concerns.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The Guidance Counselor conducts Individual and group counseling with students who are identified by their teachers as "at risk." They concern understanding self and others, peer relationships, coping strategies, and conflict resolution. Other intervention includes consultation and collaboration with teachers and parents, one-on-one parent conferencing and outside referrals. The counselor focuses on behavioral skills needed for success in the classroom such as impulse control, expressing feelings in an appropriate manner, and taking turns.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> School Psychologist works with students who need emotional support.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Social workers and NYU intern from the School of Social Work work with children individually and in small groups to address social emotional issues and to help redirect their focus to academics.</p>

At-risk Health-related Services:

Open Airways in School is a program in which the School Nurse conducts six week cycles of classes for asthmatic students in grades 3-5. The full-time school nurse provides services to students with completed 504 forms on a daily and/or as needed basis, including the administration of medication and the monitoring of chronic conditions such as asthma and seizure disorder.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 71

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) None

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.

School Demographics

The ELLs in our school account for about 18% of the student population. Spanish and Arabic are the languages most of our ELLs speak, and the next biggest group of ELLs speaks African dialects such as Mandingo, Wolof, and Fulani. There is a small population of students who speak Bengali and Chinese.

Title III Program: Data and Rationale

According to 2010 State Assessment Data, 76% of our ELLs met the promotional criteria for ELA Standards. As for the mathematics assessment, 79% of our ELLs met or exceeded promotional criteria. After analyzing the data from these assessments the following measures were taken: utilize Title III money to fund Professional Development for teachers who work with ELLs, have available funds for substitute teachers (per diem); acquire materials, fund field trips and parental involvement; including translators for parents during parent workshops and conferences.

Instruction and Data

Teachers utilize the Instructional Model that includes the core curriculum – focusing on Balanced Literacy, Everyday Mathematics and Understanding by Design for content area subjects. ELLs are also provided academic extended day programs to support literacy and mathematics. Appropriate scaffolding, cooperative learning approaches, ongoing assessment and differentiation are put into place for all ELLs, working towards a common goal of meeting/exceeding the state performance standards. Technology is also incorporated to support beginning and intermediate students' learning via Rosetta Stone Language Learning Success Technology and Renaissance Learning: English in a Flash. Grade 3 and 4 students work with I-Zone and Successmaker technology programs which help differentiate instruction. We nurture self esteem and social development, thus improving the ELLs opportunities for learning.

NYSESLAT scores are analyzed by the school's ESL teachers and schedules are created accordingly to comply with the mandated number of instructional minutes. Our ESL groups are grouped heterogeneously and accordingly to accommodate academic schedules. Within these groups, our teachers promote quality differentiated instruction in cooperative learning environments where students' needs and differences are acknowledged and respected. Along with NYSESLAT data, teachers have access to New York City Department of Education's Achievement Reporting and Innovation System (ARIS), where they can find important information related to individual student achievement. Teachers support students with the academic language and strategies involved in having the ELLs succeed.

Parental Involvement

Parents are invited to meet with teachers four times a year; during parent orientations, open school night, and parent-teacher conference days to discuss their child's progress. Materials such as handouts and informative booklets are provided to parents, and strategies are discussed on how to move their child towards the NY State ESL standards, and expectations of state exams. If requested by the parent, teachers are available to meet with individual parents.

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.

□

Professional development is provided to teachers on an on going basis, based on identified needs. This will ensure that instructional staff is provided with the support that is needed. Some of the sessions our staff will attend are: November 10, 2010; This year the focus is on the following areas:

LAP/ NYSESLAT and Periodic Assessment Data - how it affects teaching and strategies to implement with ELLs depending on their English proficiency level, - presented by ESL teacher to K-2 classroom teachers-November 2, 2010

- *How to support your child's literacy skills* - to be presented by Parent Coordinator, ESL teacher, and Literacy Coach- December 2010

Section III. Title III Budget

—

School: CS 154

BEDS Code: 310500010154

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,650	<input type="checkbox"/> -Imagine Learning English Technology Program- Illuminating Language and Literacy 71 licenses for K-5 ELLs - Teachers who teach ELLs will attend a professional training to better support students with the program
Purchased services - High quality staff and curriculum development contracts	\$1,500	<input type="checkbox"/> Admission fees for field trips to Green Meadows Farm and New York Aquarium Refreshments provided to parents during parent workshops in school Franklin TG 450 12 Language Translators (amount 35)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$850	<input type="checkbox"/> -NYSESLAT test prep books (Continental Press) -Pearson's Words Their Way Class Packages 1 and 2 <input type="checkbox"/>
Educational Software (Object Code 199)	None	<input type="checkbox"/> None
Travel	None	<input type="checkbox"/> None
Other	None	<input type="checkbox"/> None
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Initially, we use the Home Language Identification Survey to determine the primary language spoken by each parent. Additional information concerning the level of English proficiency of parents is gathered during parent orientation and meetings with school staff (teachers, supervisors, parent coordinator, and others). The most consistent translation for the oral communication is having volunteers available to interpret for Spanish speaking parents. The school has limited resources for other languages: Chinese, French, Arabic, and African dialects. Written communications from the DOE offices provide the school with translated versions except for African dialects.

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.

As mentioned above, there are limited resources for parents who speak languages other than Spanish. We provide parents with written translation of report cards, DOE letters, and other information when they are available online from the DOE website. In some cases, forms used in school are ordered in available languages (i.e. report cards) The parent coordinator, ESL teacher, and the school, in general, send written communication via parent notices, letters, flyers, automated phone calls, meetings (i.e. PTA, faculty conferences, and Parent Teacher conferences).

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

□

When available, written translations of parent information are printed from the DOE website. School forms are requested or ordered from the DOE (i.e. report cards, school forms, etc.) We also try to identify parent volunteers, bilingual in their native language and English, who would be available to translate written communications and interpret during meetings .

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.

□

Based on Home Language Identification Survey results and staff meetings with parents, we have 28 families whose parents' primary language is Spanish, one family speaks both Fulani and Dulai, 5 families speak Mandingo, 2 families speak Bengali, 3 families speak French, 5 families speak Arabic, and 1 family speaks Chinese. At present, only Spanish oral interpretation is available on a consistent basis with some limited Chinese from in-house school staff. In order to provide consistent services to all parents, a parent survey will be done to tap parent resources to either translate or interpret. Upon the request of the teachers or/and parents, the parent coordinator coordinates with the Translation and Interpretation Unit of the NYC Department of Education to provide interpreters via phone conference. So far, this has improved our services for the Arabic speaking parents .

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 school will use the translated version the DOE provides online as well as the Translation and Interpretation Unit of the NYC Department of Education in translating written communication. We will also request translators/interpreters for parent meetings (i.e. Parent Orientation for Bilingual Programs), etc. If no translator is available, we will use the allotted budget to hire translators/interpreters.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$ 347,931	\$ 63,774	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3,479		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 17,396	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 34,793	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94.1%

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

-
- **On-going Professional Development in and out of school to improve teacher quality.**
- **Some teachers are enrolled in advanced studies and other graduate programs.**
- **Teachers are sent to attend seminars and workshops as sponsored by the CLSO and district that will help them improve their pedagogical skills.**

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

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

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

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

□

CS 154 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

CS 154 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- **The mission of the Harriet Tubman Learning Center is to provide a safe, child-centered environment, focused on educating all students to become literate, critical thinkers and independent learners through excellence in teaching and learning. With a strong commitment to our students and community, we will ensure the academic success of all.**
- **We envision our school as a learning community where all the stakeholders, parents, teachers and students, are active participants, engaged in the educational process. All participants enjoy a shared responsibility for student success, and work collaboratively to promote our belief: “We are responsible, no excuses.” We work to create classrooms that foster rigor and high expectations for our students’ academic, social and emotional growth.**

-Via Report Cards distributed three times annually and academic/ behavior progress sheets as necessary.

CS 154 will provide parents opportunities to volunteer and participate in their children's class, and to observe classroom activities as follows:

- Parents are welcome to volunteer and observe in their children's classes when appointments are made in advance.

CS 154 will:

involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

Parent Responsibilities

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

- ***supporting my child's learning by making education a priority in our home by:***

expressing high expectation and offer praise and encouragement for achievement.)

sending my child to school in uniform each school day

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high

standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

General Expectations

CS 154 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—***
- ***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

- **Time will be devoted to discussion of the plan at School Leadership Team meetings.**
- **Parent Coordinator will gather feedback from parents regarding the plan.**

CS 154 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:

- **CS 154 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: (List activities.)**

- **An annual evaluation of the content and effectiveness of this parental involvement policy will be conducted.**

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.

- **The evaluation will be conducted by the School Leadership Team**

CS 154 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 –

The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

ANY EQUIPMENT AND OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS

CS 154 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Provide parent workshops in various curricular areas such as math and literacy

Provide parents with workshops in health and nutrition of children

Provide parents access to computers in the Parent Room

CS 154 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Staff development will be conducted by the parent coordinator and other appropriate specialists regarding establishing sound relationships and communication with parents.

CS 154 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:

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:

- **providing other reasonable support for parental involvement activities under section 1118 as parents may request.**

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.

□

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. Students who are targeted for intervention are those who performed at levels 1 and 2 in both NYS ELA and Math assessments. Teachers utilize the periodic assessments, Performance Series, unit assessments and other teacher formulated tests to monitor students' growth performance. Selected teachers are assigned to provide push-in intervention to students. They work with at risk students either individually or in small group setting. Based on performance rating and teachers' need assessment survey, teachers who need additional assistance are submitted to rigorous professional development activities to assist them enhance their teaching skills.**

Schoolwide reform strategies that were utilized during the school year which provided opportunities for all children to meet the State's proficient and advanced levels of student academic achievement were as follows:

The Extended day program which targets students who performed at levels 1 and 2 in NYS ELA and math tests. ELLs and Special Ed students are also included in the program.

The 37 ½ small group tutoring which focused on test prep
NYU social work interns, Reading Buddies and Math tutors

Reading Rescue, Passport Voyager and Reading buddies (RSVP) for lower grade students who were not performing on grade level in reading

Data analysis by the Inquiry Team will be communicated to teachers to be used for instructional planning and differentiated instruction.

Utilization of the Acuity and Performance series to monitor predictive and diagnostic assessments results that can assist teachers in instructional planning to target students' individual needs.

There are other programs that data can be generated (for example Accelerated Reader) which can be accessed by classroom teachers to plan differentiated instruction.

Instruction by highly qualified staff.

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

High quality and on-going Professional Development sessions to staff will be provided by supervisors, Teacher Center specialist, coaches and outside consultants. Teachers will be exposed to new research-based strategies, such as Data to drive instruction, differentiated instruction, etc., that can assist them in planning and monitoring **student performance. Built-in weekly common planning schedule will be in place to ensure that teachers will have opportunities to meet with supervisors, coaches, consultants for planning and meeting purposes related to curriculum, instruction and other administrative issues.**

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

Professional Development to keep the teachers up to date with regards to new trends in the field education
Support programs for teachers in terms of handling challenging school situations
Show the strong and cohesive school culture that these highly qualified teachers can perceived as a good place to be

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

Through the office of the Parent Coordinator surveys will send to parents to gain insights with regards to their needs that can be addressed at the school level. For example, GED program, Adult Computer class, Cookshop lessons, etc.
Flyers and newsletters will be sent out to communicate to parents concerning school activities
Phone brigade will be used to invite, inform, encourage and follow-up communication concerning their school participation
Set up Parent bulletin boards to provide positive and clear parent communication
Schedule Parent workshops based on their needs and adjusted to their availability. Two sessions: one in the morning and one in the afternoon to accommodate working parents.
Send information about school's programs to community organizations to reach out to parents

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. Teachers administer teacher will make assessment at the beginning of the school year to establish baseline needs assessment of individual students for planning and support purposes. Family worker will work collaboratively with teachers and will give assistance to students and parents.**

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

Teachers are trained to access their class assessment reports (i.e. Acuity, Performance Series, etc.), how to use resource tools and how to customize assessment to target needs of the various tiers in the classroom.
Data specialist communicates data to the teachers and support staff on a regularly basis to monitor students' performance and progress and provide additional training and support as needs arise.
Administration and supervisors monitor data and meet with staff for follow-up activities (i.e. meetings, workshops, etc.)

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include**

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Extended day and Saturday Academy programs which targeted students who performed levels 1 and 2 in NYS ELA and math tests.

ELLs and Special Ed students were also included in the program.

The 37 ½ small group tutoring which focused on test prep

NYU social work interns, Reading Buddies and Math tutors

Reading Rescue, Passport Voyager and Reading buddies (RSVP) for lower grade students who were not performing on grade level in reading

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

2. Schoolwide reform strategies that:

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

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.

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

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

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

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.

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.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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

Explanation/Background:

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

resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

18

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

The Guidance Counselor is assigned to provide small group counseling to support students who are at-risk for social emotional and behavioral issues that may interfere with classroom instruction.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_05M154_020411-165609.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 3 Network 3.10	District 05	School Number 154	School Name Harriet Tubman Learn
Principal Elizabeth Jarrett	Assistant Principal Raymond De Jesus		
Coach Carol Dominguez, Math	Coach Roslyn Odinga, Literacy		
Teacher/Subject Area Jenny Tsang, grade 2	Guidance Counselor Wendy Mejia		
Teacher/Subject Area Yvonne LaRoche, grade 5	Parent		
Teacher/Subject Area Ana Goldman, grade 3	Parent Coordinator Monique Kennedy		
Related Service Provider Shirley Lai Quong	Other Marlene Acevedo, ESL teacher		
Network Leader	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	392	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	17.86%
------------------------------------	------------	----------------------	-----------	---	---------------

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.

At C.S. 154 we offer ELL services to entitled general education and special education students. The population who participates in our Freestanding ESL Program is the following: for Kindergarten ten students; first grade eleven students; second grade thirteen students who receive ESL services in a self contained setting; and five are pulled out of their classroom, third grade eight students, fourth grade eleven students; and fifth grade fifteen students. The Special Education population has five students served as per their IEPs.

During the registration process of their child in school, parents are given a Home Language Identification Survey (HLIS) to complete. The ESL teacher checks the cumulative record of every newly admitted student in order to verify which students speak a language other than English at home. The answers to this document will establish eligibility for the English Language Assessment Battery Revised. If a parent states that another language is used for any three questions, the LAB-R needs to be administered. Even if just one question states that a child speaks another language at home, it may be indicative that the child may be eligible to be tested, therefore an informal interview may need to be conducted. The ESL teacher interviews the parent, asking questions such as: "Is English spoken at home? Which language is predominant at home?" "Is the student literate in home language?" If the teacher and parent agree that the student may speak home language predominantly, the student is interviewed. During this interview, the student is given basic commands using the Total Physical Response Approach, in order to check for listening comprehension in following basic commands. The student is also asked open short response questions, in order to check oral language. These questions may include "What do you like to eat?" "Do you have any siblings?" etc. Phonemic awareness is checked in lower grade students, reading comprehension and fluency for upper grade students. If the student shows English proficiency that approximates to that of a native speaker, LAB-R is not administered. For those students who are eligible to take the LAB-R, the assessment is administered within the first ten days of their enrollment in the school. Given the case that the student is absent within those ten days, the assessment is administered as soon as the student is in attendance in the school. The manual scores determine if the student is eligible to receive ELL services. If the student is an eligible ELL, s/he is placed in an ELL Program immediately.

The pupil accounting secretary of our school, Ms. Campbell is responsible for providing parents the HLIS. The Parent Coordinator, Ms. Kennedy and ESL teacher; Ms. Acevedo assist parents complete the survey in the event they need help. The ESL teacher verifies HLIS forms for testing eligibility, and administers LAB-R if necessary as well as Spanish LAB if applicable. Other pedagogues as well as administrators in our school are fully bilingual, with our staff being able to communicate with parents who speak: Spanish, Chinese-Mandarin, Toisanese, and Fookien; Tagalog and Korean.

After LAB-R administration to newly admitted students, entitlement letters are sent home to notify parents about their child's identification. A parent orientation is scheduled within the first ten days of school. Phone calls are made to notify parents of this event. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video is viewed, the Parent Coordinator and ELL teacher address any inquiries the parents may have, and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. Those parents who do not attend the parent orientation have the opportunity to participate in other parent activities in the school and receive ELL information on an individual basis; such as the Parent Breakfast and School Open House. The Pupil Accounting Secretary notifies the ELL personnel of any newly admitted student throughout the school year in order to continuously administer the LAB-R to eligible students and provide them the mandated services. ELLs are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT.) The testing coordinator along with the ESL teacher

examines the ATS roster of students eligible to take the NYSESLAT. In order to provide information about the test, the literacy coach and ELL teacher offer parents a workshop explaining the contents of the test and provide a Parent Guide that offers details about it. Students are also notified they need to take the exam. When it is time to administer the exam, the ESL teacher as well as the Literacy Coach administer the test to the students. A schedule is created in order to test students by grade level.

Parents who are not able to attend the initial parent orientation and do not fill out program selection forms, are invited to do so during the school open house or schedule a one-on-one meeting at their convenience. Letters are sent in the mail to parents, notifying them of their child's placement in an ELL program. These letters are always sent out in English and in the parents' native language. For the past few years, parents have chosen the Freestanding ESL Program as their number one choice in the Parent Survey and Program Selection Form. Two parents have expressed their desire to enroll their children in a Dual Language Program while three parents have selected the Transitional Bilingual Program. Not having the sufficient number of students to start said programs in our school, parents have been notified they have the option to transfer their children to a school that offers the programs. These parents also expressed they would not like to transfer their children to another school and are satisfied with their children being part of a Freestanding ESL Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			13											13
Push-In	10	11	5	8	11	16								61
Total	10	11	18	8	11	16	0	0	0	0	0	0	0	74

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	54	3	2	18		2	0			70
Total	52	1	2	18	0	2	0	0	0	70

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	8	9	4	7	7								41
Chinese	1													1
Russian														0
Bengali			1											1
Urdu														0
Arabic	1	2	3	3	2	1								12
Haitian														0
French		1				4								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		5	1	2	4								13
TOTAL	10	11	17	8	11	16	0	73						

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.

C.S. 154 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. In addition, we strive to develop literacy and academic skills of ELLs who participate in the program, academic standards and assessments are implemented to ensure pupils are provided opportunities to equal access to all school programs and services. Beginning and Intermediate ELLs receive 360 minutes of explicit ESL instruction a week whereas Advanced ELLs receive 180 minutes of explicit ESL instruction a week. NYSESLAT data is analyzed for the purpose of creating a schedule that allows all students to receive the amount of minutes they need of ESL instruction. The program models that take place in our school are Pull-out for grades K-5 and a self contained class for grade 2. These two models are taught by two ESL teachers who are fully certified. For the pullout model, content areas that infuse ESL strategies are implemented, whereas the students in the self-contained class are grouped together for the entire day. For the Pull-out model, students are grouped by grade and proficiency level. Sometimes two consecutive grades may exist in one pullout group, for example grade 3 and 4 Advanced ELLs may work in a same group, grade 1 and 2 beginning and intermediate ELLs may be grouped together in order to comply with the 360 weekly minutes of mandated ESL time. NYSESLAT Data is meticulously analyzed to make these decisions. The goal of our ESL Program is to provide instruction in learning environments where students' needs and differences are acknowledged and respected, and encourage English proficiency. In order to reach these goals, we provide scaffolding such as modeling and schema building, work in small groups, targeting students' needs, focus on literacy and academic language, conference with individual students. Teachers meet regularly to plan lessons for each unit of study. We strive to use content areas as medium for second language learning, focusing on vocabulary, developing literacy through thematic units. Content areas are delivered in English with native language support. We also make sure the students comprehend instruction of linguistically challenging material by rephrasing questions, expanding vocabulary, providing additional time on challenging material, presenting realia in different content area subjects (i.e., visual aids such as maps, globes, illustrations, photographs, manipulatives, among others) to increase comprehension.

Instruction for ELLs is differentiated according to NYSESLAT Data. The first step to differentiate is identify the students' English proficiency level. After that, within the different proficiency levels, other data is utilized to create inquiry groups and target specific needs such as listening, reading, writing, or speaking. Within the language skills, there may be other components that need to be addressed, such as comprehension, fluency, accuracy, among others. Then students are grouped together with students with similar needs and small group instruction is provided in order to meet their academic needs.

For the school year 2010-2011, C.S. 154 has one student identified as SIFE. This student receives counseling services in order to help with the affective needs. "Small group or cooperative learning, important for all ELLs" (Holt, 1993) is ideal for SIFE, therefore the student works in a small group pullout setting with other students who have similar needs as newcomers. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge, build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies with translations in native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide access to materials that will support them (i.e., books, glossaries, dictionaries). Teachers and students give the newcomer an informal orientation of school expectations and policies and we

encourage a buddy system identifying a student in his/her class that will assist them during the school day. An informal assessment is administered, of different content area subjects in order to identify students' needs and provide immediate support. The data obtained from these assessments help teachers build on the students' native language and personal experiences and support their progress. Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, and decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. We also administer state exams in the students' native language if available. When unavailable, translators are hired as means of providing native language support. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. We foster a nurturing environment that promotes learning and risk taking during learning. Listening comprehension is mainly targeted with these students, through the use of listening software and web based programs.

In order to help ELLs receiving services for 4 to 6 years, we regularly monitor data in order to follow the student's progress in all content areas and better differentiate instruction for specific academic needs. Inquiry groups are formed, where students are targeted in skills they are struggling with; for a period of 4-6 weeks. These targeted students work with the teacher in a small group setting and focus on fluency in reading and writing, vocabulary development, and enrich their linguistic skills according to their needs. Graphic organizers, modeling, chants, songs, rubrics and a print rich environment are some of the components that enhance our daily teaching routines.

For the present school year 2010-2011 there are no Long-Term ELLs enrolled in our school. In the event that any of our students become long term language learners, we would use different data such as state exams, predictive assessments and observations in order to identify where the student needs most help and provide instruction that addresses those needs.

In order to meet the needs of students with special needs, teachers are familiar with students' IEPs and particular needs. All services are provided accordingly to the IEP mandates. IEPs indicate any disabilities the students may have, and guide what accommodations need to be made during instruction and testing. There is also ongoing communication between the teachers and related services personnel who work with these students as well as the parents, as a means of exchanging strategies to help these students perform on grade level. We currently have no activities to assist newly enrolled ELL students before the beginning of the school year, as students have not been identified at this point in time. It is when school begins that the ESL teacher screens HLIS forms and tests students to determine ELL eligibility.

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

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

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

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

Native Language Arts and Native Language Support

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



Former ELLs continue to have transitional support for two years, receiving testing modifications during state exams. These students are entitled to have additional time and a separate location to complete the exam. In this separate location, directions and passages may be read 3 times, and if needed; the students may use a glossary in their home language for translations of words of state exams except ELA.

The materials chosen to support ELLs and develop English proficiency are components of the Wilson Language Basics and Foundations Programs are used to support students identified with special needs, Pearson’s Words Their Way Study, Empire State NYSESLAT ESL test prep book, New York State Coach: ELA and New York State Coach: Mathematics; Awards Reading Assessment Kits and online resources. Computer software such as English in a Flash Program and Rosetta Stone Language Learning Success are implemented as additional aids to those students who have limited listening and speaking proficiency.

Native language support is delivered in the Freestanding ESL Program through the use of bilingual dictionaries and print and materials in the native language. Buddy systems are also encouraged among ELLs. Students who are literate in their native language are given the opportunity to complete state exams- with the exception of the English Language Arts test and NYSESLAT, in their native language. For lower incidence languages, students are provided an oral translation to complete the test.

ELLs have the opportunity to attend an after school program in our school funded by the Harlem Children's Zone. In this program, students are provided with explicit test taking strategies, use Imagine Learning English and English in a Flash Program and are also provided with their academic needs in math and English language arts. Some of the instructional materials used to support ELLs are "pictionaries," flashcards, books, big books, word study notebooks, maps, globes, manipulatives, charts, among others. Materials are directly aligned with the curriculum and correspond to ELLs ages and grades because they are relevant and related to their instruction in the ESI classroom and mainstream classroom. Materials are carefully selected to enhance instruction in content areas and develop language and not used for the sake of using.

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)?

N/A

D. Professional Development and Support for School Staff

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

Teachers in our building have the opportunity to attend M/SI BETAC Professional development sessions at Hunter College and Fordham University. Some of the different topics presented are related to using technologies for ELLs, instruction and intervention, meaningful reading and writing practices; and teaching vocabulary. During some of our monthly faculty conferences, different staff members and outside speakers present topics to support teachers with effective instructional strategies. The ELL staff presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies and differentiating ELL instruction. Teachers also meet on a monthly basis to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. The English Language Learner Specialist and one classroom teacher will be attending five full days of professional development workshops; Math for All, facilitated by the school math coach. These sessions will focus on different neurodevelopment constructs that teachers will use in planning math lessons that will give all students access to math. The participants will select focal students for the study and will plan lesson for a fifth grade class and a second grade class. Secretaries attend any professional development sessions about ATS updates and ELL reports, and also attend sessions provided by the school CFN. The PD sessions offered by Hunter College and Fordham University are open to administrators and paraprofessionals who work with ELLs. The M/SI BETAC sends out electronic invitations days prior to the session in order for participants to register for these sessions.

Our guidance counselor initially meets with all fifth grade parents in a group during the School Open House to discuss expectations for their children in their last year at our school. Parents are provided with informational pamphlets- available in English and Spanish, and

other languages upon request. The guidance counselor also plans a meeting exclusively devoted to the process of middle school selection and registration. In November, during the first Parent Teacher Conference Day, applications are distributed and explained in detail in order to facilitate the transition from elementary school to middle school.

E. Parental Involvement

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

At The Harriet Tubman Learning Center Family we promote Parent Involvement by creating a welcoming parent friendly atmosphere. Information and materials are provided to parents in their home language, as well as interpretations during orientations and conferences. ELL parents are encouraged to be involved meaningfully in their children’s education. Parents are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School night, and parent –teacher conference days to discuss their child’s academic progress. If requested by the parents, teachers are available to meet with them individually. Throughout the school year, the math and literacy coaches in collaboration with the ELL teacher plan different workshops for parents in which they discuss ELA, ESL and Math Standards and strategies to help their children achieve the expectations of state exams. In addition, the ELL Teacher and Guidance Counselor, Family Workers - all who are bilingual, along with our Parent Coordinator provide ELL Orientations, Parent consultations, and Parent Informational sessions. Parents are provided surveys upon their child’s enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum, (i.e., field trips and assemblies.) Our staff reinforces accurate information that is provided to parents in order to reach our goal by educating and increasing the positive relationship in the Partnership of schools and families. Our school partners with other agencies and Community Based organizations such as Harlem Children Zone’s Afterschool Programs, Hollywood Golfers Inc., Parks Department with Shape Up NYC, Harlem Hospital, Metro-plus, Citi-Care Family Health Plus, CookShop, Parents Job Net, just to name a few. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on Parent Involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. The Harriet Tubman Learning Center Family recognizes that parent involvement is essential in the educational development of our youth. We conduct the surveys in order to facilitate various workshops based on the parents’ responses, informational sessions, and support of our PTA, Learning Leaders Program, UFT Dial-a-Teacher, and other helpful links.

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)	4	10	6	3	9	4								36
Intermediate(I)	0	3	3	3	1	5								15
Advanced (A)	4	0	6	2	1	6								19
Total	8	13	15	8	11	15	0	0	0	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	B	1	3	2	0	1								
	I	2	2	0	0	1								
	A	5	5	1	0	1								
	P	3	5	4	10	9								
READING/ WRITING	B	8	7	2	0	1								
	I	3	2	3	1	1								
	A	0	2	2	9	8								
	P	0	4	0	0	2								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	6	0	0	10
5	1	9	1		11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		2							2
4	1		4	1	3		1		10
5	1	1	9		0		1		12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		5	1	5				12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5		1							1
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

As tools to assess the early literacy skills of our ELLs, our school uses data from E-CLAS, A-Z Running Records and Award Reading Program. These data help teachers plan instruction and create flexible grouping depending on students' academic abilities. ECLAS-2 data is divided into strands that provide significant literacy information about students. From phonics, phonemic awareness to reading and listening comprehension, classroom teachers as well as the ESL teacher use these data to guide instruction and create goals to help students develop the knowledge and skills they need to become literate.

NYSESLAT measures the English proficiency of ELLs. NYSESLAT data show that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers, and in grade 1 and 2. For the 2010-11 school year, our grade 2 and 5 populations are the largest ones. The data patterns reveal that the vast majority of our grade 3, 4 and 5 ELLs are proficient in listening and speaking, however it is the reading and writing that do not allow them to become fully proficient of the English language. After looking at the scores by modalities it was evident that the reading and writing scores cause them to remain at the intermediate or advanced level. These data help create a schedule by grouping students with the same proficiency level in their grades and tailoring instruction to address their needs. Instruction is differentiated so that students take part in a lesson that will help them progress academically meeting or exceeding standards.

The implications for the school’s instructional decisions will be to continue to strongly target language development across the grades and content areas, provide additional support in reading and writing skills for advanced students in grade 3-5, target listening and speaking skills for newcomers, and target language modalities according to students' needs. Instruction offered to our ELL population is focused to assist students meet or exceed New York State and City Standards.

The school leadership and teachers use the results of ELL Periodic Assessments to learn students' strengths and weaknesses in English. These assessments measure three language strands- listening, reading and writing and helps us plan targeted instruction to help students meet state standards. The Native Language is not used during the administration of these assessments, however Native Language Support is provided during instruction, after analyzing the data. We evaluate the success of our ELL program by monitoring data to ensure that students make gains in terms of scores, move up English proficiency levels and meet grade standards in all subject areas.

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.

Grades	Listening & Speaking				Reading & Writing			
	Beginning	Intermediate	Advanced	Proficient	Beginning	Intermediate	Advanced	Proficient
1-2	15%	15%38%	31%	58%	19%	7%	15%	
3-5	10%	3%	6%	79%	10%	17%	70%	6%

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 154 Harriet Tubman					
District:	5	DBN:	05M154	School		310500010154

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	32	41	36		91.2	92.1	91.5
Kindergarten	65	58	61				
Grade 1	57	70	63	Student Stability - % of Enrollment:			
Grade 2	75	46	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	63	47		92.3	87.7	91.0
Grade 4	63	66	64				
Grade 5	56	47	59	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		85.6	95.3	94.4
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		12	43	43
Grade 12	0	0	0				
Ungraded	3	7	5	Recent Immigrants - Total Number:			
Total	413	398	396	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	8

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	38	44	56	Principal Suspensions	39	59	32
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	19	12	9
Number all others	25	37	40				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	39	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	7
# receiving ESL services only	54	51	TBD				
# ELLs with IEPs	1	6	TBD	Number of Educational Paraprofessionals	7	6	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.4	97.0
				% more than 2 years teaching in this school	67.4	76.9	88.6
				% more than 5 years teaching anywhere	60.5	66.7	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	85.0	91.4
American Indian or Alaska Native	0.0	0.3	0.0	% core classes taught by "highly qualified" teachers	95.9	95.7	90.9
Black or African American	69.2	65.6	64.1				
Hispanic or Latino	25.7	28.4	31.3				
Asian or Native Hawaiian/Other Pacific	1.7	1.0	1.0				
White	1.9	2.8	3.5				
Male	51.3	50.3	50.5				
Female	48.7	49.7	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	35.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:05M154

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	347,931	63,774	411,705
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,479	638	4,117
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,396	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,793	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **97%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Funds were set aside for tuition reimbursed and the teacher that was not highly qualified was encouraged to go to school to become highly qualified.
- Ongoing professional development is provided in and out of school to improve teacher quality.
- Consultants have been hired to provide on-site professional development to improve teacher quality.
- Teachers are also encouraged and given opportunities to attend professional conferences to improve their pedagogical practice.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. **Schoolwide reform** strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	-------------	--	---------------------------------------	--

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	✓			55,668.00	✓	CEP 14,15, 16, 17, 18, 19, 20
Title I, Part A (ARRA)	Federal	✓			63,774.00	✓	14,15, 16, 17, 18, 20
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

- **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.

